

REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**A MIXED METHOD STUDY ON SELF-REGULATED LEARNING
STRATEGIES BASED INTERVENTION TO IMPROVE THE SELF-
EFFICACY BELIEFS OF THE 9TH GRADE TURKISH EFL STUDENTS**

Ebru DÜNYAGÜZELİ

MASTER OF ARTS

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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN 9. SINIF TÜRK ÖĞRENCİLERİNİN ÖZ-YETERLİK İNANÇLARINI GELİŞTİRMeye YÖNELİK ÖZ-DÜZENLEMELİ ÖĞRENME STRATEJİLERİNE DAYALI MÜDAHALEYE İLİŞKİN BİR KARMA YÖNTEM ÇALIŞMASI

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Danışman: Dr. Öğretim Üyesi Adnan BİÇER

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Bu çalışmanın temel amacı, öz-düzenlemeli öğrenme stratejileri kullanımının 9. Sınıf düzeyindeki İngilizceyi yabancı dil olarak öğrenen Türk lise öğrencilerinin öz-yeterlik inançları üzerindeki etkilerini incelemektir. Çalışma ayrıca, SRLSs (öz-düzenlemeli öğrenme stratejileri) temelli müdahale uygulanan katılımcıların öz-yeterlik inançlarında herhangi bir gelişme olup olmadığını belirlemeyi amaçlamıştır. Bu SRLSs temelli müdahale, bir SRSD (öz-düzenlemeli strateji geliştirme) modeli ve öz-kavramlar konulu iki oturumdan oluşan NLP (nörolingüistik programlama) seminerleri ile desteklenmiştir. Bu araştırma vasıtasıyla, öz-düzenlemeli öğrenme stratejileri temelli bir müdahalenin İngilizce öğrenimine etkisinin araştırılması hedeflenmiştir. Çalışma aynı zamanda öğrencilerin dil öğrenme süreçlerinde, öz-düzenlemeli öğrenme stratejilerinin her bir adımına yönelik görüşlerini de araştırmıştır. Bu çalışma Pamukkale/Denizli'deki Uzunpınar 70. Yıl Çok Programlı Anadolu Lisesi'nden uygun örneklem yoluyla seçilen, İngilizceyi yabancı dil olarak öğrenen 49 9. Sınıf öğrencisiyle yürütülmüştür. Çalışmada yarı deneysel ve niteliksel araştırma desenlerini içeren karma bir yöntem kullanılmıştır. Çalışma süresi boyunca 32 deney grubu katılımcısı on haftalık bir öz-düzenlemeli strateji geliştirme modeliyle bütünleştirilmiş öz-düzenlemeli öğrenme stratejileri müdahalesine tabi tutulurken, 17 deney grubu katılımcısı İngiliz dili öğretimlerine Milli Eğitim Bakanlığı müfredatında belirtildiği şekilde olağan akışta devam etmişlerdir. Çalışmanın nicel verileri ön ve son test olarak uygulanan 'Öz-Düzenlemeli Öğrenmeye Yönelik Öz-Yeterlik Anketi' kullanılarak toplanmış olup veriler SPSS 22.0 istatistik paket yazılımı kullanılarak analiz edilmiştir. Sonuçlar, çalışmanın hedeflerine uygun

olarak, grupların birbirinden ne yönde farklılık gösterdiğini öğrenmek amacıyla normallik ve eşit varyans varsayımları ile bağımsız gruplar t-test analizi yapılarak karşılaştırılmıştır. Çalışmanın nitel verileri için ise deney grubundan oluşan 12 kişilik bir alt öğrenci grubu ile yapılandırılmış görüşmeler gerçekleştirilmiştir. Bununla birlikte, aynı alt grup öğrenciler her bir öz-düzenlemeli öğrenme basamağı ve bu basamakların dil öğrenmedeki etkileriyle ilgili görüşleri hakkında daha derin bilgi sağlanması amacı ile haftalık günlükler tutmuşlardır. Hem görüşmeler hem de günlükler, çalışmada kullanılan anketi ve aynı zamanda birbirlerini de destekleyip desteklemediklerinin incelenmesi amacıyla betimsel olarak analiz edilmiştir. Araştırma sonuçları, öz-düzenlemeli öğrenme stratejilerine dayalı müdahalenin İngilizceyi yabancı dil olarak öğrenen 9. Sınıf Türk öğrencilerinin öz-yeterlik inançlarının gelişmesi ve güçlenmesi üzerinde önemli ölçüde etkisi olduğunu ortaya koymuştur. Bununla birlikte, müdahaleyi alan katılımcılarının en çok "Çağrışım & Ezberleme" ile "Sosyal Yardım Arayışı" stratejilerinden yararlandıkları belirlenmiştir. Katılımcılar, böyle bir öz-düzenlemeli öğrenme stratejilerine dayalı müdahalenin ilerdeki eğitim ve iş yaşamlarıyla ilgili olarak en çok "Yabancılarla/Turistlerle Etkileşim" ile "Yabancı Bir Ülkeye Seyahat/Dünya Turu" konularında faydalı olacağını ifade etmişlerdir. Bu çalışmanın bulguları ışığında, öğrencilerin öz-yeterlik inançlarını ve öz-düzenleme becerilerini geliştirmek için öz-düzenlemeli öğrenme stratejilerinin yabancı dil öğretimine dâhil edilmesi gerektiği söylenilebilir. Benzer şekilde; öz-düzenlemeli öğrenme stratejisi müdahalelerinin, öğrencilerin tüm eğitim ve kariyer yaşamları boyunca sadece dil öğreniminde değil aynı zamanda her tür dersin öğreniminde bağımsız öğrenciler olmalarına yardımcı olabilecek bir öz-düzenlemeli strateji geliştirme modeli ile öz-kavramları konu alan NLP seminerlerini de içermesi önerilebilir.

Anahtar Kelimeler: Öz-yeterlik, öz-düzenlemeli öğrenme stratejileri, öz-düzenlemeli strateji geliştirme, strateji temelli öğretim

ABSTRACT**A MIXED METHOD STUDY ON SELF-REGULATED LEARNING
STRATEGIES BASED INTERVENTION TO IMPROVE THE SELF-
EFFICACY BELIEFS OF THE 9TH GRADE TURKISH EFL STUDENTS****Ebru DÜNYAGÜZELİ****Master of Arts, English Language Teaching****Supervisor: Assist. Prof. Dr. Adnan BİÇER****August 2019, 183 pages**

The main purpose of this study was to analyze the effects of using self-regulated learning strategies on self-efficacy beliefs of the the 9th grade Turkish EFL students. The study also aimed at identifying if there was any improvement in self-efficacy beliefs of the participants who underwent SRLSs (Self-Regulated Learning Strategies) based intervention. This SRLSs based intervention was supported with a SRSD (Self-Regulated Strategy Development) model and two sessions of NLP (Neuro Linguistic Programming) seminars on self-concepts. Through this research, it was intended to investigate the impact of a SRLSs based intervention in English learning. Furthermore, the study also explored the reflections of the students towards each step of SRLSs in their language learning processes. The study was carried out with a convenience sampling of 49 the 9th grade Turkish high school students in Uzunpınar 70. Yıl Çok Programlı Anadolu Lisesi in Pamukkale/ Denizli. A mixed method of quasi-experimental and qualitative research design was employed in this study. Throughout the study, while the experimental group participants (N=32) underwent a ten-week SRLSs based intervention integrated with a SRSD model, the control group participants (N=17) followed their usual flow of English language instruction as specified in the MoNE (Ministry of National Education) curriculum. The quantitative data of the study were collected using the Self-Efficacy for Self-Regulated Learning Questionnaire as pre and posttest. The data were analyzed by using SPSS 22.0 statistical package software, and the results were compared by using Normality and Equal Variance Assumptions and Independent Samples t-test analysis to find out how groups differed from each other in accordance with the objectives of the study. As for the qualitative data of the study,

the structured interviews were held with a subset group of the experimental group participants (N=12). Additionally, the same group of students kept weekly diaries so as to provide more in-depth information about their views on each SRLS step and their effects on language learning. Both the interviews and diaries were analyzed descriptively to investigate whether the findings of these tools support the questionnaire findings and whether they also support each other or not. The results revealed that SRLSs based intervention had substantial effects on improving and strengthening self-efficacy beliefs of the the 9th grade Turkish EFL students. Moreover, it was determined that the participants who took the intervention benefitted most from the “Rehearsing & Memorizing” and “Seeking Social Assistance”. Regarding their further educational and career lives, the participants expressed that such a SRLSs based intervention would be most beneficial in these issues: “Interacting with Foreigners/Tourists” and “Travelling to a Foreign Country/World Tour”. In the light of the results of this study, it can be said that SRLSs should be incorporated into foreign language teaching in order to improve students’ self-efficacy beliefs and self-regulation skills. Likewise; SRLS interventions should integrate a SRSD model together with NLP seminars on self-concepts, which may be helpful for students in becoming autonomous learners not only in language learning but also in any kind of subject learning throughout their educational lives.

Key Words: Self-efficacy, self-regulated learning strategies, self-regulated strategy development, strategy based instruction

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LIST OF ABBREVIATIONS

CGPs	: Control Group Participants
CLT	: Cognitive Learning Theory
C-SELEQ	: Children's Self-efficacy in Learning English Questionnaire
CSI	: Cognitive Strategy Instruction
EFL	: English as a Foreign Language
EGPs	: Experimental Group Participants
ELSE	: English language self-efficacy
EQ	: Emotions Questionnaire
ESL	: English as a Second Language
HABIT	: Human Agency Based Individual Transformation
LLS	: Language Learning Strategies
LPA	: Latent Profile Analysis
LQ	: Learning Questionnaire
MOOC	: Massive Open Online Course
MQ	: Motivation Questionnaire
MSLQ	: Motivated Strategies for Learning Questionnaire
NLP	: Neuro Linguistic Programming
OSEL	: Online Self-regulated English learning
SBI	: Strategy Based Instruction
SCT	: Social Cognitive Theory
SRL	: Self-Regulated Learning
SRLS	: Self-Regulated Learning Strategy
SRLSs	: Self-Regulated Learning Strategies
SRSD	: Self-Regulated Strategy Development

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CHAPTER I

INTRODUCTION

“Education is an endless journey through knowledge and enlightenment”

Dr A.P.J. Abdul Kalam

1.1. Introduction

This chapter begins with introducing the background information of the study and accordingly, states the problem. Eventually, it outlines the purpose of the study as well as presenting the research questions and highlighting the significance of the study. Lastly, the chapter concludes with the limitations of the study which is then followed by the definitions of the key terms used in the study.

1.2. Background of the Study

Due to the rapid expansion and transmission of knowledge through English, which is accepted as the present lingua franca in many fields, specific requirements have emerged for curriculum designers and schools, as well as families and learners themselves; one of which is motivating almost all EFL learners from different environments, ages, or levels. Like any other subject in our modern era, including language learning, a great deal of self-regulatory skills and strategies are demanded from students so that they can be active participants who are responsible for their own learning (Özkasap, 2009). Inline with this demand, self-efficacy beliefs of language learners have also been discussed in literature through several studies, especially in the recent decades, referring to the interrelation between these two constructs: self-regulated learning and self-efficacy.

There is no doubt that each language teacher would prefer his/her students being fully aware of the importance of taking responsibility for their own learning processes. However, language teachers should know what helps them achieve this goal. For instance, being familiar with the concepts, related to self-regulated learning along with the application of these concepts into language classrooms, will inevitably help teachers take a step forward in the fulfillment of their objectives.

From this point of view, the intent of this study is to discuss one of the most commonly debated concepts in literature: “self-efficacy,” and the importance of its interaction with self-regulated learning strategies (SRLSs).

The concept of self-efficacy was initially developed by Albert Bandura as part of a larger theory, 'the Social Learning Theory' (1977), which later progressed into the 'Social Cognitive Theory' (1989). It is of great importance in terms of learning a foreign language due to the fact that the beliefs of learners have the potential to influence both their experiences and actions as language learners (Williams & Burden, 1997). Similarly, Özkasap (2009) points out the social cognitive theory's emphasis on the significance of one's self-efficacy beliefs in one's self-regulatory skills.

The social cognitive theory embraces self-efficacy beliefs as the major impetus for action. According to Bandura (1994), when learners with low levels of self-efficacy face a failure, they are inclined to focus more on personal insufficiencies, handicaps, or other negative thoughts which result in giving up rather than seeking other ways to succeed. Bandura (2004) also claims that people with high levels of self-efficacy perceive themselves as capable of accomplishing a task in terms of time, energy, and effort, regardless of how inauspicious the situation is. Thus, they experience more personal achievements and less stress since they treat a difficult task as a challenge to succeed. On the other hand, people with low levels of self-efficacy who lack the confidence to carry out the task tend to fail in persevering when faced with difficulties; they feel more stressed since they consider it as a personal threat. Self-efficacy beliefs act as significant determinants of how people feel, think, motivate, and behave. Thus, a teacher's role here must be to promote their students to use more self-regulation skills in their learning processes, as well as integrating self-regulated learning strategies into his/her classes. Accordingly, Brown (2007) suggests that one of the greatest roles of language teachers is to facilitate high levels of self-efficacy for their students, since it is quite essential for learners to believe in themselves in order to succeed at any set of given tasks.

Based on the arguments above, self-efficacy beliefs play a crucial role in not only one's daily life, but also in the educational lives of language learners. As one might expect, students who depend on themselves rather than their teachers, parents, or peers, will be capable of directing his/her learning and designing ways to acquire information in addition to being more aware of academic requirements and goals which will allow them to take the responsibility of their own learning.

In that sense, self-efficacy has been shown to be a powerful influence on an individual's motivation, achievement, and self-regulation (Bandura, 1997; Multon, Brown & Lent, 1991; Pajares, 1997; Stajkovic & Luthans, 1998 as cited in Schunk & Pajares, 2009 among others). Zimmerman (1995) maintains the importance of self-regulation in students' language learning processes, seeing that it enables students to be more meta-cognitively, motivationally and behaviorally active controllers of their academic achievements through the agency of self-direction. Correspondingly, Berry & Schunk (Berry, 1987; Schunk, 1981) point out that the higher the level of academic self-efficacy students possess, the more *persistent, engaged, and competent* they become in their academic activities (as cited in Zimmerman, 1995).

Zimmerman (1989; 1990) draws attention to the characteristics of self-regulated learners, some of which were mentioned above, by sub-categorizing these traits into three major integral elements: (1) students' awareness and use of self-regulated learning strategies, (2) self-efficacy perceptions of performance skill, and (3) commitment to academic goals.

As for the 'Self-Regulated Learning Strategy' (SRLS) concept, being the independent variable of this study, SRLSs are regarded as the ways to acquire information and skills in order to direct one's own learning. When literature is reviewed, one will encounter several different ways of how SRLSs are classified by different researchers. However, this study has been drawn upon the classification of Zimmerman's model, entitled A Triadic Model. Zimmerman (1989) mentions a triadic model consisting of three major classes of strategies (behavioral, environmental, and covert strategies) which is then followed by listing fourteen self-regulated learning strategies.

Given here are the basic steps of self-regulated learning strategies in its general conception. SRLSs are mainly classified as follows:

1. Self-evaluation
2. Organization and transformation of information
3. Goal setting and planning
4. Seeking information
5. Keeping records and self-monitoring
6. Environmental structuring
7. Giving self-consequences

8. Rehearsing and memorizing

9./10./11. Seeking peer/teacher/adult assistance

12./13./14. Reviewing tests/notes/texts

Research reveals that these processes of self-regulation are teachable and have positive effects on students' motivation and achievement (VanZile-Tamsen, 2002). Özkasap (2009) refers to the comments of three major notable contributors of the socio-cognitive theory research domain, Usher & Pajares, 2008; Zimmerman, 1989, 1995, and attempts to support the arguments regarding the positive relationship between self-efficacy beliefs of learners and the application of self-regulated learning strategies in the EFL context by saying:

However, as self-efficacy affects many aspects of human life, it also plays a central role in getting students to apply those strategies under any circumstances (Usher & Pajares, 2008; Zimmerman, 1989, 1995). Hence, Usher and Pajares (2008) state that possessing self-regulatory skills does not guarantee successful and systematic use of them. They further explain that successful use of self-regulatory skills and strategies largely depends on the extent to which one believes that one can use them effectively (p. 5).

Taking this point into consideration, the importance of interrelation between the self-efficacy and self-regulation notions should not be neglected or undervalued, particularly in terms of the substantial influence of their interaction on learners' academic achievement and motivation as well.

In conclusion, a number of studies have been conducted on self-efficacy and self-regulation in language learning contexts. However, as far as the knowledge of the researcher goes, analyzing the effects of SRLSs on self-efficacy beliefs of high school students in the EFL context, in Turkey, via an intervention integrated with a Self-Regulated Strategy Development (SRSD) model has remained underinvestigated.

1.3. Statement of the Problem

Though several publications have appeared in the recent years documenting the shifts mentioned above, very few publications can be found in literature, particularly in Turkey, which specifically analyze the effects of using SRLSs on self-efficacy beliefs of high school EFL students through SRLSs based intervention. In this research process, it

was encountered a study conducted by Özkasap (2009) as a master's thesis which discusses the same necessity. As a voice from this issue in Turkey, Özkasap (2009) suggested an intervention study of SRLS that could investigate the effects of SRLSs based intervention on self-efficacy beliefs of EFL students for self-regulated learning. The researcher declared as:

Training aiming to increase students' efficacy could be given to the students in the experimental group. The efficacy levels of students in the control and experimental groups can be compared after the training. As a result, the possible changes in those two groups of students in terms of their efficacy for regulating their English learning can be seen and the effectiveness of the training can be determined (p. 118).

From this perspective mentioned above, it was grasped that no other attempt could be done but to fill the gap in the language learning literature, particularly in Turkey's, by conducting the present study whose characteristics correspond to the recommended studies in the literature.

What's more, Turkey provides an EFL learning environment where students learn English as a foreign language (MEB, 2006). Despite non-existent nationwide statistics in Turkey, it has been well-known from anecdotal evidence that although many students begin to engage with learning English in grade two in formal school settings, students have still been facing some difficulties and lacking motivation to learn English as it is not a part of daily communication. This fact has shown its impact by bringing about the necessity of moving language teaching authorities towards methods involving the learners becoming more active in making sense of their language input. In this regard, most researchers have come to an agreement on the need for fostering greater strategy use in language classrooms which enables learners to become more adequate and knowledgeable in constructing and directing their language learning processes in order to make learning the target language a more meaningful, internalized, and productive process. On the contrary, there are quite a few teachers who encourage his/her learners to learn on their own. Most teachers do not foster their students in setting specific goals for academic achievement or in evaluating their performance by themselves. Likewise, as Zimmerman et al. (1996) assert, they do not explicitly focus on study strategies or guide students through an instruction on how to make use of these strategies; in addition, students are generally not asked to assess their self-efficacy

beliefs to cope with new tasks. Unfortunately, it is not different in Turkey's case as well.

Additionally, Williams & Burden (2004) states that language itself has its social nature when we think of the reality, as humans, we are all born into a social world. Nevertheless, it is unsatisfactory that little research has been done through the application of social-interactionist approach in language learning. There are not enough studies that implement interventions based on social cognitive approach in Turkey (Özkasap, 2009). The present study is thought to fill this gap in Turkish EFL context.

1.4. Purpose of the Study

In light of the problems stated above, the present study principally focuses on *analyzing the effects of using self-regulated learning strategies (SRLSs) on self-efficacy beliefs of the the 9th grade Turkish EFL students*. Furthermore, by *identifying if there is any improvement in self-efficacy beliefs* of both experimental and control group participants of the study before and after the intervention, the study aims at *exploring the impact of SRLSs based intervention in language learning*. This attempt is also expected to *give an increase in the conduct of such studies more often in the ELT area*.

Apart from the purposes stated above, it is intended to *offer remarkable insights of self-efficacy, self-regulation & related notions as well as their prospected effects on language learning*. In this way, the participants are expected to *get well acquainted with self-concepts* (e.g., self-efficacy, self-regulation, self-perception, self-confidence, etc.) in a more goal-oriented way. Besides, the participants are expected to *become more motivated to take the responsibility of their own learning as autonomous learners*.

Lastly, the present study also aims to *obtain information about the reflections of the students towards each step of SRLSs in their language learning processes*.

1.5. Research Questions

In accordance with the main purpose of this study, which aims to analyze the effects of self-regulated learning strategies on self-efficacy beliefs of the the 9th grade Turkish high school students in the EFL context, the following research questions were investigated:

1. What kind of self-efficacy beliefs in language learning do the students have *before* and *after* the study?
2. Is there any significant difference between the self-efficacy beliefs of the experimental group participants and of those in the control group *before* and *after* the implementation of SRLSs based intervention?
3. What are the participants' views on the SRLSs based intervention program in learning English as a foreign language in terms of the inquiries below:
 - a) Out of 10 steps of SRLSs, which one/ones was/were the most retained in the memory of the participants after the SRLSs based intervention?
 - b) Out of 10 steps of SRLSs, which one/ones worked best for the participants?
 - c) What kind of possible benefits of SRLSs do the participants expect for their further educational and career lives?

1.6. Significance of the Study

In the literature, several theories have been proposed to explain the English language teaching phenomena; as a result, different methods, strategies, and techniques have been discussed in terms of their effectiveness in teaching a foreign language. Looking back on the history of any kind of subject teaching, including teaching EFL/ESL, a clear shift can be seen in the role of the teacher's responsibility, which has gradually faded, whereas students have become more in charge of their own learning processes.

Likewise, Rahimi & Abedini (2009) argue that learner-oriented instruction replaced teacher-directed instruction in the education systems of lots of institutions all over the world in the recent decades; as a consequence of this, self-regulated learning which encumbers virtually all responsibility of learning stages on learners themselves has gained greater importance. Based on the arguments above, Gültekin (2016) suggests that teachers, coaches, peers, and parents should encourage students to use self-regulatory processes such as goal setting, strategy use, and self-evaluation through instruction or modeling as Zimmerman (2002) also puts a notable emphasis on the importance of the social aspect of self-regulated learning by referring to its nature and origin. In this context, self-concepts (e.g.: self-efficacy, self-regulation, self-perception, etc.) have attracted more attention than ever. In light of this shift, researchers have

begun to conduct a large number of studies concerning the interaction of these constructs. For that reason, the current research is of great value as it studies on those trendy notions by presenting NLP seminars on self-concepts, and in terms of investigating how self-efficacy beliefs are affected from the use of SRLSs through the implementation of an intervention with the integration of a SRSD model.

Notably; research so far upon the process of learning has predominantly confirmed that cognitive psychology has superseded behaviorism with regard to its interest in the mental processes of learners in their learning activities. As a consequence of this, the ELT area has also experienced the same progress. A great number of studies affirmed that cognitive approaches have also had considerable impact on language learning methodology. In this regard, SRL strategies, as a subcomponent of meta-cognitive strategies, are inevitably of great importance in teaching a foreign language due to their noteworthy benefits when incorporated into language classrooms. In addition to self-regulation, self-efficacy concept also gained much more interest of researchers considering the fact that learners' believing in themselves is quite crucial in learning a language or succeeding at a task. As a last but not the least progress, concepts like learning to learn, learner autonomy and learner responsibility have begun to take its place more often in ELT practices all around the world.

As a matter of fact, this research holds a preliminary study thanks to its mixed method design on SRLSs based intervention with the integration of a SRSD model. It is also of specific significance that the results of this study reveal that SRLSs based intervention might even be applicable to the students who experience disadvantages of 1) having low educational and socio-economic backgrounds (with regard to the education level of their families and the rural area secondary schools they come from) and of 2) living quite remote from the city center (in terms of reaching various resources and materials). In that sense, this study may also be regarded as a notable contribution to the ELT domain in general.

In relation to the focus of the present study, upon reviewing the literature about the relationship between self-efficacy and self-regulation strategies, a lot of informative studies have been found referring to this relation in a positive way. However, most of the studies and interventions (Chen, 2007; Özkasap, 2009; Gültekin, 2016; Su, Zheng, Liang & Tsai, 2018) were mainly conducted to university students and only a few ones in lower grades, especially in Turkey (Akıncılar, 2010; Ocak & Yamaç, 2013), provided results and information about students' use of SRLSs and its relation with their self-

efficacy beliefs. As the participants of this study (the 9th grade high school students) indeed have similar academic, socioeconomic and cultural backgrounds due to coming from neighboring villages; this fact may be regarded as a disadvantage since those areas have lower facilities when compared to the schools in the city center. Taking this point into account, this study was designed to be more specific than previous studies as it investigated whether or not using SRLSs might even have significant effects on self-efficacy beliefs of Turkish high school EFL (English as a Foreign Language) learners who have lower opportunities than the students being educated in city center schools.

Last but not the least, the foremost review in the literature was carried out into self-efficacy beliefs of language learners and their use of language learning strategies. However, the present study, conducted for Turkish high school EFL learners, investigates specifically self-regulated learning strategies as the other learning strategies are considered to be outside the context of this study.

1.7. Definitions of Key Terms Used in the Study

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First language (Mother Tongue)

L2: Second language (Foreign language, target language)

CGP: Control Group Participant

EGP: Experimental Group Participant

The 9th Grade Students: The students who are in their first year of high school education in Turkey.

MoNE: Ministry of National Education

Social Cognitive Theory (SCT): An agentic perspective that ensures individuals being right at the center of their learning by having control over their own development (Bandura, 1986).

Self-Efficacy Beliefs: ‘Self-efficacy for learning’ indeed refers to “students’ beliefs about their capabilities to effectively apply the knowledge and skills they already possess and thereby learn new cognitive skills” (Schunk, 1989, p.14).

Self-Regulated Learning (SRL): Basically, “self-regulated learning is an indication of how and why students choose to use a particular strategy and response” (Zimmerman, 1990, p.6).

Language Learning Strategies (LLS): LLSs are specific behaviors or thought processes that students use to enhance their own language learning (Celce-Murcia, 2001).

Self-Regulated Learning Strategies (SRLS): SRLSs are actions and processes directed at acquiring information or skills that involve agency, purpose, and instrumentality perceptions by learners (Zimmerman & Martinez-Pons, 1986).

Self-Regulated Strategy Development (SRSD): According to Reid et al. (1997), the SRSD is an implementation model for Cognitive Strategy Instruction (as cited in Graham & Harris, 2009).

Strategy Based Instruction (SBI): SBI is the application of both communication and learning strategies which aim at teaching learners how to learn as well as facilitating learner autonomy through meta-cognition in order to foster students to take more responsibility for directing their own learning inside and outside class, and gain more confidence in their ability to learn (Brown, 2006).

Cognitive Strategy Instruction (CSI): CSI is an explicit instructional approach that focuses on the improvement of thinking skills and processes in order to promote better learning (Scheid, 1993).

NLP: Neuro Linguistic Programming

Training: It stands for the intervention process implemented.

CHAPTER II

REVIEW OF LITERATURE

“In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life.”

Albert BANDURA

2.1. Introduction

This chapter begins with a brief description of the social cognitive theory, which is followed by its integrated elements: agency and more dominantly self-efficacy, embracing the studies related to self-efficacy in the literature. Next, cognitive & meta-cognitive theories are explained shortly in relation with the theoretical concepts of self-regulation and self-regulated learning. Then, the studies related to self-regulation & SRL concepts in the literature are given.

Subsequently, language learning strategies are addressed; however, more light is shed on self-regulated learning strategies considering the aim and scope of this study. After that, strategy training- specifically cognitive strategy instruction- is discussed; and lastly, a self-regulated strategy development (SRSD) model, the fundamental part of this intervention study, is presented along with the studies related to this model in the literature.

2.2. Social Cognitive Theory (SCT)

Social interaction has always been of great significance in human life not only as regards to communication but also by being considered as an integral part of learning in general throughout the history. Especially, in recent decades in education and research, theories undertaken social perspectives of learning have begun to attract more attention since social learning theorists emphasizes the importance of both environmental and behavioral factors while defining the nature of human behavior (Bandura, 1997) unlike behaviorism which explains human behavior according to stimulus response sequences. Moseiki (2013, p. 28-29) also points out the fact that: “...people learn from the results of their actions. Behavior that results in pleasant consequences is retained, while

behavior that leads to failure is not repeated. As noted, people also learn vicariously by observing others (vicarious learning)”.

Social Cognitivism, based on an agentic perspective, ensures individuals being right at the center of their learning by having the control over their own development. This theory supports the idea of learners’ being proactively engaged in their learning processes as well as encouraging them to determine the outcomes of their actions. Learners who make their own sense of learning within a social context by social interactions are considered to have more responsibility in their own learning processes in addition to being more motivated and aware of the idea of “learning to learn”. Pajares (2002) explains Bandura’s SCT (Social Cognitive Theory) briefly by saying:

Bandura (1986) advanced a view of human functioning in which people are viewed as self-organizing, proactive, self-reflecting and self-regulating rather than as reactive organisms. From this perspective, human functioning is viewed as the product of a dynamic interplay of personal, behavioral, and environmental influences. This is the foundation of Bandura's (1986) conception of reciprocal determinism, the view that (a) personal factors in the form of cognition, affect, and biological events, (b) behavior, and (c) environmental influences create interactions that result in a triadic reciprocity (p. 1).

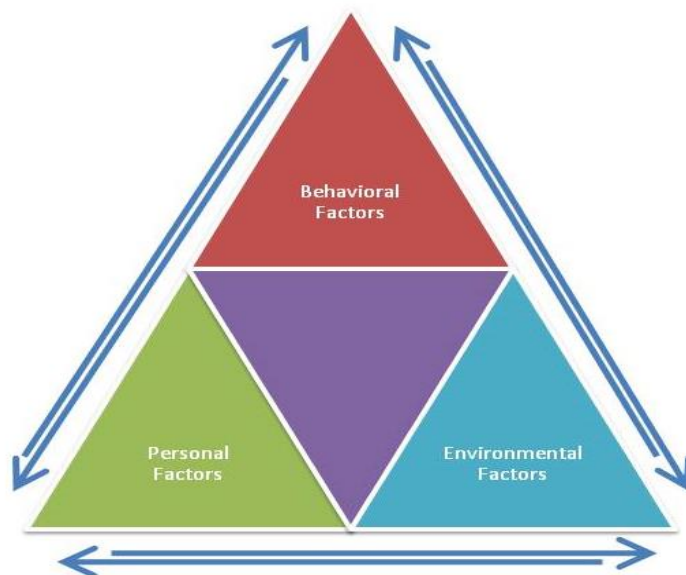


Figure 1. Bandura’s triadic reciprocal determinism

Source: Pajares, 2002

These three determinants as seen in Figure 1, in 'human agency' differ SCT from other theories of human functioning that overemphasize the influence of biological factors in human development and adaptation due to the fact that they all interact and have influence on each other. The reciprocal nature of these determinants mentioned above gives teachers the chance of developing students' academic learning as well as boosting self-confidence. Furthermore, thanks to the improvement in their *environmental*, *behavioral* and *cognitive* efficiencies, students will be able to perform their skills more effectively and their motivation level will increase.

By utilizing SCT as a framework in classroom environments, teachers can support their students of changing any negative beliefs of them into positive ones (personal factors), enhancing their academic skills in the activities done in & out of the class (behavioral), facilitate better classroom and school conditions (environmental) by preventing any failure that may be caused because of pure conditions in learning environments (Pajares, 2002).

In conclusion, the role of cognitive, affective and motivational factors in the learning process are quite influential in SCT as opposed to behaviorist theory where learning is defined as solely responding to an environmental stimulus and people are regarded as passive learners. The social-cognitive theory claims that people can think about what they learn, control their thinking, emotions, behavior, and even the environment during the process of learning (Moseki, 2013). In accordance with this view of SCT, constructs such as expectations, goals, self-efficacy, self-regulation, self-regulated learning and competencies or skills gain much more importance; and that's why they are more commonly mentioned in the studies where SCT is used as a theoretical framework (Cervone & Pervin, 2007:457). Consequently, these constructs (self-efficacy, self-regulation and self-regulated learning) were dwelled on throughout this research in terms of their significance for the present study.

2.2.1. Agency

The concept of 'agency', an integral element of social cognitive theory, refers to people as the "agents of their experiences rather than simply undergoers of experiences" (Bandura, 2001, p. 4). This involves doing something intentionally and people are considered to be competent to progress, adapt and alter their behaviors so as to get pleasing results of their actions.

As Bandura (2001) indicates, the human agency is characterized by a number of core features that operate through phenomenal and functional consciousness. He differentiates among three modes of agency: (a) direct personal agency, (b) proxyagency that relies on others to act on one's behest to secure desired outcomes, and (c) collective agency exercised through socially coordinative and interdependent effort. In addition, Bandura (2001) also proposes in his study that human agency has four core features: *intentionality* (a proactive commitment to actions that may result in desired outcome), *forethought* (the ability to set goals by thinking about the possible outcomes of potential actions and preferring taking actions), *self-reactiveness* (the phase linking thought with action thanks to self evaluation through exercising some courses of action and monitoring their behavior patterns), and *self-reflectiveness* (a meta-cognitive activity where people canvass the propriety of their actions facing values and life goals of themselves along with their motivation).

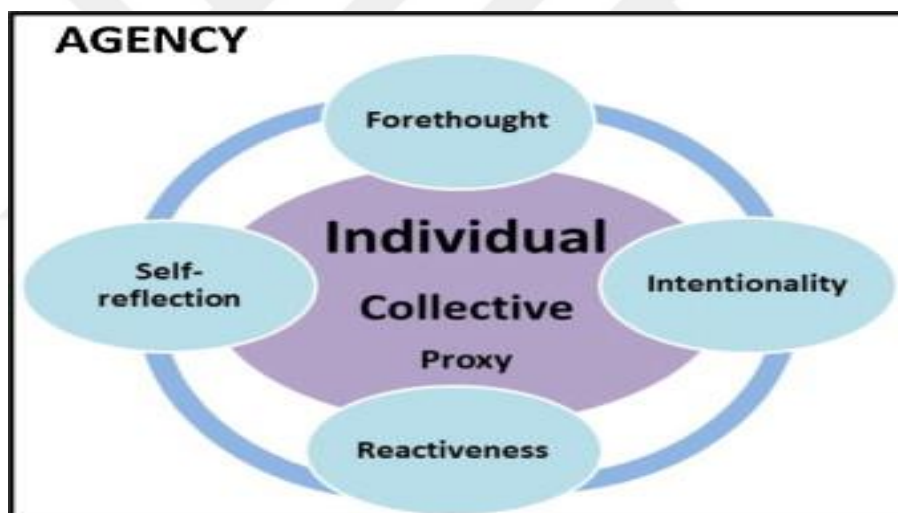


Figure 2. Human agency based individual transformation (HABIT) model

Source: Bandura, 2001

People carry on their actions and generate self-impetus to maintain their endeavors so as to achieve their goals by executing actions through which they feel satisfied, proud and worthy, while avoiding from doing things that may result in feeling themselves self-devaluated or self-dissatisfied. Taken this fact into consideration, it can be put in a nutshell that people are both the agents and the examiners of their own actions, and in this regard, agency plays an important role by both providing a great deal

of motivation and guidance for people's actions as well as backing them up in regulating their behaviors (Gültekin, 2016).

2.2.2. Self-Efficacy

"Belief is the power of life."

GOETHE

In order to achieve the desired goals in life, one needs not only to have the required qualifications but also to believe in his/her capabilities. As David J. Schwartz writes in his book (*The Magic of Thinking Big*, 1995): 'Belief triggers the power to do'; and it really does. Everyone should always bear in mind that believing in ourselves is a big thing than we think, and it will inevitably serve us as a driving force in order to succeed in any area of life including education. In educational perspective the case is not different at all. The importance of a student's having faith in himself/herself to accomplish a task or something cannot be denied in learning situations as well.

Being a fundamental component of the Social Cognitive Theory (SCT), the term 'self-efficacy' has been documented in the literature as a significant cognitive belief that has considerable effects on learners' motivation, self-regulation and academic success. According to Schunk (1989) related term 'self-efficacy for learning' refers to 'students' beliefs about their capabilities to apply effectively the knowledge and skills they already possess and thereby learn new cognitive skills (p.14).

Williams & Burden (1997) implies the strong link between the two substantial concepts in the literature: social cognitive theory and self-efficacy; by explaining that 'self-efficacy', which was developed by Albert Bandura's as part of a larger theory 'the Social Learning Theory' (1977), and then progressed into the 'Social Cognitive Theory' (1989); is of great importance in terms of learning a foreign language due to the fact that beliefs of the learners have the potential to influence both their experiences and actions as language learners. According to Bandura (1986), self-efficacy beliefs are centered upon human functioning and they constitute the basis of human agency. Bandura (1997) defines these beliefs as determinants of how people think, behave, and feel; and in his further research Bandura (2001) asserts that self-efficacy is the most central mechanism of personal agency since it refers to people's beliefs in their own capabilities to use some control over their behaviors and environmental conditions.

Additionally, Özkasap (2009) underlines in her study that people's beliefs of personal efficacy lead them to act in order to achieve their goals, and then she signifies the fact that social cognitive theory emphasizes the importance of one's self-efficacy beliefs in one's self-regulatory skills. Setting out from this perspective, it can be clearly understood how self-efficacy in learning operate as an important contributor to academic development.

Addressing more to the importance of this construct in the literature, self-efficacy has also been shown to be a powerful influence on individual's motivation, achievement and self-regulation. (Bandura, 1997; Multon, Brown & Lent, 1991; Pajares, 1997; Stajkovic & Luthans, 1998 as cited in Schunk & Pajares, 2009 among others). Zimmerman (1995) points out that the higher the level of academic self-efficacy students possess, the more persistent, engaged, and competent they become in their academic activities (Berry & Schunk as cited in Zimmerman, 1995) Correspondingly, Zimmerman (1995) also mentions the importance of self-regulation construct which enables students to be more meta-cognitively, motivationally and behaviorally active controllers of their academic attainments through the agency of self-directing their learning in language learning processes.

According to Bouffard-Bouchard (1990), students with high self-efficacy indicate accurate self-evaluation of their academic performance and accomplish higher intellectual achievement. Ekizoğlu & Özçınar (2010) also state that a person with a high perceived self-efficacy tries hard to succeed. On the contrary, students with low self-efficacy apply minimal effort and limited persistence to complete academic tasks or totally avoid the completion of an academic assignment. In short, as Tılfarlıoğlu & Cinkara (2009) points out: *“students with high self-efficacy tend to be more successful; and successful students tend to have higher self-efficacy beliefs”* (p.136). What research also shows us is that people are willing to take part in activities where they perceive themselves as self-efficacious and feel more pleasure while doing them (Bandura & Schunk 1981, cited in Bandura 1991). Therefore, as Brown (1994) withal suggests, one of the utmost roles of language teachers has to be facilitating high levels of self-efficacy for their students since it is quite essential for learners to believe in themselves in order to succeed at a set of tasks.

Indeed, when self-efficacy beliefs' value in the learning process of an individual taken into consideration, it is very well advised that educators should assist their learners in experiencing high levels of self-efficacy beliefs while minimizing negative

beliefs that might obstruct their learning. Also, teachers should serve students experiences that can raise their awareness of responsibility and familiarize them with self-concepts generically by taking into account the growing attention to these concepts in recent educational research.

2.2.3. Studies Related to Self-Efficacy

Zimmerman, Bandura, & Martinez-Pons (1992) investigated high school students' beliefs in their ability to regulate their own learning in their study where the students' levels of self-regulatory efficacy beliefs were found to be parallel to the level of the perceived self-efficacy they had for academic achievement. This outcome, in turn, provided enhancement in learners' academic achievements along with enabling them to set more challenging academic goals.

It is a fact that self-efficacy is an important factor in human behavior by being an appeal for many different researchers from different backgrounds. In addition, self-efficacy beliefs are accepted not only vital in a variety of domains of life such as mental health, health behavior, decision making, sales performance in business, athletic performance and career choices; but also they are of great significance in academic achievement and motivation (Pintrich & Schunk, 1996).

In addition to abovementioned facts, some researchers state that self-efficacy is the most effective self-belief on learning process; and therefore, it is one of the main topics of language learning research studies as well (Huang & Chang, 1996; Mills, Pajares & Herron, 2006; Açikel, 2011; Hetthong & Teo, 2013; Soy, 2016).

In their study, Huang & Chang (1996) investigated the relationship between reading and writing self-efficacy and achievement with four ESL students from highest level reading and writing classes. They concluded that students' self-efficacy is higher than their learning achievements. They also pointed out that participants' interest and the teacher's support affected directly their self-efficacy.

Williams & Burden (1997) notes in their book that "subsequent work by Schunk and others in school settings revealed that self-efficacy did indeed appear to be a significant factor in training poor achievers to overcome their difficulties, particularly with regard to effort expenditure and persistence" (p. 129).

Mills et al. (2006) conducted a study on the relationship between self-efficacy, anxiety, and gender on the listening and reading proficiency. College students enrolled

in a French course in the United States. The results demonstrated that there is a significant relationship between reading self-efficacy and reading proficiency for all participants whereas there is a relationship between listening self-efficacy and listening proficiency only for female students.

Chen (2007) investigated the effect of English listening self-efficacy, English anxiety, perceived value of English language and culture on EFL learners' performances. Data collected with 277 non-English university students from Taiwan and they completed the questionnaire with four self-report measures. Results of the study showed that English listening self-efficacy predicts English listening performance better than the anxiety, perceived value of English language and culture.

Mills et al. (2007) investigated the influence of self-efficacy and other self-beliefs on achievement. 303 college intermediate French students participated in their study. The result pointed out that self-efficacy for self-regulation is a strong predictor of the achievement. Additionally, they demonstrated that female students revealed greater self-efficacy for self-regulation than male student.

Hetthong & Teo (2013) conducted a study on the relationship between writing self-efficacy and writing performance. In addition, they investigated whether students' overall writing self-efficacy predicted their writing performance by applying a questionnaire for writing self-efficacy and a paragraph writing test to 51 third-year students who majored in English in the Department of Languages and Linguistics. Pearson Correlation Coefficient and the Simple Linear Regression analysis demonstrated that there is an important positive relationship between writing self-efficacy and writing performance both at the paragraph level and at the sub-skill level. They also concluded that the overall writing self-efficacy predicted the overall writing performance.

Komarraju & Nadler (2013) examined motivational orientations, cognitive-meta-cognitive strategies, and resource management in predicting academic achievement. They found that low self-efficacy students tended to believe intelligence is innate and unchangeable and high self-efficacy students pursued mastery goals involving challenge and gaining new knowledge as well as performance goals involving good grades and outperforming others. They concluded that self-efficacious students are able to achieve better academically since they monitor and self-regulate their impulses and persist in the face of difficulties.

Do-Hong, et al, (2015) used latent profile analysis (LPA) to examine different patterns of English as a Second Language (ESL) learners' self-efficacy beliefs for learning English. The Questionnaire of English Self-Efficacy was completed by undergraduate students in Korea. The LPA results revealed three groups representing low, medium, and high self-efficacy profiles. The high and medium self-efficacy profiles represent students who spent more years of studying English and are disproportionately female compared to the low self-efficacy profile. The low self-efficacy profile was significantly different from the medium and high self-efficacy profiles with respect to its self-regulated learning strategies and language interpretation strategies. The ESL learners' self-efficacy profiles identified in this study can be used to tailor instructions appropriately.

Anam & Stracke (2016) examined Indonesian primary school students' strategy use in learning English. They also explored how these young learners' strategy use relates to their self-efficacy beliefs. Two different inventories, The Indonesian Children's Strategy Inventory for Language Learning (SILL) and the Children's Self-efficacy in Learning English Questionnaire (C-SELEQ) were administered to 522 sixth grade students. Participants reported high use of socio-affective and strategies and moderate use of cognitive strategies. The preferred strategies involved learning with/from others and regulating one's own learning, while the less preferred strategies mainly dealt with memorizing words and practicing outside the classroom. The results demonstrated that there is a significant difference in strategy use between students who perceived themselves capable of performing English tasks and self-regulating their learning and students who did not.

Soy (2016) investigated the relationship between reading strategies and self-efficacy beliefs of ELT students. The researcher also aimed to find out whether strategy use and self-efficacy beliefs of students affect their achievement in reading. 139 first grade ELT students who took İDÖ 185 (Advanced Reading Skills I) course at Hacettepe University. 23 male and 116 female students were participated. The participants were asked to answer a 5-point Likert scale questionnaire including two parts. Pearson Product Moment Correlational Coefficient (r) result indicated that overview and linking with already known material strategy is the most employed strategy while seeking practice opportunities is the least employed one.

Ardasheva et al. (2018) examined structural relationships among background characteristics, science anxiety and self-efficacy and science vocabulary learning of 252

Grade 8 students. Path analysis results indicated strong model fit and accounted for 47% of the variance in science vocabulary learning. Results identified academic vocabulary knowledge, initial science vocabulary knowledge, and science anxiety—variables under control of educational systems—as strong contributors to or mediators of learning and highlighted the importance of initial vocabulary knowledge in mitigating the negative relationships between anxiety and both learning and self-efficacy.

Su et al. (2018) investigated the relationship between learners' online self-regulation and their self-efficacy in the context of learning English as a foreign language (EFL). Data collected from two surveys, the online self-regulated English learning (OSEL) and the English language self-efficacy (ELSE) from 424 university students in China. The correlation and regression analysis confirmed that there is an association between all scales of the OSEL and those of the ELSE. They concluded that there is an assured relationship between online self-regulation and self-efficacy among the EFL learners, and their study further highlights the positive role of learners' self-evaluation, environmental structuring and goal setting for explaining their English language self-efficacy.

In summary, all these studies given above give a great deal of information on self-efficacy, self-regulated learning, and the effects of these constructs on language learning. Despite some researchers' studies (Wilhite, 1990; Schunk, 2003; Graham 2006) where no significant relationship between self-efficacy and academic achievement found; in general, it can be concluded from the research findings above and also from similar related studies conducted so far that self-efficacy and self-regulated learning are integrated and of great value in English learning. In this regard, the main purpose to conduct this study was to analyze the effects of self-regulated learning strategies on self-efficacy beliefs of the 9th graders Turkish students in the EFL Context through implementing a strategy based instruction.

2.3. Cognitive & Meta-cognitive Theory

In educational psychology research, the behaviorist theory, which perceives learning only as behavior conditioning, was joined by a cognitive view a few decades ago where information processing as well as learning how to learn is overly emphasized rather than a stimulus-response reaction. This shift in perspective resulted in an appeal to meaningful learning and construction of knowledge. In addition, it also led to some

questions as such: how learners could free from being independent learners and what could be the ways to have them in charge of their own learning processes (J. van Velzen, 2016).

Despite many studies questioning of what goes on human mind when we learn something new, the answer for that question mark is still unclear. However, some theorist dealing with brain, its functions and the connection between learning and human mind reached a common understanding of cognitive & meta-cognitive processes during a learning situation, in a course of time dating back to the last two centuries in research.

When the developmental processes of learning in the 19th centuries are examined, motivation deficiency in learning is observed to be evaluated only through a number of limited notions such as intelligence and diligence. However, in the beginning of the 20th century individual differences began to attract a gradual attention, and the ways of developing new curriculums were sought. Coming to the end of 1970s, new perspectives emerged: meta-cognition and socio-cognition. While meta-cognition has concerned the issue of 'one's knowledge and awareness of his own thoughts', socio-cognitive researchers have showed a great deal of interest to the social factors that affect students' self-regulation and learning. And cognitivist theories, ranging from information processing to constructivist theories, have worked out how learners use their minds to construe their learning and how language functions in the course of learning.

Though Ulric Neisser (1967) is known as the father of cognitive research, some well-known scholars like Piaget, Bruner, Sternberg and Gardner developed different cognitive learning theories in educational psychology to explain human behavior and learning by cognitivist approaches. To Sincero (2011), Cognitive Learning Theory (CLT) explains why the brain is the most incredible network of information processing and interpretation in the body as we learn things. CLT implies that the mental processes are the main factor of learning and different processes concerning learning can be explained by analyzing the mental processes. As CLT suggests, with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. Ineffective cognitive processes, conversely, result in learning difficulties that can be seen anytime during the lifetime of an individual. As to Resnick (1989), learning takes place when the learner makes sense of it through a cognitivist perspective, rather than just by storing information. In the same way, instruction should be regarded as an intervention in a continuing process of interpretation of knowledge, not as direct

transmission of knowledge. Williams & Burden (1997) clarifies that cognitive psychologists are concerned with how human thinks and learns; that is, cognitivist approaches deal with mental processes in which learning occurs, including corresponding facets like how learners call upon and enhance their memories along with the ways where they get involved in learning.

As for meta-cognition, it principally focuses on what you know about your own thinking and learning. O'Malley & Chamot (1990) refers to meta-cognition as when, where and how to use learning strategies. Nodoushan (2008) explains meta-cognition as a concept in educational psychology which refers to various self-awareness processes that provides learners with better learning. He further highlights that this concept thrived on the progresses of cognitive learning models over the previous few decades.

With a very basic definition, meta-cognition is the awareness and deeper comprehension of one's own cognitive processes (Martini & Shore, 2008). Yet, as broadly defined, meta-cognition refers to "a second-form of thinking: thinking about thinking" (Gipps, 1994, p.24). Fundamentally, the term 'meta-cognition' mostly comes along with John Flavell (1976) who suggested two theoretically divergent aspects of meta-cognition: meta-cognitive knowledge and meta-cognitive process. According to Flavell (1979), *meta-cognitive knowledge* is one's knowledge and beliefs about the factors that manage cognitive processes consisting of three major components: (a) knowledge of self (e.g., believing that one can learn by listening better rather than reading); (b) knowledge of task (e.g., realizing that some cognitive activities can be harder and more demanding than others) and (c) knowledge of strategies (thinking that one can memorize recently learnt vocabularies best through writing several time or by rehearsing). On the other hand, *meta-cognitive processes* have to do with to what extent a learner is active in controlling, planning, monitoring during problem-solving (Flavell et al., 2002); and these enterprises directly address to regulating one's own learning processes.

Meta-cognitive knowledge is considered to be crucial for students in that students who can learn through their own adjustments are meant to be proficient in reflecting on their learning processes via their general knowledge of these processes. Such students, to illustrate, are able to identify and decide on which study and memorization techniques have the highest potential for them to learn a particular learning task (Flavell, 1979). Also, Brown (1994) claimed that students can become better learners with the help of meta-cognitive knowledge awareness; hence, training

learners with meta-cognitive strategies could be a key to success. As such evidences suggest, teachers are required to seek the ways of fostering students to willingly take part in self-regulated learning activities, and engaging them more with the activities that will help to boost performance of self-regulation skills.

2.3.1. Self-Regulation

In educational literature, different approaches can be found to describe the self-regulation notion as well as theories and models grounded on this construct (Leidinger & Perels, 2012). In the present study, different researchers' explanations are addressed with regard to self-regulation; however, this study predominantly refers to Zimmerman's model (2000) where 'agency' and 'self-regulated learning' are regarded as the basis elements of self-regulation concept.

According to Carver & Scheier (2011), self-regulation construct refers to purposive processes in which self-corrective adjustments are made to stay on track for the achievement of an established goal. When more previous literature is reviewed concerning self-regulation, we come across with Bandura's claim in his social cognitive theory (1986) that the basis of human functioning is formed by the construct of self-regulation. Zimmerman (2002) also grounds his model in SCT by defining self-regulation as a "self-directive process by which learners transform their mental abilities into academic skills" (p.65). Thence, the notion of 'agency' has taken its place as a determinant factor in Zimmerman's SRL model as well. The figure below can be shown as an example to reveal how much in common Bandura's and Zimmerman's models share as much how 'agency' and 'self-regulation' concepts are integrated.

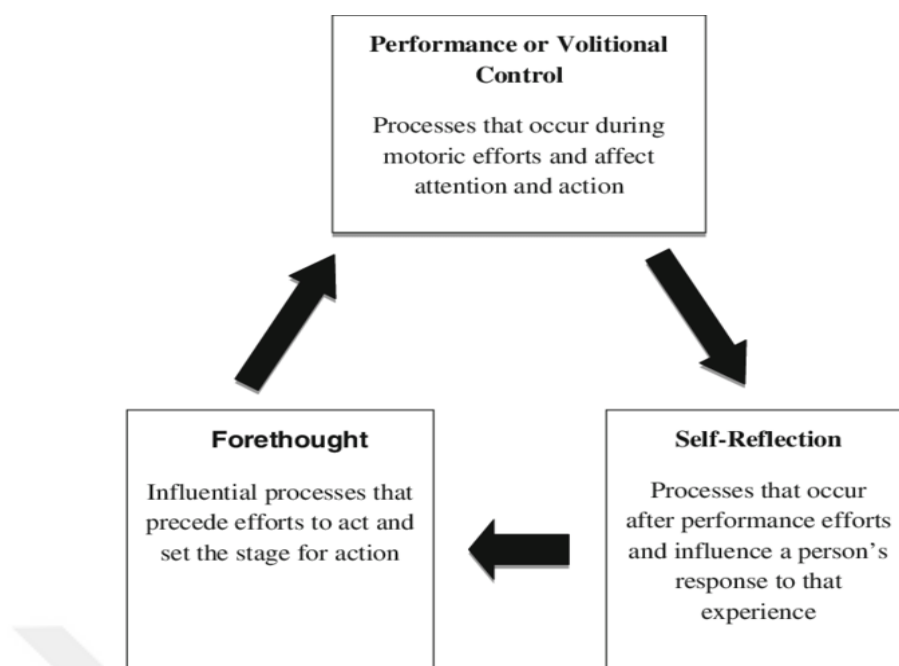


Figure 3. Zimmerman's (2000) cyclical model of self-regulation

In Zimmerman's model as in Figure 3, the first phase (*before*), called the *forethought* is the phase where learners set clear and reasonable goals as well as planning some strategies to achieve their goals which also comprises self-beliefs (e.g., task interest, self-efficacy). The second phase (*during*) is called as the *performance* phase, which leads learners into action regarding the required behaviors to accomplish the targets prosperously; in other words, it's the phase where cognitive and learning strategies are applied. And lastly, in the third phase (*after*), the *self-reflection* phase, learners have the opportunity to assign cause and effect to their actions (Dabbagh & Kitsantas, 2012).

Given the information above and also through a deeper understanding, one can understand that these three phases are interrelated with another three SRLS steps (which will be discussed later in section 2.4.1). For instance, *forethought* refers to goal setting & planning, *performance* refers to organizing & transforming, whereas *self-reflection* refers to self-consequences as the corresponding stages of this interrelation.

To conclude, those sub-processes of self-regulation not only function interactively but also involve 'triadic reciprocity' which Bandura (1986) explains in his SCT. Taken all these points into consideration, learner's awareness - regarding his/her failure's being depended neither on tasks nor her/his luck - is fairly critical. Rather, their effort, ability and use of strategies are crucial in favor of an

optimal amount of motivation and self-efficacy persistence for learning. In addition, based on this view of human functioning mentioned above, the significance of this causal and reciprocal interaction between students' self-regulated behaviors and confidence in their ability to attain their goals should never be neglected since effective self-regulation requires having self-set goals and feeling motivated and efficacious enough (Bandura, 1986; Schunk, 1994). To this end, in addition to self-regulation, self-regulated learning will also be discussed in the following section separately so as to provide the readers more familiarization with those constructs.

2.3.2. Self-Regulated Learning (SRL)

As it is mentioned in the first chapter, research studies conducted on students' self-regulated academic learning have grown rapidly in recent years for the sake of fostering learners to take more responsibility in their learning processes. In ELT domain, as well, the case is similar. For instance, as noted by Williams & Burden (1997), "the extent to which learners are in control of their own learning of a language will have a pronounced effect upon their motivation to be continually involved in learning that language" (p.128). Similarly, Oxford (2001) claims that accomplishing high level of foreign language proficiency is highly depended on self-regulatory skills of a learner. These arguments bring up a necessity for the current study on self-regulation and its related concepts (e.g. SRL, SRLS and SRSD, SBI) as well as their effects on self-efficacy levels of EFL learners.

Although researchers developed various theoretical models of SRL, most of which share the same view that effort is required in cognitive and meta-cognitive SRL practices (Winne, 2011). Also, when literature is reviewed thoroughly, it can be clearly observed that SRL is accepted by many researchers and theorists as an active and constructive process where learners actively *plan*, *monitor*, and *control* cognitive, motivational and behavioral processes of their own learning. (Pintrich, 2000; Zimmerman, 1989, 2001, 2002; Wolters, Pintrich & Karabenick, 2003; Pintrich, 2004; Schunk, 2005; Boekaerts, Pintrich & Zeidner, 2007; Mahmoodi, Kalantari, & Ghaslani, 2014). However, in this study Zimmerman's model (as for both SRL and SRLSs) is utilized since he is of the one in the minds first when self-regulation and SRL constructs are discussed together with his valuable contributions to the physco-educational literature.

In general, SRL refers to an overarching process of managing and mastering one's learning within tasks that are substantial for academic achievements in diverse educational contexts (Zimmerman & Schunk, 2001). According to Zimmerman (1990), with its basic definition, self-regulated learning "is an indication how and why students choose to use a particular strategy and response" (p.6).

Self-regulated learners are supposed to *analyze* and *assess* their capacity to perform a task with success as well as *establishing goals and plans* with regard to how to complete it. Not only intrinsic task interest but also goal orientation is of great importance in accomplishing reflective planning and later task performance (Triquet et al., 2017). Moreover, as to Panadero & Alonso-Tapia (2014):

Students will analyze what the task characteristics are by creating a first representation of how it should be performed. Second, they analyze the value the task has for them, this conditions their motivation and effort, and therefore, the attention they pay during the performance; in other words, their activation of self-regulatory strategies (p. 452).

Abovementioned skills such as *analyzing*, *assessing* and *establishing goals and plans* are identical with the three SRLS steps in Zimmerman's SRL cycle below (see Figure 4). Likewise, as presented in the previous section (see 2.3.1. Self-Regulation), the three distinct phases that Zimmerman puts forward in his model: (1) the forethought phase, (2) the performance phase, and (3) the self-reflection phase are not different from the phases given in the figure below: *goal setting*, *monitoring processes & strategies* and *self evaluation*, which are also accepted as SRL strategy steps. In other words, all those phases can be counted as the correspondence of each other.

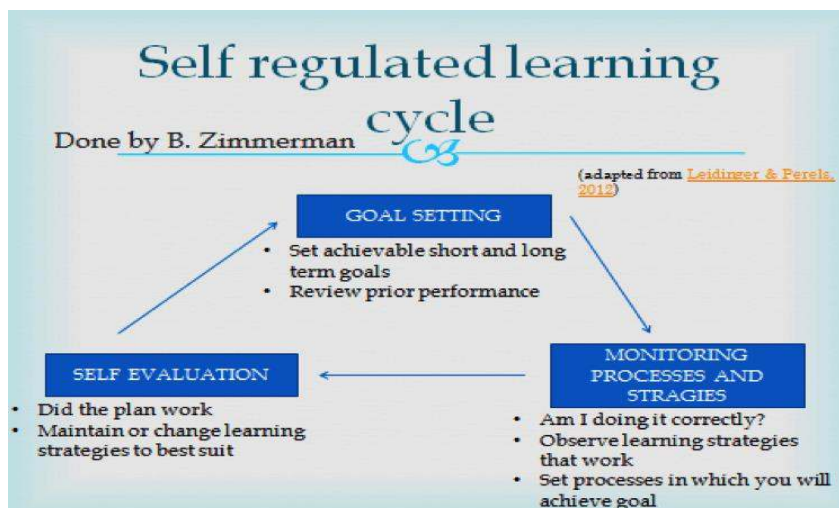


Figure 4. Zimmerman's self-regulated learning cycle

Source: Leidinger & Perels, 2012)

Besides, Zimmerman (1989) underlined his view of self-regulated learning by declaring:

To qualify specifically as self-regulated in my account, students' learning must involve the use of specified strategies to achieve academic goals on the basis of self-efficacy perceptions. This definition assumes the importance of three elements: students' self-regulated learning strategies, self-efficacy perceptions of performance skill, and commitment to academic goals (p.1).

The first two elements particularly mentioned above are of specific significance to the present study as they constitute the basis of this research.

Zimmerman (1990) also argues an important aspect of self-regulated learning theory, students' learning and motivation -involving self-efficacy- by claiming that they are not apart from each other and they cannot fully be understood separately since they all are interdependent processes of self-regulated learning. A large number of studies conducted on the links between learning, motivation, and self-regulation (see Pintrich & Schrauben, 1992, Chapman & Tunmer, 1995; Pokay & Blumenfeld, 1990; Schunk, 1996; Schunk & Swartz, 1993; Zimmerman & Martinez-Pons, 1990) confirmed that there is a positive correlation among these processes of SRL.

It is clear from the discussions above that self-regulated learners are recognized as meta-cognitively, motivationally and behaviorally active participants in their own learning unlike their passive classmates (Zimmerman, 1990) Furthermore, to

Zimmerman's observations, self-regulated learners approach educational tasks with confidence and diligence; and even if they encounter any obstacles, they almost always find a way to succeed. Notwithstanding, as Oxford (1990) and Cohen (1998) states, "many educators suggest that students need to have special training on the active use of strategies to control and enhance their language learning process" (cited in Celce-Murcia, M., 2001, p. 280).

2.3.3. Studies on Self-Regulation and Self-Regulated Learning

Pintrich and De Groot (1990) explored relations among self-regulation (use of meta-cognitive and effort management strategies), cognitive strategy use (rehearsal, elaboration, and organizational strategies), and motivation for learning and performing well in class among seventh graders in science and English. Using the Motivated Strategies for Learning Questionnaire (MSLQ), they found that self-efficacy, intrinsic value (interest in and perceived importance of the learning), cognitive strategy use (e.g., rehearsal, organization, elaboration), and self-regulation (effort management, meta-cognition) were positively correlated and predicted to achievement. Test anxiety was related negatively to self-efficacy. Regression analyses indicated that self-efficacy, self-regulation, and test anxiety predicted performance, whereas intrinsic value did not directly affect performance (as cited in Mahmoodi, Kalantari, & Ghaslani, 2014).

Similarly, Hattie et al. (1996) had found in their meta-analysis research study that the direct and isolated instruction of self-regulated learning strategies had turned out to be less effective regarding its transferability on students' learning behavior. Instead, the authors argued that direct instruction of strategies ought to be linked to factual content in order to apply these strategies in a natural setting.

Özkasap (2009) attempted to explore to what extent Turkish university EFL students feel efficacious in regulating their English learning and the extent to which they feel responsibility for their English learning processes. At the end of the study, Turkish university EFL students were found to be moderately self-efficacious in regulating their English learning and perceived themselves to be slightly more responsible for their English learning processes rather than their teachers. The researcher also investigated how self-efficacy for self-regulating English learning and perceived responsibility for learning English as a foreign language relate to each other.

At the end of the study, the researcher concluded that there is a positive correlation between these two constructs.

Wang et al. (2013) investigated the relationship between self-efficacy, self-regulation, and English language proficiency for Korean college students. Participated (N=220) responded to two instruments, one on their self-efficacy beliefs and the other on their use of self-regulated learning (SRL) strategies in English. A path model analysis demonstrated that there is a positive and significant relationship between self-efficacy, SRL strategies, and English proficiency measured by a standardized English test. In addition, results demonstrated group differences: (a) female students reported higher levels of self-efficacy beliefs, more frequent use of SRL strategies, and higher English proficiency; (b) undergraduate students reported higher levels of self-efficacy beliefs and higher English proficiency than graduate students but their use of SRL strategies did not differ significantly; and (c) participants did not differ in their use of a test-taking strategy (reading the questions before reading the text versus reading the text before reading the questions), and this test-taking strategy did not make a difference in participants' performance on the standardized English test, either.

Additional evidence comes from research by Mega et al. (2014) who proposed a theoretical model linking emotions, self-regulated learning, and motivation to academic achievement and tested with 5,805 undergraduate students. They completed the Self-Regulated Learning, Emotions, and Motivation Computerized Battery (LEM-B) composed of 3 self-report questionnaires: The Self-Regulated Learning Questionnaire (LQ), the Emotions Questionnaire (EQ), and the Motivation Questionnaire (MQ). The findings showed that students' emotions influence their self-regulated learning and their motivation, and these, in turn, affect academic achievement. Thus, self-regulated learning and motivation mediate the effects of emotions on academic achievement. Moreover, they demonstrated that positive emotions foster academic achievement only when they are mediated by self-regulated learning and motivation.

Kizilcec et al. (2014) investigated self-regulated learning (SRL) in MOOCs (Massive Open Online Course (MOOC) and tests if encouraging the use of SRL strategies can improve course performance. They worked with 17 highly successful learners and asked about their own strategies for how to succeed in a MOOC. Their responses were coded based on a SRL framework and synthesized into seven recommendations. In a randomized experiment, they evaluated the effect of providing those recommendations to learners in the same course (N = 653). They concluded that

although most learners rated the study tips as very helpful, the intervention did not improve course persistence or achievement. Results suggest that a single SRL prompt at the beginning of the course provides insufficient support. Instead, embedding technological aids that adaptively support SRL throughout the course could better support learners in MOOCs.

Wolters & Hussain (2015) investigated grit and its relations with students' self-regulated learning (SRL) and academic achievement. 213 college students completed an online self-report survey that included the Grit Short scale, seven indicators of SRL and their past and present academic achievement. Results indicated that one aspect of grit, perseverance of effort, was a consistent and adaptive predictor for all indicators of SRL including value, self-efficacy, cognitive, meta-cognitive, motivational, time and study environment management strategies and procrastination. A second aspect of grit, consistency of interest, was associated only with the latter two facets of SRL. Perseverance of effort predicted achievement before, but not after, accounting for SRL; hence, students' engagement in SRL may serve as a mediating pathway through which this aspect of grit is associated with improved academic outcomes. In contrast, consistency of interest showed no relation to achievement.

To summarize, as majority of the above-given study findings reveal, self-regulated learning, self-efficacy and strategy use concepts -especially in language classrooms- were found to be positively correlated and had significant effects on language learning not only for academic purposes but also motivational processes of learners. Thus, it is essential to provide students with more self-regulatory activities in order for (1) enabling them to become self-regulated learners in charge of their own learning, and (2) granting resulting increases in their self-efficacies and responsibilities for language learning.

2.4. Language Learning Strategies (LLS)

On the grounds that learning a language differs a lot from any kind of subject learning as Williams & Burden (1997) notes, it must be taken into consideration that strategies that teachers used in language classrooms are quite crucial in language learning and teaching.

Looking back to the history of research related to language learning strategies, it can be clearly seen that the research in LLS literature began in the 1960s just as Oxford

(1990) says. O'Malley & Chamot (1990) also state that a lot of improvements have appeared in LLS field in the course of the past twenty years. As stated above, language learning is different from the other varieties of subject learning. This is by virtue of not only cognitive processes engaged during learning but also social and communicative nature of language learning activity. As a result, it is not surprising that there have been several researchers who worked on LLS definitions and categorizations so far. Yet, it is not that simple to classify them all precisely.

LLSs have been defined and classified by many researchers with different aspects (Wenden and Rubin, 1987; Ellis, 1994). One of the earliest researchers in language learning, Rubin (1987) defined language learning strategies as behaviors, steps or techniques that a language learner apply to facilitate language learning. According to Oxford (1990), LLSs refer to specific behaviors or thoughts that learners employ to improve their language learning. As to O'Malley and Chamot (1995, p. 1) LLSs are "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Whereupon, Murcia (2001, p. 362) defines L2 strategies as: "specific behaviors or thought processes that students use to enhance their own language learning".

If the definitions of L2 strategies are to be fine-tuned, it is better to scan different ways of categorizing strategies in a more specific manner. Primarily, Rubin (1981) identified two kinds of learning strategies: those which contribute directly to learning (e.g., clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, and practice) and those which contribute indirectly to learning (e.g., creating opportunities for practice, producing tasks related to communication). Then, Rubin (1987), who headed a plenty of the work in the field of strategies, concluded from his works that successful language learners had strong desire to communicate, were willing to guess when unsure, and were not afraid of being wrong or appearing foolish.

O'Malley et al. (1985) introduced a more comprehensive classification including: advance organizing, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation stages.

Chamot & Kupper (1989) presented another refined classification system for LLS categorization by figuring out the strategies drawn from the results of the descriptive study they conducted in order for the classification of LLSs in first and

second language acquisition. They categorized LLS into three groups as 1) meta-cognitive strategies 2) cognitive strategies and 3) social & affective strategies.

A very similar classification of LLS to Rubin's (1989) was proposed by Griffiths (2004) who determined two types of learning strategies as the ones contributing directly to learning, and those contributing indirectly to learning. In her classification, the direct strategies were divided into six types (memorization, monitoring, deductive reasoning, guessing/inductive inferencing, practice, clarification/verification) while the indirect strategies were categorized as two types (production tricks, creating opportunities for practice). Likewise, Oxford (1990) had suggested a similar classification to LLS by dividing strategies initially into two main classes: direct and indirect strategies. While direct strategies are used directly in a language learning situation, indirect strategies are used to regulate learning in general, not particularly the target language. In Oxford's taxonomy, using direct strategies (memory strategies, cognitive strategies and compensation strategies) were referred to being involved in the target language straightforwardly which require the mental processing of the language, whereas indirect strategies (meta-cognitive, affective and social strategies) were addressed as supporting learners without directly getting involved in their target language learning processes. Then, Oxford (1990) subdivided these two classes into six groups where additional subcategories under each of further groups were also included (see Figure 5 below).

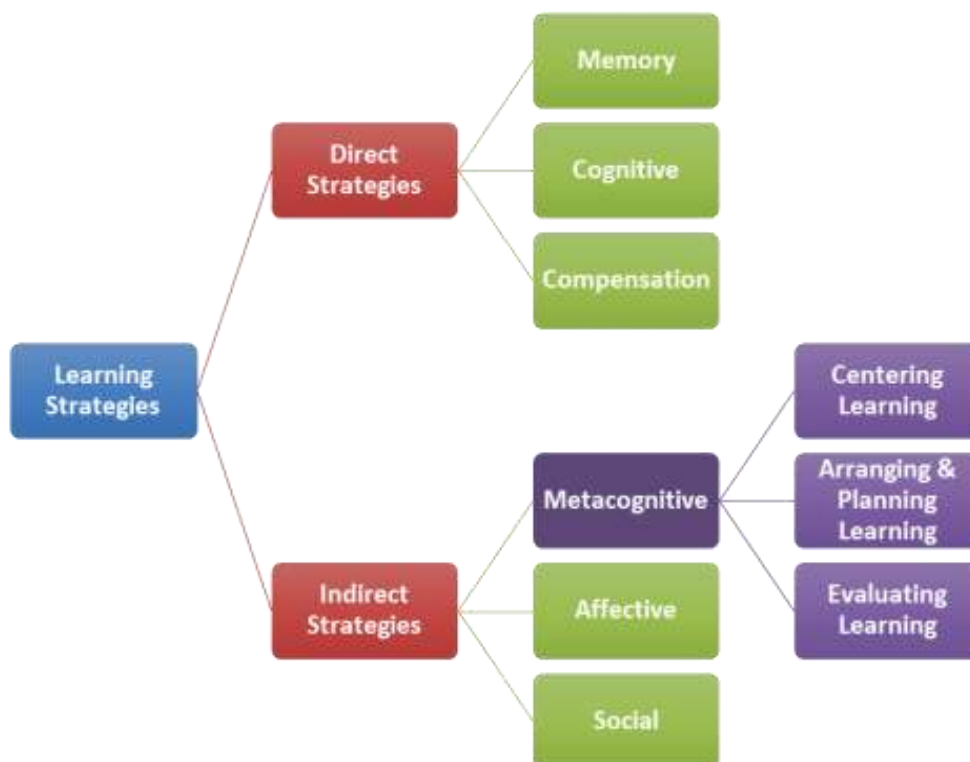


Figure 5. Oxford's language learning taxonomy (1990)

All these subcategories above-presented are in connection with each other and support another, that is, they are fundamentally not isolated entities. In addition to 2 classes and 6 sub-groups, 19 sets of strategies also exist in Oxford's '*Diagram of the Strategy System*' (see Oxford, 1990, p. 17 for further information regarding 19 strategy sets and the interrelation of those LLSs). Murcia (2001) states that despite a great number of researchers who have investigated LLSs, Oxford's approach (1990) is beneficial due to the simple taxonomy she formed, dividing strategies initially into direct and indirect types, and then suggesting particular pedagogical applications. Nevertheless, Dörnyei (2005) underlines the fact that though Oxford's classification in language learning is the most comprehensive and commonly accepted one, it is still impossible to take it as the most complete LLS categorization.

Oxford (1990) explains that language learning styles and strategies are the determinants of 'how' and 'how well' students learn a foreign language by arguing that "learning strategies make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (p. 8). She also highlights some other *benefits of LLSs* to support her idea as follows:

- They support learning both directly and indirectly
- They involve many aspects of the learner (cognitive, meta-cognitive, social, affective)
- They are teachable, flexible and conscious
- They allow learners to become more self-directed, less dependent and autonomus
- They expand the role of the teachers
- They are problem oriented and specific actions taken by the learners
- They contribute to the main goal, communicative competence (fostering specific aspects of that competence: grammatical, sociolinguistic, discourse, and strategic competence (Williams & Burden, 1997)).

Nisbet & Shucksmith (1991) explain that studies of successful and unsuccessful learners reveal that learners who became successful in learning advanced series of strategies from which they can choose the appropriate one for a specific problem, adjust them simply according to the requirements of the particular situation and reflect the

success levels of their own. In a similar vein, Williams & Burden (1997) point out that strategies are goal-oriented and purposeful in that using strategies involves the capability of monitoring the learning situation and respond correspondingly. This essentially means to be able to assess the situation, to plan, to choose appropriate skills as well as sequencing and coordinating those skills. It also requires reflection and evaluation of these strategies' effectiveness in addition to revising the plan when needed.

Murcia (2001) points out that since a great number of students are still not conscious and qualified enough in the matter of effective usage of L2 strategies; it is teachers' duty to raise their awareness concerning learning strategies by promoting them to use the most appropriate ones for their learning style. On this aspect of Murcia's claim, unless there is a harmony between the student (in terms of learning styles and strategy preferences) and instructional methodology, the student is unlikely to perform well and feel confident. From this point of view, strategy choice is indeed of specific significance.

To sum up, if language teachers would like their learners to become more adequate and knowledgeable in constructing and directing their language learning, they ought to facilitate their learners benefitting from language learning strategies so as to develop students' SRL competencies and improve their self-efficacy levels in learning a language. Additionally, another point worth emphasizing here is that the selection of appropriate strategy for different situations is relatively critical; therefore, teachers' support is also crucial for both raising students' awareness in choosing the suitable strategy and for the applications of these strategies in and out of the classroom environments by tailoring those strategies in each task of language learning.

2.4.1. Self-Regulated Learning Strategies (SRLSs)

As previously mentioned, in Oxford's taxonomy (1990), direct strategies include memory, cognitive and compensation strategies while indirect strategies are listed as meta-cognitive, affective and social strategies. The basis of the current study is self-regulated learning strategies; or in other words, meta-cognitive strategies, and thus indirect strategies possess greater importance rather than direct strategies as to Oxford's (1990) distinction. Hence, prior to presenting broader knowledge on meta-cognitive strategies (the component of SRLSs) under this title, providing an overall idea of the

three indirect strategies and of cognitive strategies would be better by explaining them briefly to support readers in gaining a deeper understanding of SRLSs.

According to Chamot & Kupper (1989), meta-cognitive strategies, also called as self-regulatory strategies, refer to “thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned”. Cognitive strategies involve “interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task”. Social and affective strategies include “interacting with another person to assist learning, or using effective control to assist learning” (p. 15-16). In Oxford’s (1990) taxonomy, each of those strategies have various concerns: *e.g.* meta-cognitive strategies concern with the regulation of learning while cognitive ones include the mental strategies that learners employ to grasp their learning. And affective strategies deal with learner’s emotional needs while social ones lead to increased interaction with the target language (Williams & Burden, 1997).

According to Cohen et al. (1996), it is fair to utter that language educators in many different contexts have been looking for various ways to support learners in their efforts to succeed, learn and communicate in a foreign language better. The application of any kind of LLS is considered to be one vehicle to foster greater success, and a strategy is regarded as “effective” provided that it gives positive encouragement to the students for their attempts in learning and using a foreign language. As LLS research have also revealed, “Learners should be taught not only the language but also directed toward strategies they could use to promote more effective learning” (Cohen & Macaro, 2007, p. 141). In addition, Akıncılar (2010) highlights that when LLSs used in harmony, particularly meta-cognitive strategies, they provide rich and powerful support to any language learning effort.

Bandura (1986) attributed much importance to SRLS usage of learners. In his view, valuable knowledge of self-efficacy is provided through strategic applications. And in turn, this knowledge is believed to identify subsequent strategy choices and performances. Oxford (1990) also affirms that there is a positive relationship between proficiency in L2 learning and meta-cognitive strategies by suggesting that the effective LLS usage assists the progress of learning.

According to Zimmerman (1989), who structured self-regulated learning (SRL) on the basis of Bandura’s (1986) theory of triadic reciprocity by explaining the effectiveness of each SRLS on the same basis, SRLSs are “actions and processes

directed at acquiring information or skill that involve agency, purpose, and instrumentality perceptions by learners” (p. 329). Zimmerman and Martinez-Pons (1986) identified 14 SRL strategies and evaluated them through a structured interview. The reported strategy uses of students were verified by their teachers' measurements. It was discovered that students' use of SRLSs found to be highly correlated with their achievement ratios and with teachers' proportion of their self-regulation levels in class. These identified 14 self-regulatory strategies are: self-evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking peer assistance, seeking teacher assistance, seeking adult assistance, reviewing tests, reviewing notes, and reviewing texts (see 6 below for the description of each category with examples).

CATEGORY DEFINITION**EXAMPLES OF ESL CHILDREN**

- | | |
|--|--|
| 1. Self-evaluation: Self-initiated evaluations of the quality or progress of students' work. | Check the writing before turning it in to the teacher. |
| 2. Organizing and transforming: Self-initiated overt and covert rearrangement of instructional materials to improve learning. | Translate English into their native language to help memorize the word. |
| 3. Goal-setting and planning: Setting educational goals or subgoals and planning for sequencing, timing, and completing activities related to the self-set goals. | - Setting goals for himself/ herself in language learning process (e.g. learning 20 words in one week)
- Adjust his/her time for studying English daily or weekly and organize his/ her schedule accordingly. |
| 4. Seeking information: Self-initiated efforts to secure further task information from non-social sources. | - Look for the meaning of a word in a dictionary.
- Search on the net about the topic of the week. |
| 5. Keeping records and monitoring: Self-initiated efforts to record events or results. | Take down an unknown word to ask for help later. |
| 6. Environmental structuring: Self-initiated efforts to select or arrange the physical setting to make learning easier. | Study in one's own room. |
| 7. Self-consequences: Student arrangement or imagination of rewards or punishment for success or failure. | Jump up and down when one gets good results of study. |
| 8. Rehearsing and memorizing: Self-initiated efforts to memorize learning materials by overt or covert practice. | - Write the word many times on paper in order to memorize it OR
- Use it in a meaningful context. |
| 9./10./11. Seeking peer/teacher/adult assistance: Self-initiated efforts to solicit help from peers/ the teacher/ adults. | Ask a friend/ the teacher/ parents for help. (<i>Vygotsky's Zone of Proximal Development</i>) |
| 12./13./14. Reviewing tests/notes/texts: Self-initiated efforts to reread tests/ notes/ texts. | Reread the past test/ the notes/ the text book. |

Figure 6. Categories of SRLSs

Source: Zimmerman & Martinez-Pons, 1986, cited in Wang & Pape, 2005, p. 88-89

From a different point of view, SRLSs are not directly and merely address to meta-cognitive strategies; instead, some self-regulated learning strategies, such as organizing and transforming, monitoring, and self-evaluation, are linked to meta-cognitive strategies that can be regarded as actions which support learners for the

control and management of their own learning (Oxford, 1990). Moreover, some other SRLSs, such as keeping records, seeking information, and rehearsing and memorizing, can be perceived as cognitive strategies, and also one of the self-regulated learning strategies -seeking peer/teacher/adult assistance- can be associated with social-affective strategies. Based on this suggestion, Özkasap (2009) underlines the fact that “self-regulation of learning underlies the entire concept of learning strategies” (p. 24).

According to Kadiravan (2011), the ultimate aim of self-regulatory strategy is to enhance students' self-regulation of their personal functioning, academic behavioral performance and learning environment. Thus, in order to optimize self-processes and manage social/physical environment and behavior of the learners, educators had better assist them in developing their self-regulation, through helping them learn when and how to employ different strategies. In other words, “students' use of SRL strategies enables them to increase their personal control over their own behavior and immediate environment. The most sophisticated SRL strategy relies on behavioral and environmental processes to control covert personal processes in reciprocal fashion” (Kadiravan, 2011, p. 40). Likewise, Cleary (2018) notes in his book (*The Self-Regulated Learning Guide: Teaching Students to Think in the Language of Strategies*) that SRLSs facilitate learners to regulate and manage their thoughts, feelings, actions and learning contexts when they carry out a task or an activity.

In conclusion, research so far has revealed the significant relationship between the use of learning strategies, student achievement and proficiency in a wide range of fields in education as well as in various learning contexts (see next section: 2.4.2). In the light of this remarkable association between strategy use and positive learning outcomes, students who use learning strategies often experience high levels of self-efficacy; which is not surprising at all (Zimmerman & Pons, 1986). Correspondingly, Dickinson (1987) maintains that strategies promote second language acquisition as well as improving student performance. He also argues that greater learner autonomy is facilitated by appropriate strategy usage as it grants learners to be more responsible from their own learning. This, in fact, fosters students to continue learning even after graduation from a formal educational setting (Oxford & Crookall, 1988). Consequently, although the concept of SRLSs arose from educational psychology, recent research recommends its adaptation to the field of language education as well. Teachers are advised to teach their students some certain self-regulated strategies for more effective and fruitful learning outcomes (Mahmoodi et al., 2014).

2.4.2. Studies on LLSs and SRLS

Lodico et al. (1983) gave training to young children where they were expected to reflect their performance while using different strategies and to interpret the effects of employing those strategies on their performance. The children were provided feedback with regard to their answers throughout this training. At the end of the training, it was found that children who received this training were better able to derive from the utility of the strategies, and they were observed choosing to apply those effective strategies more frequently.

In a study on EFL learners in Puerto Rico, Chapman & Tunmer (1995) discovered that less successful learners employed learning strategies in class activities less in comparison with more successful students who used strategies more often for active involvement.

Purpura (1999) also found out that SRLSs had a “significant, positive, direct, effect on cognitive strategy use, providing clear evidence meta-cognitive strategy use has an executive function over cognitive strategy use in task completion” (p. 61).

In the study conducted by Magogwe & Oliver (2007), the relationship between LLS proficiency and self-efficacy beliefs was investigated in an ESL context. At the end of the study, a positive but weak relationship was determined between self-efficacy beliefs and use of overall LLSs across all proficiency levels.

Suwanarak (2012) discusses a study done by Abedini et al. (2011) whose results indicated that strategies can aid learners in reaching their learning objectives, becoming autonomous learners, and boosting their achievements in learning a foreign language; whereupon she argues that thanks to language learning strategies teachers also manage to understand their students’ expectations better.

Lopez et al. (2013) sought to identify ethnically diverse students’ study strategies in organic chemistry and their relationships to course outcomes. Study diaries, concept maps, and problem sets were used to assess study outcomes. Results indicated that students engage in four commonly used reviewing-type strategies, regardless of ethnic group affiliation. However, these common strategies were rarely associated with students’ problem solving, concept mapping, or course performance. In addition, they concluded that students seldom engaged in meta-cognitive and peer learning strategies despite their reported benefits in the literature.

Ahmed et al. (2013) investigated two important points: (a) to investigate the developmental trends of four academic emotions (anxiety, boredom, enjoyment, and pride) and (b) to examine whether changes in emotions are linked to the changes in students' self-regulatory strategies and achievement in mathematics. The researchers worked with four hundred and ninety-five Grade 7 students. They completed measures assessing the students' emotions and self-regulatory strategies in mathematics 3 times across 3 terms in a school year. Students' achievement for each term was collected from school records. Growth curve analyses indicated that those students' enjoyment and pride in mathematics declined, whereas boredom increased over time. Anxiety remained relatively stable across the study period. The growth curve analyses also revealed that changes in positive emotions were systematically associated with changes in self-regulated learning and achievement. Overall, the results suggest that in addition to the "will" and the "skill," students need the "thrill" to succeed in school.

English & Kitsantas (2013) investigated specific learning environment features and teaching practices that have been shown to foster student responsibility for learning in each phase of project-based learning (PBL), with the purpose of providing educators with guidance for developing self-regulated learning in PBL, and ultimately, student motivation and ability to learn. To accomplish this, a theoretical model of the relationship between PBL and SRL is presented, along with research-driven guidelines on how to promote student responsibility for learning in PBL. The study suggested that autonomy and competence satisfaction levels are key factors to comment on psychological handicaps in the elimination of sensitive individuals.

Ocak & Yamac (2013) investigated the predictor and explanatory relationships between fifth graders' self-regulated learning strategies, motivational beliefs, attitudes towards mathematics, and academic achievement. They worked with 204 students studying in the primary schools of Afyonkarahisar province. Motivated Strategies for Learning Questionnaire (MSLQ) and Mathematics Attitude Scale (MTO) were used as data collection tools. In their study, two different models were proposed. In first and second model, respectively, how motivational belief and self-regulated learning strategies explained the attitude and achievement was examined and how motivational beliefs explained self-regulated learning strategies. They concluded that meta-cognitive self-regulation, self-efficacy, task value, and intrinsic goal orientation predicted the attitude towards mathematics, while self-efficacy and test anxiety predicted the

achievement. However, task value, self-efficacy and intrinsic goal orientation predicted self-regulated learning strategies.

Moon-Heum & Heron (2015) investigated the role of SRL, specifically motivation, emotion, and learning strategies in students' learning experiences in a remedial online mathematics course. 229 college students participated with an online survey. They found that student motivation explained a small portion of variance in achievement; whereas student motivation and emotion explained a significant portion of variance in satisfaction. In addition, they concluded that the significant differences in motivation and emotion were found in passing and nonpassing students. On the other hand, they found that learning strategies did not influence student achievement and satisfaction.

Taghinezhad et al. (2015) investigated the influence of teaching reading strategies on the reading self-efficacy beliefs of Iranian EFL learners. The results generated from their study demonstrated that although there was no statistically significant difference between males and females regarding their self-efficacy beliefs, the students who received instruction using reading strategies were found to have higher self-efficacy beliefs when compared to those who did not receive any instruction.

Chasmar et al. (2015) conducted a qualitative research where a workshop on the Study Cycle they used in their study which was taught to a class of second-year Industrial Engineering students as an intervention. They aimed to understand effects of the module on Engineering students' SRL strategy use in an engineering course as well as examining which components of the Study Cycle students self-report as being useful in their engineering courses prior to the module and their perceptions of effective study strategies after the module. Students self-reported SRL strategy use in a one-minute paper pre-workshop and two sets of post-workshop reflections. The researchers discovered that students self-reported SRL strategies from all ten categories which were analyzed via *a priori* coding: self-evaluation, organizing and transforming, goal-setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking social assistance, and reviewing records, which proves all of the SRL categories were found to be effective and helped students in their learning progress.

Yang & Wang (2015) investigated the relationship among EFL college learners' language learning strategies, English self-efficacy, and explicit strategy instruction from the perspectives of Social Cognitive Theory. LLSs, self-efficacy for English learning

and explicit strategy instruction were investigated through a correlational and quasi-experimental study whose results indicated two significant findings. First, there found out a more positive correlation between language learning strategies and English self-efficacy after the strategy instruction. Second, after the strategy instruction, the learners applied more language learning strategies, especially memory strategies.

To sum up, as Mahmoodi et al. (2014) points out, “Although the concept of SRLSs originated from educational psychology, recent research suggests its applicability to the field of language education” (p. 1063). For this reason, it should be the role of teachers to foster SRL in their classrooms and maintain the use of SRLSs that will reinforce their students’ learning.

2.5. Strategy Based Instruction (SBI)

It has become more and more evident that teaching learners ‘how to learn’ is rather vital in order to make the language classroom an influential setting. Strategy Based Instruction, or in other words Strategy Training, was affirmed to be commonly accepted as the application of both learning and communication strategies to classroom learning through a number of teachers’ and researchers works (McDonough, 1990; Cohen, 1998; Brown, 2007).

In the 1990s, there was a departure from basic descriptions and classifications of strategies to experiments in which different kinds of interventions were conducted in the classroom. The gradual attention was now on if learners could improve their language learning by either exerting new strategies or by exerting common ones more efficiently. It was then in 2000s when styles and strategies-based instruction became one body. Later, in the following years self-directed learning approaches begun to attract more attention of researchers since instructions were altered to more learner-focused and bilateral in language teaching. As a result, students were expected to be more in charge of their learning as well as becoming less dependent on their teachers (Cohen & Weaver, 2005).

To Murcia (2001), L2 teachers had better assess not only their students’ learning styles and strategy uses to have a greater understanding of styles and strategies, but also their own ones in order to have the awareness of their preferences and to prevent any possible bias regarding various strategies. Chamot (2005) claims that the research -with reference to styles and strategies in the literature- firmly fosters learners’ awareness on

their choices, competencies and incompetencies by suggesting that students are required to identify the styles that are useful and those that might be useless for them. However, students are not knowledgeable enough about the strength of conscious LLS usage that promotes faster and efficacious learning in learning a foreign language (Nyikos & Oxford, 1993). Seen in this light, it would be in that point where learners initially need teacher guidance and support and then taking the gradual responsibility for their learning. In this respect, as Murcia (2001) points out, teachers can aid students in stretching their learning styles with the help of performing some strategies different from their first choices on styles. Besides, skilled teachers are expected to assist learners raise LLS awareness while facilitating the use of multiple appropriate strategies. This assistance can be provided through strategy based instruction. Cohen & Weaver (2005) explain strategy instruction by noting that “students are explicitly taught how, when, and why certain strategies (whether alone, in sequence, or in clusters) can be used to facilitate language learning. Teachers describe, model, and give examples of strategies” (p. 6).

It has been found out that once learners (1) grasp the strategy itself, (2) regard it to be beneficial, and (3) deem its implementation is not too hard; SBI will contribute students’ language learning (MacIntyre & Noels, 1996). In the same way, Brown (2007) alleges that “SBI is increasingly successful when teachers help learners not only to become aware of their styles and preferences, but also to take action on the basis of that awareness” (p. 143); and he further explains that several steps and considerations that need to be taken into account are present for a practical implementation of SBI in language classrooms including: figuring out learners’ styles and possible strategies, incorporation of SBI in communicative language contexts and granting additional class guidance. In order to maximize good language learning, Brown (2007) lists ten recommendations by which this study was inspired and attempted to weave them throughout the SBI in this study (see 3.5.1. Intervention Process for more detail). The recommendations are as such:

- Lowering inhibitions
- Encourage risk taking
- Building self-confidence
- Developing intrinsic motivation

- Engaging in cooperative learning
- Using right-brain processes
- Promoting ambiguity tolerance
- Practising intuition
- Processing error feedback
- Setting personal goals

All these suggestions above have substantial significance in SBI applications which teachers also should take into account in the course of their instructions. Still, as stated also by Murcia (2001), the most effective strategy instruction seems to be the one where not only a given strategy might be beneficial, rather, the one where learners have the awareness regarding how to use, evaluate and transfer that strategy to other related tasks and situations. Likewise, Cohen & Weaver (2005) agree that knowing about a given strategy is not adequate. Learners must have the opportunity to practice them, too.

According to Bialystok (1985), students are not always hoped to perform prompt achievements due to their prepossessed perceptions regarding what must go on in the classroom. Nonetheless, Cohen (2003) emphasizes that when students of foreign language are aided in learning and using a broad range of language learning strategies that can be tapped throughout the learning process, they will reasonably benefit from being involved in a SBI. Similarly, Oxford & Leaver (1996) reports that research so far has revealed that although other ways of strategy instruction are achievable, the most effective strategy instruction to be spreaded into everyday L2 teaching regularly. Additionally, Gültekin (2016) points out:

When supported by curricula and teachers, learners play a much more active role in managing and controlling their learning processes and achieve better outcomes. However, when left alone, for example, when studying at home, students rarely use the strategies effectively on their own. Therefore, strategy-instruction is absolutely essential in order to maximize learning outcomes on the part of the students (p. 17).

In short, in the last two decades or so in language teaching, there has been mounting evidence regarding the effectiveness of incorporating strategies on the acquisitions of language learners in L2 learning. And such studies, related to incorporation of strategies into language classrooms, showed that LLSs were found to

be useful for different learners in diverse contexts (Chamot, 2005; Anderson, 2005; Dörnyei & Skehan, 2003; McDonough, 1999; Cohen, 1998; Hill, 1994; Wenden, 1992). And strategy instruction contributed EFL learning motivation (Nunan, 1997) and, greater strategy use led to increase on learners' self-efficacies (Chamot et al. 1996). As remarked by Wenden (1985), who was among the first to claim that learner strategies are the key to learner autonomy, one of the most important concern of a language teacher should be facilitating learner autonomy. Thus, should students are desired to become autonomous language learners, they had better be encouraged to use LLS in and out of the classroom and be supported to raise their awareness with regard to the importance of choosing the appropriate strategy for different situations.

2.5.1. Cognitive Strategy Instruction (CSI)

It is a well known fact that it is the developments in cognitive psychology what substantially influenced much of the research done on language learning strategies. A number of researchers suggested various theories and models either directly or indirectly related to the cognitivist point of view in research (some of the well-known scholars can be referred as: Cognitive Strategies Theory by Hayes & Flower, 1980, Cognitive Self-Regulation Instruction (CSRI) by Fidelgo, Torrance, & Garcia, 2007, Self-Regulated Strategy Development (SRSD) by Graham & Harris, 1992, Strategy-Based Instruction (SBI) by Chamot, 1999; Cohen 1998, Integrated Model (IM) by Leavitt-Noble, 2008 etc.). All those theories suggested centre upon the characteristically strategic nature of learning that aim at students' being responsible and proactive learners in all stages of their own learning processes.

According to Duffy (1987), cognitive strategies, are mental routines or procedures that are followed to achieve cognitive goals like solving a problem, studying for a test, or understanding what one is reading. Cognitive strategy instruction (CSI), on the other hand, is a teaching technique in which students are taught powerful procedures that help them accomplish a variety of academic tasks (Harris & Pressley, 1991). According to Scheid (1993), CSI is an explicit instructional approach that focuses on the improvement of thinking skills and processes in order to promote better learning, and the goal of CSI is actually turning all students' efforts into more strategic, self-reliant, flexible, and productive ones. In CSI, educators teach meta-cognitive or self-regulation strategies in structured cognitive routines that support learners for monitoring

and evaluating their learning (Dole, Nokes, & Drits, 2009). There are three major concepts that are particularly associated with CSI: cognition, meta-cognition and problem-solving. In this new era, learning content alone can not supply the required skills that students must gain. Rather, students are expected to become fully equipped with certain skills which empower them to think for themselves in order to be self-initiated, self-modified, and self-directed learners (Costa, 2001).

Conley (2008) indicates that cognitive strategy instruction endeavors to provide transition of educators from focusing specifically on teaching topics to teaching students how to think. Principally, CSI's emphasis is on fading the cognitive responsibility gradually from teacher to the student; and thus, enabling the learner to become increasingly self-regulated throughout all the learning processes (learning, applying, maintaining and generalizing). Teachers use meta-cognitive or self-regulation strategies in structured cognitive routines that assist students in monitoring as well as evaluating their learning (Dole et al., 2009). As Ontague & Duetzm (2009) remarks, when students employ and incorporate a cognitive routine along with having competence on it, they can also make flexible use of it automatically. Hereby, skilled teachers are expected to support students' benefitting from using strategies as well as guiding them on how to employ those strategies until they become automatic users.

Through a CSI, it also aimed to provide learners with stages of using thinking processes that are essential for lifelong learning. Studies focused on CSI have revealed its efficacy not only on students with learning disabilities and other disabilities but also on students without disabilities who struggle academically (Harris et al., 2006; Montague et al., 2011). Diverse CSI implementations have been found to be efficient with students in elementary, secondary, and postsecondary settings by having a positive impact on students' self-efficacy, motivation, and attitude toward learning (Wong et al., 2003). Yet, it should be taken into account that the source of those positive results are not independent from the importance of appropriate strategy selection and raised strategy awareness in learning a foreign language.

Briefly, it is not reasonable to select and apply a single L2 strategy that could probably satisfy the whole class where there are students with a range of different style and strategy preferences. Hence, if teachers would like to orient an effective strategy instruction, they first need to know about their students' style preferences and then employ a broad instructional approach, which will also support self-regulation on language learning, rather than deciding on a specific instructional methodology on their

own/to their mind. Moreover, teachers would do better to interweave strategy instruction into their regular language instruction, matching to those style preferences of their students. In other words, owing to different needs of learners with reference to instruction types (e.g./i.e., visual, auditory, kinesthetic or tactile), teachers must also have adequate knowledge about their students' individual style preferences in order to facilitate the required instructional diversity in the classroom (Murcia, 2001).

2.5.2. Self-Regulated Strategy Development (SRSD) Model

Alexander et al. (1998) refer to strategies as procedural, purposeful, effortful, willful, essential and facilitative in nature. Among these characteristics of strategies, their being 'essential' has a vital impact on students' learning. As the same researchers argue in their study, it is not possible to become competent or proficient in reading, writing, history or any other academic area in desired levels without fulfilling the procedures of acquiring, organizing, or transforming information or regulating one's own performance. For academic achievement, strategies are accepted to be quite crucial.

Graham & Harris (2005) mentions about SRSD, which has its roots in self-regulated learning, as a recent and flexible instructional model that is used to teach and reinforce a variety of self-regulation skills (e.g., goal setting, progress monitoring, self-instructions and self-statements). According to Reid et al. (1997), the SRSD is an implementation model for 'Cognitive Strategy Instruction' with an instructional framework following a six stage gradual release of responsibility model (Developing background knowledge about the strategy; discussing modeling, memorizing, supporting the strategy and independent performance of the learner) as seen in Figure 7 below.



Figure 7. The stages of SRSD model

Source: Graham & Harris, 2005

Graham & Harris (2005) report that these 6 recursive stages are used as framework for instruction and have the potential to be re-ordered, combined or modified so as to meet the needs of the students and the teachers which makes this instructional model evidently flexible. Returning to any stage for dwelling on more is also possible in that model in case the elements of the concepts are not fulfilled at definite stages (Harris, et al., 2010).

In EFL settings, since meta-cognition has a vital role in the learning processes, teachers should instruct their students' meta-cognitive skills along with the target language. To do so, direct teaching of strategies can be provided by teachers regarding how strategies can be employed; or students can be taken through each strategy by modeling. Meta-cognition is also teachable like many other learning processes. Through direct instruction, teacher modeling, and application, meta-cognitive strategies can be taught to students. For direct instruction, students are initially (1) given clear explanation by the teacher regarding the strategies to be learned, the reason of their value and the situations in which students are required to employ them. To exemplify the instruction, students are then (2) served a number of illustrations which are directed to discussions. In addition to giving direct explanation, strategies can be (3) modeled by the teacher by using "think out loud" technique in order to exhibit "when and how" meta-cognitive strategies should be employed. Significantly, by providing them with plenty of opportunities to perform (4) the same task under their guidance, teachers must (5) support students for absorbing those strategies until they become automatic. This

application of the strategies is of assistance as 6) independent practice which is followed by teacher feedback. It must be remembered that learning and using meta-cognitive strategies will avail students' achievements in solving both subject area problems and also problems to be faced in the course of a lifetime (Thamraksa, 2005). The stages given above in each sentence show a great deal of similarity to the model that was previously proposed by Graham & Harris (2005) in Table 1 below.

Table 1.

Stage of Instruction in the Self-Regulated Strategy Development Model

Stage	Description
1. Develop Background Knowledge	Students are taught any background knowledge or skills needed to use the strategy successfully.
2. Discuss it	Students examine their current writing performance and discuss the purpose and benefits of the new strategy.
3. Model it	The teacher models how to use the strategy and self-regulation techniques.
4. Memorize it	Students memorize the steps of the strategy.
5. Support it	Students practice using the strategy with fading levels of teacher support and scaffolding.
6. Independent Performance	Students use the strategy with little or no support.

Source: Graham & Harris, 2005; Harris & Graham, 1996

In the light of SRSD model of Graham and Harris (2005), whose stages are flexible as they can be combined, reordered or repeated when needed, Moseki (2013) presents a guideline to teachers in order for the implementation of SRSD instructional frameworks as follows:

Develop background knowledge: The teacher evaluates the students' prior knowledge and prerequisite skill-needs, and handles skill-deficits by either re-teaching

or modification. The primary aim is to ensure that the students understand, learn and apply the strategies.

Discuss it: Discussions are held with the students to ensure that they are motivated and willing to learn the new strategy. Similarly, the teacher enables the students to evaluate their current performance, and also introduces the concept of *progress-monitoring*. The purpose and possible benefits of the new strategy in terms of how and when to use it, are also explained.

Model it: The teacher uses ‘think-aloud’ to demonstrate to the students how to use the new strategy, as well as positive self-talk to maintain motivation and to deal with attributions. The students are also allowed to discuss the efficacy of the new strategy and how it can be modified. The concept of *goal-setting* can be introduced and the students are encouraged to set targets based on the individual results of the evaluations done in stage 1.

Memorise it: The teacher uses various activities, memorisation techniques or methods to motivate the students to use the strategies automatically. This also includes providing the students with time for practice. The purpose of this stage is to ensure that the students commit the new strategies to memory and use them automatically.

Support it: The teacher scaffolds instruction and gradually hands over the control of the strategies to the students when they show that they can independently use them. The use of frequent feedback, positive reinforcement and cooperative peer-groups proved to be effective at this stage.

Practice it: This stage is characterised by the fact that students begin to use the strategies consistently, and independently of the teacher. The students are also encouraged to identify other areas where the strategies can be used, as well as how they can be modified (p. 72).

This six-staged SRSD model by Moseiki (2013) offers a flexible instructional framework which can be arranged according to the students’ specific needs as mentioned previously. This attribution enables the SRSD model’s appropriateness to be implemented and adapted to any SRL intervention (Moseiki, 2013). Indeed, SRSD model, having been used with English language learners so far in diverse contexts in different subject areas, principally aims at teaching students with writing deficits. However, for the implementation of SRLs in the current study, an explicit supportive instruction was needed to be carried out in order to promote autonomy and

responsibility in language learners as well as aiming at securing improvements in students' self regulatory competencies together with their self-efficacies in English learning. Thereupon, it was preferred to utilize from this SRSD instructional model and its flexibility (by occasionally changing the order of its stages) for the application of each ten SRLS step during the ten-week intervention process of the study.

In short, as Read (2005) points out, the objective of SRSD is to direct students for using strategies habitually, flexibly and automatically. Thus, there stands no reason to not to benefit from SRSD model in language learning classrooms. According to Chamot (2005), "...explicit learning strategy instruction embedded within the language syllabus is far more effective than simply asking students to use one or more strategies and also fosters meta-cognition students' ability to understand their own thinking and learning processes" (p. 123). Taking also what Murcia (2001) notes in his book into consideration: "extensive research in general education indicates that students who report active use of strategies are likely to be more successful in learning new skills than are students who don't use strategies" (p. 280). It is, therefore, highly recommended that educators should allow extra time for strategy training, especially for SRLS instruction which has the potential to enhance a great deal of learner responsibility in language learning.

2.5.3. Studies on SBI, CSI & SRSD Model

O'Malley and Chamot (1990) compared the improvement on certain language tasks for three groups of learners in their study and concluded that the learners' performances were related to the strategy training they had received. On the speaking task, the experimental group who took explicit training in meta-cognitive, cognitive, and social-affective strategies showed significant improvement when compared to the control group.

Another study which suggested the feasibility of training learners in the use of communication strategies was conducted by Dörnyei (1995). The researcher trained high school EFL students in Hungary to employ three communication strategies: topic avoidance and replacement, circumlocution, and fillers and hesitation devices. Those who received the training improved significantly more than the control group in measures related to both quality and quantity of strategy use.

In the study conducted Cohen et al. (1996) it was proved that SBI has a positive role in students' learning. An explicit instruction of language strategies resulted in increase in students' performance of the speaking skills of the target languages they were studying. The investigators suggested that explicit description, discussion, and reinforcement of strategies in the classroom can have a direct positive effect on student outcomes.

Graham et al. (2005) investigated the effect of SRSD model on writing skills of third grade struggling writers. For the study, third-grade struggling writers were taught two genre-specific strategies along with a more general strategy for planning and writing a paper ("POW"; "WWW What= 2 How= 2"; "TREE"). 73 third grade struggling writers were randomly assigned into three treatment conditions; (a) SRSD model including peer-support component (N=24), (b) SRSD only (N=24), and (c) the Writers Workshop approach (N=25). The results indicated that students in the two SRSD groups outperformed the students in the comparison conditions in terms of time spent on composing, length, quality and writing knowledge for persuasive essays. On the other hand, there was no statistical difference on writing knowledge for story genre. In addition, the results of 'SRSD only' and 'SRSD plus peer support' groups did not demonstrate any significant difference in none of the areas.

Graham et al. (2006) investigated the effectiveness of the SRSD integrated in regular classroom by regular class teacher's instruction, on report writing performance of fifth-grade students. Series of mini lessons integrated into classroom writing program were given as training to the classroom consisted of students with and without learning difficulties. After six weeks of instruction, overall quality of students' reports, including students with learning difficulties were found to be improved meaningfully.

Lane et al. (2008) investigated the effect of SRSD model on story writing performance of second grade students with emotional behavioral disorder. The scope of the instruction included how to plan and draft stories. The target strategy taught through the SRSD model was "WWW What= 2 How= 2". The results demonstrated that students' products improved in story completeness, length and quality. In addition, students' improvements were long lasting. The maintenance test results indicated that intervention produced meaningful improvements in students' writing performance maintained over time.

Akıncılar (2010) examined the effects of the "PLEASE" (a general paragraph writing strategy) writing strategy instruction through the Self-Regulated Strategy

Development (SRSD) model on descriptive writing of fifth grade English language learners studying in a private primary school in Istanbul, Turkey. The study specifically focused on if instruction on pre-writing planning through the SRSD model results in improvements in students' written products, planning behaviors and self-beliefs as writers. Eight 5th grade students participated in a writing club activity offered by the researcher at school. The data collection tools included comparison of students' final pieces of writing in terms of overall quality and length, retrospective verbal protocols, individual interviews, and questionnaires all of which were conducted both at the pre-intervention and the post-intervention phases. The pretest and the posttest writing scores showed that each student experienced improvement in terms of overall quality and length of the written products. The strategy training helped students become more aware of the need for pre-writing planning and they started to engage in planning prior to writing in real practice. Also, a considerable amount of increase in students' self-confidence was discovered after the treatment.

Gültekin (2016) attempted to explore how the instruction of writing strategies in tandem with self-regulated learning strategies help improve a student's self-regulation in writing and writing achievement. The case study methodology was used to gain a deeper understanding of the developmental processes that students undergo on the way to become self-regulated learners in writing. The key participant was a 22-year-old student enrolled in a one-year intensive English language program at a foundation university in Istanbul, Turkey. The key participant attended 8-week intervention program including one-on-one tutorials focused on writing strategies as well as self-regulated learning. Thematic analysis was applied to the data to categorize emerging codes. The findings showed that the intervention program helped the key participant to adopt particular self-regulatory writing strategies and to increase her writing achievement scores. In addition, the analysis revealed that internalization of certain strategies, especially self-regulation strategies such as goal-setting and strategic planning takes time on the part of the learner. However, the research demonstrated that once SRLSs are internalized, their maintenance will be long-term.

In a nutshell, self-regulatory strategy instruction includes explicit and interactive learning of powerful strategies. The application of SRSD model yields positive results in SRL skills' improvements across learners who got explicit trainings and when students are given a SBI on strategies they improve better in their learning processes as also affirmed by many studies referred above. As Harris et al. (2010) presents, a meta-

analysis of the interventions indicates that SRSD had a strong positive effect on students' quality of work that learnt SRL strategies in context.



CHAPTER III

METHODOLOGY

“Scientific method is concerned with efficient ways of generating knowledge.”

George BOX

3.1. Introduction

In this chapter, the design of the study is introduced first which is then detailed by the research design process. Subsequently, participants and sampling are provided which are followed by data collection tools and procedures. Furthermore, a detailed frame of the intervention period of the study is presented at great length. Finally, data analysis procedures of the study are explained elaborately.

3.2. Research Design

A mixed method of quasi-experimental and descriptive research design was applied in this study. The research was conducted as quasi-experimental since it was carried out with the experimental group participants who underwent a SRLS (Self-Regulated Learning Strategies) instruction, a ten-week intervention program, through a SRSD (Self-Regulated Strategy Development) model; whereas the control group participants were exposed to a traditional schedule of English language instruction. According to Nunan & Bailey (2009), some studies, in which relationships or correlations between variables are sought, lead the researcher towards an experimental research design that mostly requires collecting both quantitative and qualitative data. Using both qualitative and quantitative data collection methods together was thought to provide a more complete picture for the design of the present study; that is why, a mixed method design was utilized in the data collection and the analysis of the current study.

More explicitly, in the beginning of the study a raised design, which is then expanded into triangulated mixed-methods research design, was used in this study whose details and explanations are given in the next sections below.

3.2.1. Research Design Process of the Study

As stated formerly, this study was initially intended to employ a raised design where a questionnaire and an interview would be administrated. Nevertheless, using only two data collection tools seemed insufficient in order to see the complete picture in details. It was also aimed to strengthen the support of data findings on one another. The research process is presented in the next sections step by step to enhance a deeper understanding of the context along with the methodology of the current study.

3.2.1.1. The Raised Design (Combining Questionnaire and Interview Data) of the Study

According to Nunan & Bailey (2009), “*interviews and questionnaires work well together*” (p. 319). By means of a questionnaire, which is typically noninteractive but practical and convenient, one can get a range of responses from many people on a limited number of items. On the other hand, interactive interviews are not as much practical, yet they allow researchers to investigate ideas of people and expect them to build up their explications. In this regard, while questionnaires aid us in sampling broadly; interviews serve more in-depth information (Fraenkel & Wallen, 1990).

In this study, a ‘*sample-resample procedure*’ was utilized where first a questionnaire was used to obtain an overall profile of opinions and information, and subsequently interviews were administered. The reason for this was to obtain more detailed data from the subgroup of the sample among the experimental group participants as depicted in Figure 8.

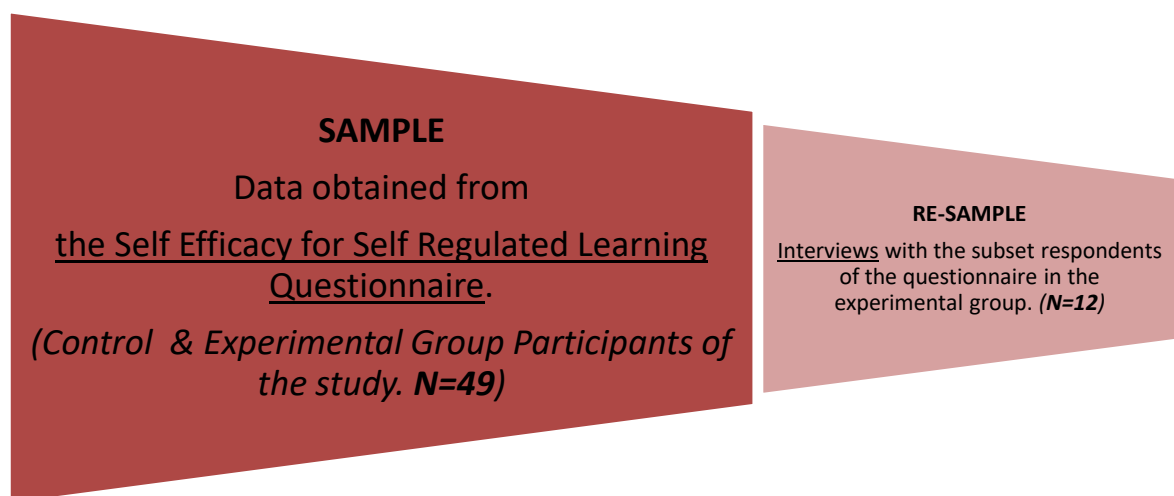


Figure 8. The Raised Design Process (Two-phase Design)

Nunan & Bailey (2009) state that implementing such a process of data elicitation results in a ‘raised design’ or ‘two-phase design’ that permits researchers to collect more detailed data from a few people representing the larger sample in a more practical way. They also suggest “employing this sort of two-phase design in multiple forms of methods triangulation” (p.320). In conclusion, the present study intended to offer rather intensive information by using formerly sample-resample process and then elaborating it more with the data obtained from the diaries of the students. More details regarding the design of this research process are provided in the next section below.

3.2.1.2. Mixed Methods Design (Combining Quantitative and Qualitative Data)

According to Creswell (2012), *mixed methods research design* is one of the best alternatives when the researcher want to take the advantages of using both quantitative and qualitative data while conducting a research case. Dörnyei (2007) gives a clear definition of mixed methods study by stating: “they involve the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process” (p. 163). Correspondingly, Nunan & Bailey (2009) assert that there is no approach inherently superior to the other when referring to research. The division of quantitative/qualitative approaches is thought to be neither helpful nor necessary. Rather, that kind of attempt is regarded as nothing of oversimplification. Furthermore, Fraenkel & Wallen (1990) share the same point of view by underlining the fact that there is no best method; and also they evidently agree on such a division is pretty much a waste of energy. Instead, a well combination of these two approaches is highly expected to increase the value of the study when considered the benefits of this melding, which is called as mixed methods. Creswell (1994) asserts that using mixed-methodology design requires employing both inductive and deductive methods; and as a result of this, it yields support and validation to the research findings.

Nunan & Bailey (2009) argue in their book that mixed method studies, in other words *hybrid design*, have begun to attract more attention by researchers recently. Likewise, Fraenkel & Wallen (1990) claim that “mixed-methods design studies have some definite strengths such as enabling researchers to combine some qualitative aspects into what would otherwise be a completely quantitative study, and vice versa, hence enhancing the understanding of what was studied” (p.443). Yet, these researchers

refer to the weaknesses of these methods by explaining that an extensive amount of data is often required to conduct a study through a mixed-method design data collection. What's more, a considerable amount of time and energy is needed to undertake and complete them may obstruct a single researcher which may seem overwhelming.

As for the types of *mixed methods*, Fraenkel & Wallen (1990) describe them in three types as:

1) *Triangulation design* where the researcher simultaneously collects both quantitative and qualitative data, compares the results, and then uses those findings to see if they validate each other.

2) *Explanatory design* in which the researcher first collects and analyzes quantitative data and then obtains qualitative data to follow up and refine the quantitative findings.

3) *Exploratory design* in which the researcher first collects qualitative data and then uses the findings to give direction to quantitative data collection. This data is then used to validate or extend the qualitative findings. (p. 443)

Fraenkel & Wallen (1990) explains the '*explanatory design*' by suggesting a sample study whose results might reveal that students undertaken in an innovative program have higher test scores and fewer dropouts; and where the researcher may then interview students to see which features of the program they think were most effective.

In that sense, the current study can be seen as using the '*explanatory design*' method at first glance since the quantitative data collection and analysis was done initially through a questionnaire; which is then followed by obtaining qualitative data through structured interviews for the refinement of quantitative data findings. Nevertheless, this study embodies using the '*triangulation design*' method more, on account of the way as to how data was collected through a questionnaire, structured interviews and students' diaries. In summary, combining both quantitative and qualitative data was considered to serve best with regards to the aim of this study and also to its quasi-experimental design nature.

In the research design process of this study a 5-point likert scale having 19 items, the Self Efficacy for Self Regulated Learning Questionnaire by Özkasap (2009), was administered to all the participants of the study (experimental and control group participants) as an exponent of a quantitative data collection instrument. The

questionnaire was initially given to the participants as pretest prior to the diaries which were kept weekly by the subset respondents of the experimental group during the ten-week intervention period. This gathered data represent the qualitative data of the study. Thereafter, the same questionnaire was given to the participants again as posttest at the end of the intervention period which ran parallel with keeping diaries. In short, the students' diaries were kept between the pretest and the posttest of the questionnaire administration process. This attempt is an indicator of the *triangulation design* which reveals that both the findings of the diaries and the questionnaires were intended to validate each other by providing a good amount of in-depth information along with seeing the complete picture of the study more explicitly (Fraenkel & Wallen, 1990). Figure 9 demonstrates the data elicitation process of the current study in the form of triangulation.

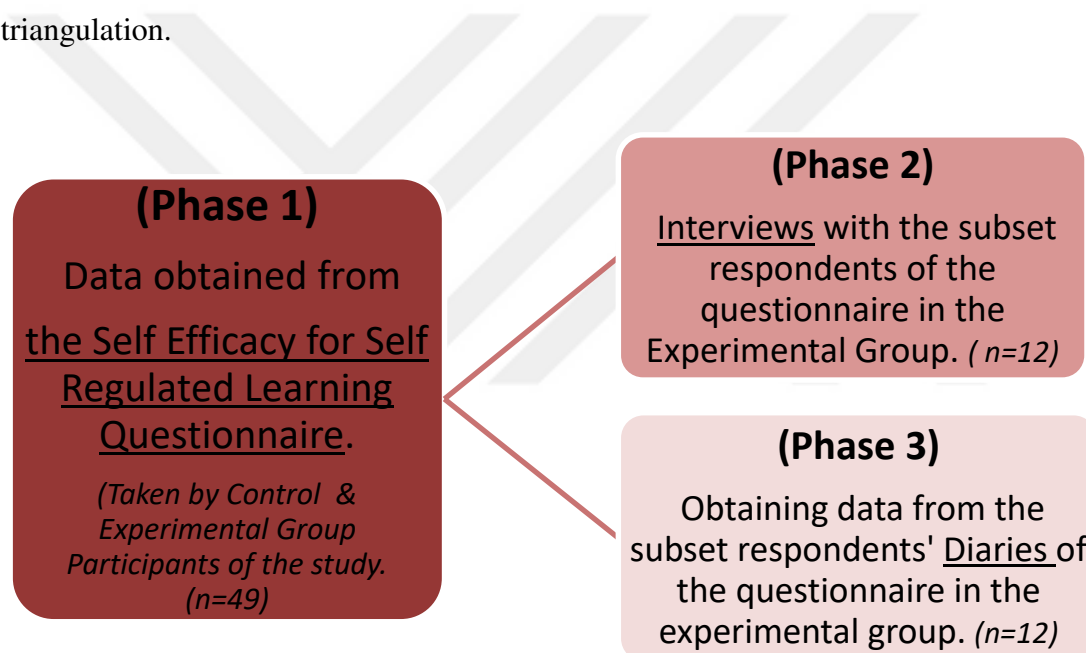


Figure 9. The research design process of the study

3.2.3. Design of the Study as a Quasi-Experimental Research

In this research, a *Quasi-Experimental Non-Equivalent Control Group Design* (Cook & Campbell, 1979) was employed to assess the effectiveness of self-regulated learning strategies on self-efficacy beliefs of the the 9th graders who are learning English as a foreign language. The sample is consisted of a total number of 49 the 9th grade Turkish high school students (33 male, 16 female). The students in the experimental group ($N=32$) voluntarily registered for and completed an intervention of SRLSs between the the two questionnaire administrations as pre and posttest. The

students in the control group ($N=17$) did not participate in SRLSs based intervention; however, they took the same pre and post tests as did the experimental group. A nonequivalent comparison-group design is depicted below in Table 2.

Table 2.

A Nonequivalent Comparison-Group Design

Experimental Group	O_1^*	X_1^{**}	O_2^{***}
Control Group	O_1^*	X_2^{**}	O_2^{***}

* = pretest ** = levels of independent variable, *** = post-test.

Where O_1 and O_1 represent the pre-tests, X_1 and X_2 stand for the levels of the independent variable and O_2 and O_2 refer to the post-tests.

According to Cook & Campbell (1979), the essential features of a *Quasi-Experimental nonequivalent comparison-group design* are as follow:

- a) Manipulation of the independent variable
- b) Pre-test for all of the comparison groups
- c) Post-test for all of the comparison groups
- d) No random assignment to the comparison groups

Quasi-experimental methods are mostly employed when it is impossible to make random selection of individuals or groups to treatment and control groups, and they require the creation of a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. That is why this study was carried out as a quasi-experimental research due to having only the two available the 9th grade classes in the school (9/A & 9/B) where the research was conducted. Quasi-experimental studies share a common objective with experimental studies in testing causal hypotheses; however, they differ from true experimental studies. Quasi-experiemental methods do not have the time and logistical constraints associated with many true experimental designs in addition to the restriction of true experimental designs in terms of being impractical or impossible since it necessities carrying out the research effectively in natural settings (UNICEF, 2014).

The lack of random assignment into test groups in quasi-experimental approaches leads to *non-equivalent comparison groups* which can limit the generalizability of the results to a larger population. On the contrary, quasi-experimental methods can reduce the time and resources by providing a more feasible research by being far out from practical and ethical constraints since they don't require extensive pre-screening and randomization.

Despite the comments on validity concerns and bias in the literature regarding the usage of quasi-experimental methods, when reviewed the social sciences literature it can be clearly seen that there are several ways to implement and improve quasi-experimental studies.

In quasi-experimental research, the program is viewed as an intervention as in our case in this research. Sometimes called as the pre-post intervention, quasi-experimental design is frequently used to evaluate the benefits of specific interventions. In this research, the reason for conducting the study as a quasi-experimental research was to explore the effect of SRLSs based intervention that included pre and post phases of the intervention process, either. The selection of these two classes as experimental and control group is detailed in the following section.

3.3. Participants and Sampling

This study was conducted in Uzunpınar 70.Yıl Çok Programlı Anadolu Lisesi, a Multi-Programmed Anatolian High School, in Pamukkale/Denizli, Turkey during the Spring Semester of 2015-2016 Academic Year. There were two classes in the 9th grade with a population of 49 students in total, each of which had identical standard classroom facilities; such as smart boards, sound systems, and other optimum educational resources and equipments that could correspond with the needs of the instructions. The participants of both groups received six classes of English language instruction per week each of which lasted 40 minutes duration. The two classes were similar as each other in terms of English language level since the participants in these two classes shared the same teaching conditions and followed the same English language instruction specified in the MoNE (Ministry of National Education) curriculum of their academic program. In addition to having similar academic backgrounds, the students in the school also had identical socioeconomic and cultural backgrounds as they all come from neighbouring villages.

As stated above, the participants of the study were 49 the 9th grade Turkish high school students between 14 and 16 years old in Denizli-Turkey who all voluntarily took part in the study. In the quasi-experimental nonequivalent comparison-group design employed in this study, 16 (33%) of the participants were females, and 33 (67%) of the participants were males. Distribution of the participants according to their gender and group is given below in Table 3.

Table 3.

Distribution of the Participants According to Their Gender and Group

Variable	Category	n	%
Gender	Male	33	67
	Female	16	33
	Experimental	32	65
Group	Control	17	35

With regard to sampling of the participants, doing the research on the groups that are at the same grade and schools as well as having similar English proficiency level is thought to decrease the number of other factors affecting the research findings. The students in these groups are thought to have very similar academic background and they follow the similar academic program; thus, not much difference in the amount of language education or language exposure between these two groups is expected. This study pursued to include all the Grade 9 students (two classes: 9/A & 9/B) so that using only one school where the researcher herself taught would support the feasibility of the design and the implementation of the study. This was because the researcher's involvement at a school for a particular time would be required when the design of the current study was taken into consideration. Therefore, a type of non-probability sampling method called as '*convenience sampling*' was used in *the quantitative phase of this study* in terms of the inclusion of the participants where the selection of the units was relatively easy to access and carry out in the matter of cost and time. "In non-probability sampling, the sample is based on the availability of the population in hand, rather than the random selection of the individuals for the study" (Creswell & Plano Clark, 2011, p. 174; Strydom, 2011, p. 231 as cited in Moseki 2013). In this sense, the choice of the sample and the decision to use only 2 classes at the researcher's workplace were considered to yield a simpler, practical and economical research study in

terms of the groups' convenience in this case. Accordingly, the selections of the participants by assigning the class 9/A (N= 32) as the experimental group participants (EGPs) and class 9/B (N= 17) as the control group participants (CPGs), were not done randomly due to the necessities of a quasi-experimental study design. Another reason for assigning the groups in this way was due to the higher population of class 9/A. As Patel et al. (2003) states, an adequately large sample size is more preferable in research so as to generate results among variables by determining significant differences.

Besides, as for *the qualitative phase of the study*, a type of purposive sampling named as *criterion sampling* was employed in this study where a sample of 12 students selected out of 32 experimental group participants to represent the rest of the group. Patton (2001) explains that "Criterion sampling involves selecting cases that meet some predetermined criterion of importance" (p. 238). Therefore, these 12 participants (constituting the subset group of EGPs with whom diary keeping and interviews were administered) were chosen according to the observation of the researcher by taking some important criterias into account. These criterias included some qualifications of the participants such as: higher motivation or interest for involving in SRLSs activities and keeping weekly diaries regularly as well as the willingness to be interviewed about the intervention process. In addition, active participation for each part of the intervention was also another criteria expected from those participants so as to obtain accurate feedbacks for both interview and diary findings.

3.4. Data Collection Tools

This study was designed as a mixed method research study and accordingly, the data were collected from various sources as both quantitatively and qualitatively during the implementation of the study. While *the Self-Efficacy for Self-Regulated Learning Questionnaire* was conducted as a quantitative data collection tool, *Student Diaries and Structured Interviews* were used to collect qualitative data for the study. A total of three types of data collection tools were used in the current study which are listed along with the related research questions in Table 4 below:

Table 4.

Research Questions and Data Collection Tools

Research Questions	Data Collection Tools
1. What kind of self-efficacy beliefs in language learning do the students have <i>before and after</i> the study?	<u>Quantitative Data Gathering:</u> <i>Self Efficacy for Self Regulated Learning Questionnaire</i>
2. Is there any significant difference between self-efficacy beliefs' of the experimental group participants and of those in the control group <i>before and after</i> the implementation of SRLSs based intervention?	<u>Quantitative Data Gathering:</u> <i>The Self Efficacy for Self Regulated Learning Questionnaire</i>
3. What are the participants' views on the SRLSs based intervention program in learning English as a foreign language in terms of the inquiries below:	<u>Qualitative Data Gathering:</u>
a) Out of 10 steps of SRLSs, which one/ones was/were the most retained in the memory of the participants after the SRLSs based intervention?	<i>Student Diaries,</i> <i>Structured Interviews</i> <i>Student Diaries,</i> <i>Structured Interviews</i>
b) Out of 10 steps of SRLSs, which one/ones worked best for the participants?	<i>Student Diaries,</i> <i>Structured Interviews</i>
c) What kind of possible benefits of SRLSs do the participants expect for their further educational and career lives?	

3.4.1. The Self-Efficacy for Self-Regulated Learning Questionnaire

Quantitative data were collected using the Self-Efficacy for Self-Regulated Learning Questionnaire (see Appendix 1 for the adapted version of the questionnaire used in this study and Appendix 2 for its Turkish translation). Dörnyei (2013) refers to written questionnaires, a type of surveys, as a specific practical way for teachers to gather greater amount of data in a shorter period of time regarding their students' background, tendencies and choices. According to Fraenkel & Wallen (1990), questionnaires are advantageous in that they can be given to a large group of people or even sent by e-mail to be employed at the same time.

Developed originally by Zimmerman & Kitsantas (2005; 2007), *'The Self-Efficacy for Self-Regulated Learning Questionnaire'* was specifically chosen to be employed in this study since the items of this questionnaire intend not only to investigate the participants' general self-regulatory strategic learning behaviors but also their self-efficacy beliefs whilst allowing researchers to adapt the items for any subject matter at the same time. In parallel with the advantage of its adaptation for flexibility, an adapted version of the original questionnaire was used in this study in order to explore each participant's perceived self-efficacy for self-regulation in learning English as a foreign language.

The adapted version of this questionnaire, prepared meticulously by Özkasap (2009) through inserting the word "English" into the appropriate phrase in each item, was also used in her own study in which she explored self-efficacy beliefs of adult EFL learners in a Turkish University. Additionally, Özkasap (2009) states that some phrases in some items were rephrased in order to have the questions provide answers specifically about English language learning (see Appendix 3 for the original questionnaire developed by Zimmerman and Kitsantas, 2005; 2007). The researcher secured permission from the adapter to use the questionnaire in the present study (see Appendix 4 for the secured permission by e-mail).

Özkasap (2009) also provided the translated version of the questionnaire in order to avoid any comprehension problems which then could possibly be followed by the learners' inaccurate responses to the questions as the participants are Turkish learners of English as a foreign language. Taking this into consideration, it was briefly aimed to prevent any misleading that might result in using the adapted version of the questionnaire.

The questionnaire used in this study is a 5-point likert scale that has 19 items ranging from 0 to 100 points, in 10-unit increments, focus on note-taking, studying, and test preparation. Descriptions and allocated scores for each of the points are given on the scale as follows: 0 (definitely cannot do it), 30 (probably cannot do it), 50 (maybe), 70 (probably can), and 100 (definitely can do it). On this scale, more positive self-efficacy beliefs for self-regulated learning are recognized as the indicators of high scores in self-efficacy beliefs (Özkasap, 2009).

In order to assess the internal consistency of the adapted version of the Self-Efficacy for Self-Regulated Learning Questionnaire, reliability analysis was run by computing Cronbach's Alpha coefficient. According to Nunnally (1978), Cronbach's alpha is an estimation of the reliability of a psychometric or educational test. It is also a measurement of internal consistency, that is, it indicates how closely related a set of items are as a group. For their research, Zimmerman & Kitsantas (2007) found the reliability of the Self-Efficacy for Self-Regulated Learning Questionnaire as .97. In this current research, Cronbach's alpha coefficient for the experimental group was found to be as .91 and .95 for the control group which suggests that the items have relatively high internal consistency. A reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations (Develles, 1991).

In addition to Cronbach's Alpha coefficient analysis, item-total correlations are computed and presented in Table 5 for the experimental group. Item-total correlations are ranged from .285 to .703 as can be clearly seen in the table below. These findings suggest that all of the items on the questionnaire contribute satisfactorily to the scale.

Table 5.

Item Total Correlation of the Adapted Self-Efficacy for Self-Regulated Learning Questionnaire for the Experimental Group

Item	Item Total Correlation
1	,473
2	,540
3	,434
4	,502
5	,548
6	,645
7	,524
8	,466
9	,562
10	,285
11	,692
12	,678
13	,549
14	,511
15	,518
16	,703
17	,456
18	,636
19	,610
Self-efficacy (Alpha = .91)	

In addition to Cronbach's Alpha analysis, item-total correlations were computed and illustrated in Table 6 for the control group, as well. Item-total correlations ranged from .169 to .807 as shown in the table. These findings also suggest that all of the items contribute satisfactorily to the scale regarding item-total correlations.

Table 6.

Item Total Correlation of the Adapted Self-Efficacy for Self-Regulated Learning Questionnaire for the Control Group

Item	Item Total Correlation
1	,766
2	,666
3	,689
4	,784
5	,725
6	,705
7	,806
8	,671
9	,625
10	,169
11	,767
12	,748
13	,665
14	,743
15	,783
16	,755
17	,807
18	,711
19	,768
Self-efficacy (Alpha = .95)	

3.4.2. Structured Interviews

Being a comfortable qualitative data gathering technique for both participants and the researcher, interviews with selected individuals from a group of people is quite significant in that it provides researchers with in-depth information as well as accuracy of the impressions gained through observation (Cohen & Manion, 1994; Dörnyei, 2007; Fraenkel & Wallen, 1990). Likewise, to Fetterman (1989) interviewing is the most important data collection technique for a qualitative researcher. Not only it gives researchers the opportunity to check the consistency of participants' responses to the

data collected quantitatively (e.g. through questionnaires), but also it permits participants to reflect their thoughts and feelings with their own words by serving as a corroboration of the diary data findings. Moreover, interviews are mainly used to explore what is on people's mind, what they think and how they feel about something (Fraenkel & Wallen, 1990). Patton (1990) also explains that we have to ask people questions in order to find out their feelings, thoughts, intentions and how they organize their world, education and the meanings they give to specific events or learning situations. In this regard, he claims that observation remains insufficient; whereas referring interviews as the most appropriate tools for these purposes.

Out of the other types of interviews utilized in qualitative research, (e.g. semi-structured, unstructured, retrospective, focused group, formal, ethnographic etc.) structured interviewing was administered in this study as such interviews allow the researcher to obtain detailed data that is comparable across the participants of the study. Structured interviews resemble orally administered questionnaires and they include a pre-set list of questions which require the interviewer's selective attention in eliciting responses to the same questions from all of the respondents (Nunan & Bailey, 2009). Similarly, Fraenkel & Wallen (1990) note in their book that structured interviews, being rather formal, are often used to have information which can then be compared.

The chief purpose of administering structured interviews in this study was by virtue of the expectancy of obtaining more in-depth information about the participants' thoughts, feelings and perceptions regarding their use of self-regulated learning strategies and effects of using these strategies on their self-efficacy beliefs in their English learning processes. Oxford (1990) suggests that the comments of the participants regarding their strategy use ought to be regarded vital as a part of strategy training.

The questions used in the structured interview (see Appendix 6 for English version and Appendix 7 for its Turkish translation) in the current study actually and more importantly seek to explore the 3rd research question of this research aiming to seek answers of those subquestions as follows:

a) Out of 10 steps of SRLSs, which one/ones was/were the most retained in the memory after the SRLSs intervention?

b) Out of 10 steps of SRLSs, which one/ones worked best for the participants?

c) What kind of possible benefits of SRLSs do the participants expect for their further educational and career lives?

Besides gaining insight into the overall opinions, feelings and experiences of the participants about the intervention conducted, the interview was also carried out to ensure the uniformity of the interview procedure whereby the same questions were asked in the same order to each of the 12 interviewees. To do so, '*standardized open-ended interview questions*' were used to increase comparability of the responses given by each respondent to the same interview questions and also to reduce the bias and effects of interviewer during the analysis phase of the interview. Initially, the interviewees were initially asked to answer two standardized open-ended interview questions where the exact wording and sequence of the questions were determined in advance. All the interviewees were asked the same interview questions in the same order. The responses given by the interviewees to the 1st and the 2nd questions of the interview were ticked for each ten strategy steps and shown by their frequencies as presented in Chapter 4. As for the 3rd question of the interview, the interviewees were directed a different type of interviewing question called as '*opinion question*'. Because the opinion questions are used to explore what people think about some topic or issue together with their values, attitudes, goals or beliefs, respondents were expected to reflect their opinions regarding the 3rd question of the interview. The multiple answers were classified under six themes according to the responses of the interviewees.

According to Fraenkel & Wallen (1990) structured interviews are the most useful data obtaining sources that facilitate organization and analysis of the data along with assisting in shaping the responses to the researcher's perceptions of how things are; and hereby, they suggest conducting them often best toward the end of a study. Taking this into account, the structured interviews of the current study were applied to 12 participants of the experimental group right after the posttestquestionnaire and and the intervention period in order to explore the effectiveness of SRL strategies that might result in some increase on the participants' self-efficacy beliefs towards using those strategies in language learning.

Before the interview was administrated, the participants were provided with information about the aim and scope of the study. The questions of the interview were prepared by the researcher, who is also the teacher of both the experimental and control group participants in the study, by seeking expert opinions from two other instructors

working at Çukurova University. Interviews were held in participants' native language, Turkish, as English speaking proficiency level of the interviewees may not have been competent to express their thoughts, feelings and perceptions in English effectively which could constraint getting reliable results; and also in order to avoid any misinterpretation of the data collected through interviews. The interviews were translated by the researcher and these translated versions of the interviews were checked by two other English language instructors to reach the concensus and for the convenience of language use. The data, collected via interviewing the students, were analyzed descriptively (see 3.7.Data Analysis).

During the interviews each participant answered three questions as mentioned earlier, and each interview session lasted for about four minutes. The interviews took place in a classroom as a private meeting. The interviews were audio recorded by the researcher making use of the voice recorder function of a smart phone to prevent any loss of crucial data provided by the participants. The audio-recordings were then transcribed in order to provide more accurate comparisons and interpretations.

Lastly, the qualitative data analysis support was provided by a qualitative research expert at the Department of Educational Sciences in Çukurova University so as to increase the reliability of the qualitative data findings and to avoid any kind of subjectivity.

3.4.3. Student Diaries

Utilized in both formal and informal learning contexts since the late 1970s, diaries were used as data collection tools in L2 learning and teaching. In literature, diary keeping in research has been referred to as introspective in its characteristic. Keeping diaries facilitate the diary keeper, whether it is a language teacher or a language learner, with reporting on language learning strategies, his own opinions and perceptions along with affective factors in a foreign or second language situation (Nunan and Bailey, 2009). According to Hopkins (2002), using student diaries is a fast and excellent way to obtain honest feedback for the research topic at issue; however, provided that students are taken into the teacher's confidence and are aware of the researcher's concern pursuantly. Bailey (1991) remarks that a great deal of self awareness can be ensured through keeping a diary for both teachers and learners. McKay (2006) also suggests that using diaries in research is less complex when compared to some other methods. Diaries

have been used as a tool for measuring daily learning SRL research (Arsal, 2009; Rosen et al., 2010; Schmitz & Wiese, 2006 as cited in Moseki, 2013).

In the current study, taken all the advantages into consideration stated above, student diaries were used as qualitative data gathering tool which were then analyzed interpretively, as usually done in diary analysis. Furthermore, since obtaining information through diaries are widely accepted as a vehicle to provide data for triangulation, it was aimed to benefit from them in order to support the other findings obtained through quantitative data collection tools which might be expected to indicate some influence of SRLSs on participants' self-efficacy beliefs in English language learning. Additionally, student diaries of this research serve to reveal the participants' experiences, feelings and ideas regarding the strategy intervention conducted, which is the focus of this study.

Student diaries of the present study were kept by 12 students, representing the purposive sample as mentioned formerly (see 3.3. Participants and Sampling), from the EGPs of the study as a part of their learning activities and the SRLSs instruction they underwent. Right after the administration of the questionnaire used in the study as a pretest and just before the intervention process, the participants were provided with necessary information about diaries as well as diary writing techniques. The researcher asked the participants to use either a small notebook or A4 paper to write their diaries. The researcher asked the participants to keep diaries after each strategy instruction session starting from the first week of the intervention. The participants were allowed to write the diaries in their L1. The researcher later translated the student diaries into English herself and the translated versions of the diaries were checked by another English language instructor for the convenience of language use (see Appendix 8 for an original student diary sample and for English translations of the student diaries see section 4.7.2). At the end of the intervention, the researcher collected the diaries kept by the participants throughout the intervention process in order to analyze:

- the effects of SRLSs on self-efficacy beliefs of the participants regarding self-regulation in language learning,
- the students' views, thoughts and feelings regarding each session of the SRLSs based intervention,
- whether or not they found SRLSs beneficial in developing better language learning strategy skills and finally,

- which of those strategies they would want to use in their further language learning processes in general.

The answers to all these questions above will be presented and discussed in details in the next two chapters.

3.5. Data Collection Procedure

The study was designed as a mixed method study and both quantitative and qualitative methods were used as stated previously in 3.2. Research Design section. The research was carried out as anon-equivalent control group study and the experiment lasted for 12 weeks in total. After the research questions were formed, it was determined where the study would take place and from whom the data would be obtained. Two classes from the the 9th grade of Uzunpınar 70.Yıl Çok Programlı Anadolu Lisesi, a Multi-Programed Anatolian High School, in Pamukkale/Denizli were selected for the study. Following that, preparations for conducting the study were made. The permission to use the adapted version of the questionnaire used in the study was secured from the researcher (Özkasap, 2009). Since the questionnaire was adapted and translated into Turkish previously, neither a change nor an adaptation was done. As for applying this questionnaire to those groups of students, the permission was secured from the National Education Directorate of Denizli (see Appendix 5). The researcher administered the questionnaires as a pretest in her English class that lasted for 40 minutes.

In order to find out the effects of self-regulated learning strategies on self-efficacy beliefs of the the 9th grade Turkish high school students learning English as a foreign language, the experimental group received a ten-week strategy instruction on SRLSs. Self-efficacy beliefs for self-regulated learning of both groups were tested before and after the intervention to evaluate any progress made and the effect of the strategy instruction through SRLSs in this process.

Starting from the first week, the intervention was carried out with EGPs through the researcher's SRLSs based instruction with the integration of a SRSD model. The coursebook activities were adapted in accordance with the purpose of the study which aims at gradually fading the responsibility of the teacher in participants' learning English. Topic related drafts and worksheets used in the lesson were also chosen

accordingly; across from the ones that have the potential to support students' becoming proactive learners in their EFL processes. However, in the control group only the coursebook was used with no adaptations, extra materials or activities. Rather, traditional methods were used with the control group participants by taking the aim and the scope of the study into account.

12 Participants in the experimental group were asked to keep weekly diaries after each session of strategy instruction in order to reflect their thoughts, ideas and feelings towards each SRLS step of that week. They were provided with information about diaries along with diary writing techniques before the intervention was implemented, and the diaries they kept were collected at the end of that ten-week intervention program. After the completion of the intervention period, posttest of the 'Self-Efficacy for Self-Regulated Learning Questionnaire' was administered for both groups in a lesson hour. The results of the posttest were analyzed statistically and a comparison between experimental group and control group was made inferentially. Also, the results of the posttest were compared with the results of the pretest to find out any improvement made by both of the groups.

Following the analysis of the data gathered via the questionnaire, the questions of the structured interview were formed and prepared to be administered by the researcher. In order to determine the interview times, the interviewees' class schedules were considered, and the interviews were held when they had free time at school matching with the researcher's free lessons. Once the interview time was set, the interviews were carried out with the subset group of 12 EGPs and each interview lasted about 4 minutes. The interviews were in Turkish as a private meeting with the teacher in a classroom. The participants were interviewed so as to reveal their views on the effectiveness of SRLSs and to explore their self-efficacy beliefs towards using those strategies in language learning. At the same time, they stated their thoughts and feelings about the intervention verbally. The responses to the interview questions were recorded, transcribed and translated from Turkish to English (see Appendix 6 and Appendix 7 for a sample of interview in English and in Turkish respectively). The interviews and diaries were analyzed descriptively, and the interpretations of both tools were provided by the researcher with the support of a qualitative data expert. This assist was sought in order to interpret and make sense of the participants' attitudes truly towards self-efficacy for self-regulation in the EFL context.

3.6. Intervention Process

Table 7 illustrates a detailed frame of the intervention period in the study.

Table 7.

Weekly Flow of the Intervention

<i>PHASE</i>	<i>INSTRUMENT</i>	<i>DURATION</i>
Pre-intervention	1) <u>Pre-test of Self Regulated Learning Questionnaire</u> (Experimental & Control Group Participants)	) 40 mins
	2) <u>Seminar on Self Concepts</u> - Session 1 (Experimental Group Participants)	2) 40 mins
	3) <u>Seminar on Self Concepts</u> - Session 2 (Experimental Group Participants)	3) 40 mins
Week 1	1. Self Regulated Strategy Development (SRSD Model) for: SELF EVALUATION	1) 20mins
	✓ Making sentences by using the vocabularies of matching exercise on a worksheet provided by the teacher and self-checking of possible mistakes that they might have done before turning them to the teacher.	✓ 40 mins
Week 2	2. Self Regulated Strategy Development (SRSD Model) for: ORGANIZING & TRANSFORMING	2. 20mins
	✓ Translation of an informal letter & the unknown words in the letter into L1 (Turkish) and classification of past simple forms of regular/irregular verbs,	✓ 40 mins
	✓ Oral drills on categorizing: Wh- Questions, Yes- No Questions, Modal verbs and Imperative Sentences into “Falling and Rising Intonation”.	✓ 20 mins
Week 3	3. Self Regulated Strategy Development (SRSD Model) for: GOAL SETTING & PLANNING	3. 20 mins
	✓ Discussing the importance of short-term & long-term goals importance in learning	✓ 40 mins
	✓ Using “S.O.A.R. Answer Model” technique on a ‘reading comprehension and discussion text’ that was handed out.	
Week 4	4. Self Regulated Strategy Development (SRSD Model) for: SEEKING INFORMATION	4. 10 mins
	✓ Searching on the net about Seven Wonders of the World and exercises on a topic related worksheet (+ using dictionary for the unknown words)	✓ 40 mins
Week 5	5. Self Regulated Strategy Development (SRSD Model) for: KEEPING RECORDS & MONITORING	5. 20 mins
	✓ Taking down unknown words during class hours	✓ 40 mins
	✓ S.W.O.T. Analysis implementation (Strengths, Weaknesses, Opportunities, Threats) through delivering the participants their last English exam papers.	
Week 6	6. Self Regulated Strategy Development (SRSD Model) for: ENVIRONMENTAL STRUCTURING	6. 10mins
	✓ Arranging physical setting to make learning easier (Arranging desks in U form in order to have class discussions, sitting in a circle for group work)	✓ 20 mins

	✓Removing each object carrying the potential to distract students' attention out of their study rooms at home. ✓Equipping every kind of studying & learning environment with English so as to be exposed to the language at a maximum level.	
Week 7	7. Self Regulated Strategy Development (SRSD Model) for: <i>SELF CONSEQUENCES</i> ✓Class discussion on what each student does upon when one gets good results. (Reward- Punishment, Jump up and down, Share with parents...) and the importance of one believing in him/her regardless of any obstacles. ✓Improving self-efficacy and self-confidence through awareness	7. 20 mins ✓40 mins
Week 8	8. Self Regulated Strategy Development (SRSD Model) for: <i>REHEARSING & MEMORIZING</i> ✓Informing the participants shortly about the short-term and long-term memory definitions and how they function. ✓A whole group discussion was held on various individual memory techniques. ✓Rehearsing the new vocabularies in the target language which have identical pronunciations as the words in the participants' L1. ✓Memorizing the italicized words used in a paragraph of the course book with their synonyms and antonyms in order to improve retention skills.	8. 20 mins ✓40 mins
Week 9	9. Self Regulated Strategy Development (SRSD Model) for: <i>SEEKING PEER/ TEACHER/ ADULT ASSISTANCE</i> ✓Group work on "Health" topic (assisting a classmate who asks for help as he was absent when that topic was studied in class hours in the previous week, and also asking for teacher assistance when needed).	9. 20mins ✓40 mins
Week 10	10. Self Regulated Strategy Development (SRSD Model) for: <i>REVIEWING TESTS/ NOTES/ TEXTS</i> ✓Delivering the recent multiple choice test papers to promote individual evaluation of the results and the performance of the participants.	10. 20 mins ✓40 mins
Post-intervention	<u>1.Quantitative Data Gathering</u> from the Experimental & the Control Group Participants through the <i>Post-test of questionnaire used in the study.</i> <u>2.Qualitative Data Gathering</u> from the Experimental Group Participants through - <i>Student Diaries</i> - <i>Students' Interviews.</i>	1. 40 mins -Interviewing with each students for about 4 mins - Collection of the weekly kept diaries

The data of the study in relation with this intervention process were collected over three periods. The first set of data (pre-intervention) were collected through a pretest of 'Self-Efficacy for Self-Regulated Learning Questionnaire' which was given to the participants of both groups (EGPs and CPGs) just a week before the intervention process. The second set of data (during the intervention) was collected over a ten-week period when the intervention was held. Finally, the third data set was collected the week

after the intervention process terminated in order to get hot feedback about the effects of the intervention while avoiding a long break's negative outcomes at the same time, as participants' retentions are concerned. Below is the summary of what strategies were taught in the tutorial sessions during the intervention process and the activities done during each strategy instruction on a weekly basis.

Pre-Intervention Process:

The participants in the experimental group were offered two sessions of informative and interactive "*Seminars*" at the pre-intervention stage. These seminars were carried out by a Neuro Linguistic Programming (NLP) practitioner in the area of educational counseling and mental mentoring. The content of the seminars was mainly on presenting self-concepts in a meaningful context for learning along with enhancing retention skills by introducing specific techniques. Besides, the content included a particular target to be gained by the participants. It was purposed to raise the awareness of oneself together with personal merits via sophisticated ontologic knowledge. By inviting an NLP practitioner as a guestspeaker, it was also intended to draw participants' attentions to self-concepts and to support them for applying these concepts in their English competency as well as other subjects' learning. It was observed that these seminars took a great deal of participants' interests, and it was helpful in raising their awareness regarding self-concepts by being a driving force to develop their sense of agency. As a final point of the pre-intervention period, the participants were informed about when and how the intervention would take place in the last part of the seminar's second session. In the following week of those seminars, the researcher offered a ten-week strategy instruction to the participants of the experimental group of which details are presented in the section below.

Intervention Process:

As it is clear from Table 7, SRLSs based instruction took ten weeks each of which corresponded to one SRLS out of ten strategy step. In every SRLS step' instruction week, the six stages of SRSD model (developing background knowledge, discussing, modeling, memorizing, and establishing independent practice) was integrated into the instruction as written in the weekly flow of the intervention below.

Week 1:

Two meetings were held in week one. In the first one, the teacher (the researcher) explained the major goals of and the procedures for the intervention to the students (EGPs) and provided them with necessary information on SRSD model together with its application on each SRLS steps, and a sample lesson plan that was going to be practiced (see Appendix 9). At the same time, the students were provided information about keeping diaries and diary writing techniques. Later, the second meeting of the first week was held for the instruction of the first SRLS called as “*Self Evaluation*”. Following the SRSD model, first, the teacher tried to activate the students’ background knowledge by discussing the strategy and then moved on to strategy instruction. The students were presented how to evaluate themselves regarding their comprehension of the lesson content of that day in English class by using “The Muddiest Point” technique, where they were asked to describe what they did not understand. Besides, the students also demanded to state their ideas regarding what they think might help for the revision before the next class meeting. The practice of the technique was primarily done through teacher’s modeling it on the board by assisting the students in how to self-check, clarify or elaborate what they have learnt or what parts of the content remained unclear for them. To do so, they were given a worksheet where they were asked to make sentences by using the vocabularies of a matching exercise on a worksheet and expected to apply the strategy on those worksheet exercises as modeled by the teacher. Before finalizing the first strategy instruction session, the researcher carried out a discussion among participants on the importance of self-evaluation and guided them to set more specific goals by applying “The Muddiest Point” technique for their further self-evaluation attempts in English learning. Then, the students performed independent practices being awaited from them as the last step of SRSL model. Lastly, to encourage the students to keep self-evaluating themselves in their further education life as well, the teacher highlighted that self-regulated learners engage in self-evaluation after every week/month/term in order to check how they achieved their goal and to see if there is any need to change future plans or actions to improve their performance. At the end of the lesson, the teacher gave the students ‘a self-assessment sample’ (see Appendix 10) from which they utilize while performing self-assessment skills in their further learning situations.

Week 2:

The second week of the study was devoted to the second SRLS which is “*Organizing and Transforming*” by means of an informal letter in English. Students were demanded to translate the letter into their mother tongue along with guessing the unknown vocabularies in the text. Next, they were asked to categorize past participle forms of the verbs used in the letter as ‘regular and irregular’ and then put the irregular ones aside as V1, V2, V3 in order to see the action verbs in the text in a more organized schema which will be useful for their retention skills. Students were also exposed to perform oral drills on the *categorization of “Falling and Rising Intonation”* as such: ‘Wh- Questions, Yes-No Questions, Modal Verbs and Imperative Sentences’ which were highlighted in the letter. To get the maximum benefits from all these practices, the teacher followed SRSD model steps again in the same way and in the same order she identically did in the first week of strategy instruction as mentioned above. While carrying out the instruction, the teacher also utilized from several activities, e.g. concept maps, acronyms, verbal elaboration, highlighting, note-taking, mind mapping and paired associations, which might assist them in ‘organizing and transforming’ the information to be stored, and in how to enhance their retention skills. And the session was completed by students’ proactive participations not only in the activities carried out but also during the discussion of the 2nd SRLS’s importance in language learning.

Week 3:

The third week session began with developing background knowledge towards “*Goal-setting and Planning*” by the researcher’s introducing the benefits of short-term and long-term goals/plans. Then, it was followed by the discussion step of SRSD model. Next, the students were handed out a reading comprehension and discussion text about the life a world renowned successful scientist, Stephen Hawking, who had to challenge life despite all his disabilities (see Appendix 11). After reading the text, they were asked to study on Stephen’s case by using a method called as “S.O.A.R. Answer Model” (S=situation, O=obstacles, A=action, R=results), which was developed by Thomas A. Anderson, a licensed mechanical engineer, in order to provide a focused discussion. Since it was the first time that the students met the technique (S.O.A.R.), the teacher guided them on how to use it whilst making use of SRLS modeling steps. Subsequently, the teacher gradually faded her leading on to the participants to let their active engagement for the rest of the process. As the last step to put this attempt into

practice, the teacher gave the students homework for extra practice outside the class either. The students were assigned homework in which they were asked to write down their short and long term goals/plans to be checked a week after by the teacher.

Week 4:

In this SRLS instruction session of the week, the fourth SRLS: “*Seeking Information*” was put into practice. Indeed, as a necessity of our modern era, students had already a certain level of knowledge on how to seek information and hereby the researcher neither needed to develop background knowledge nor the other steps of SRSD model for this SRLS step particularly. Rather, she started a discussion and let the students lead the process on the ways of reaching information from different sources. A week before, the students had been told to come to the next session prepared and been expected to search on the net about Seven Wonders of the World. When the session was held, the participants were observed coming to the lesson well-prepared as agreed and they explained their own ways (searching the net, reviewing English coursebooks of any grades/levels, scanning last years’ English & Geography notebooks, looking for travel leaflets, using google translations or dictionaries for the unknown words and asking someone knowledgeable around) to access the necessary information. Upon their research, the students shared what sort of knowledge they acquired concerning the task at issue during the class hour. Later, the session continued with some oral and written exercises on a topic-related worksheet by which the participants’ involvement was highly supported as regards to their independent practices, being the last step of SRSD model.

Week 5:

During the fifth SRLS instruction, “*Keeping Records & Monitoring*”, the researcher began the session with directing some pre-engaging questions to the students about different kinds of keeping records that foster brainstorming ideas. In addition, those questions were supposed to reveal how they used to monitor their strengths and weaknesses. The most pronounced keeping records examples of from the students were identified as: (1) by taking down unknown words during class hours or while studying at home and (2) via voice recording to be listened later whenever they need. However, as ‘self-monitoring’ found to be an unfamiliar concept to these students, the teacher went on with explaining what ‘*self-monitoring*’ is in order to clarify the concept on

students' minds. The concept was referred as the process of observing one's behavior, and as a skill used to keep track of one's own actions or performance in relation to goals. After that, the teacher mentioned about several benefits of this strategy in terms of both for English learning and for other subjects' learning. The benefits addressed were as follows: (1) keeping notes of their actions brings about making changes for the better and (2) such a monitoring progress towards reaching their goals may result in a development of greater self-regulation that also leads to (3) greater academic achievement in any areas of their education life. Following that, the teacher delivered the students their recent English exam papers (as a self-monitoring activity) and asked them to reflect on the parts that they have done well in. What's more, the students were expected to think about the parts which require improvement with regard to the mistakes they made in the exam papers. Later, the students were asked to rate their performance on a scale of 1 to 5 for various categories such as effort, vocabulary, grammar, listening, and spelling. In this sense, the teacher made use of an effective analysis technique named as "S.W.O.T. Analysis" proposed by Albert Humprey in 1960s. (S=strengths, W=weaknesses, O=opportunities, T=threads). Initially, the teacher herself modeled this monitoring implementation to reflect her own performance in English lessons. She drew four separate sections on the board and wrote down her own strengths (using moderate voice tone, pronunciation clarity etc.) and weaknesses (complexity while writing on the board, sometimes forgetting some students' names undeliberately etc.) along with the opportunities and threats that she had in her English teaching. This modeling was resulted in positive attitudes of the students towards the practice of S.W.O.T. analysis since it was appreciated by the students. The reason for this impact was on the grounds that the students felt far more comfortable in reflecting their own weaknesses upon witnessing their teacher's transperence while monitoring her weak spots. As the last step of SRSD model for this week's SRLS instruction, the teacher encouraged the participants to use *check lists* and to follow a *monitoring schedule* as well as fostering them to employ self-reflection strategies in their diaries.

Week 6:

As it is known "*Environmental Structuring*" for learning is of high importance not only in the classroom settings but also in other learning environments (e.g. study rooms of learners at home, libraries etc.). It is widely accepted that arranging the most appropriate physical setting according to the activities makes learning easier. For

instance, arranging desks in U form in order to have class discussions, sitting in a circle for group work, and taking away anything that have the potential to distract students' attention are some of the ways by which manipulating the environment will support receiving maximum effectiveness in instruction. After informing the students about these essentials through which developing background knowledge was provided, the teacher assisted the students in arranging the desks at café-style tables before giving a start to the game named as: "World Café". In this game, each member of the group was entailed to move to a different table, following the termination of 20-minute rounds of the conversation they held on a topic. (See Appendix 12 for the details and the plan of the game). For such a game, arranging the position/locations seats was needed to be different as the students also figured out. On the other hand, for a whole group discussion it was necessary to arrange the desks in U or O (circle) form in order to grant everyone's each other in the group easily and to let each participant speak of his/her opinion comfortably. Therefore, the arrangement of the classroom setting was shifted to U style for the rest of the lesson and the teacher allowed the other half of the session to a whole group discussion topic. The students were asked to express their opinions regarding 'what should be done whilst arranging a study room in order to to succeed in EFL learning?' To this end, the students were first presented some model pictures of plain adolescents' rooms that would give a push to the whole group discussion. At the end of the session, the most important factors on the arrangement of a study room were determined. These factors were (1) taking every object out of the room which carries the potential of distracting attention and (2) equipping every kind of learning environment with English materials which would increase the exposure to the target language at maximum level. Having been supported by their teacher through such activities done in the class, the students were observed to be willing to perform independent practice of employing the strategy of this session while arranging their own learning environments.

Week 7:

The "*Self Consequences*" session, the seventh SRLS step of the intervention, is potentially significant due to its connection with *self-efficacy* and *self-confidence* concepts. For the practice of this step, the students were initially asked about how they perceive the term of self-consequence which is then followed by the teacher's explanation of this step in its conceptual and practical terms. After the clarification of

the concept, the teacher shared one of her anecdotes she experienced during her previous educational life by referring to her self-consequence in that situation. The teacher told the students how well it worked at that time and even up to now when its effect on her further experiences in similar conditions are considered. Thereafter, a class discussion began regarding what each student does when he/she gets good results from an exam (Reward- Punishment, Jump up and down, Share with parents etc.) and how those of their self-consequences affect their further attempts to succeed higher. Some of the striking self-consequences of the students were listed on the board so as to gain a deeper understanding on this SRLS step. At the end of the discussion, the teacher wanted the students to go over the text about the amazing life of Stephen Hawking, which was studied in the third week of the intervention. By this demand, it was aimed at drawing worthwhile conclusions about the significance and the benefits of self-consequences regardless of the hardships of life one might encounter. The students soon appeared to grasp how Stephen Hawking chose to reward himself rather than punishing himself, despite all his disabilities. In contrast, he was realized to spread his knowledge and wisdom all over the world which could be an inspiration for many people. Coming to the end of the class discussion, the students were observed literally impressed by the importance of believing in oneself, his/her capabilities and inner power to succeed regardless of any obstacles. For the last part of the session, the teacher asked the students to notice and reflect their each self-consequence in English classes from then on, in order to guide them to establish independent practice of this SRLS step via taking small notes in the diaries they kept weekly.

Week 8:

Out of the ten SRLS, “*Rehearsing and Memorizing*” was indeed the only one that was discussed beforehand, in the pre-intervention period, when the NLP practitioner gave two sessions of seminars where he lectured a number of techniques that enhance retention skills. Additionally, during these seminars the NLP practitioner also emphasized the importance and benefits of using such techniques in language learning (e.g. meta-memory awareness of strengths and weaknesses, visual imagery, using chunking, integrating stories that trigger an emotional connection, using scenarios and simulations to access previously learnt subject matter). This being the case, as the students had pre-knowledge about this strategy step, the teacher began the session with referring to those techniques to develop their background knowledge on how to rehearse

and memorize very recently learnt vocabularies effectively. Subsequently, the students were informed shortly about the definitions of short-term and long-term memory types and how they function. The instruction went on with a whole group discussion that was held on various individual memory techniques. Subsequently, the teacher modeled her ways of rehearsing and memorizing the new words in the target knowledge by giving a few examples of how she related some words, and she shared her own experiences about to what extent they worked. Later, the other half of the session was devoted to a matching activity through a paragraph in the course book. The synonyms and antonyms of the italicized words were asked to be matched with the new vocabularies learnt from the text so as to help the students memorize new vocabularies with either their synonyms or with their antonyms. While doing this, the teacher used a rhythm that could strengthen rehearsing skills. Thereafter, the students were expected to try their own ways to of creating a rhyme or rap to make those vocabularies' memorization easier and practical for them. Consequently, the students were then required to share their productions with their classmates in the next English class hour as an outcome of their independent practices.

Week 9:

Prior to the last step of the intervention week, the ninth SRLS step, "*Seeking Peer/ Teacher/ Adult Assistance*", was practised when "Health" unit exercises were studied on Student's Course Book. This unit's exercises were fairly important for the students, because the teacher was supposed to ask exam questions from this unit in the following English written examination. After developing background knowledge by the exercises mentioned above, the students were directed to carry out a group work on 'health' topic. They were expected to support a classmate of them who asked for help as he could not attend the previous week's lesson when that topic was studied. The group work got started with the peer students' explaining the topic to their classmate who was absent last week. Almost everyone in the class gained a hearing and contributed to this support either by elucidating the topic with vocabularies or giving examples. During this assist, the students also asked for the teacher assistance when needed.

As for the continuing part of the SRLS instruction via SRSD model, two of the students were very enthusiastic about role-playing on "an illness case in a doctor appointment", so the teacher provided the students with necessary sentences to be used in the script. The teacher also facilitated the classroom environment structuring for a

performance of the role-playing practice. Throughout the instruction process of that week, it was observed that the students enjoyed the topic by appreciating the opportunity of supporting each other via their voluntarily assistance. Regarding the previous meetings of the intervention period, the faded role of the teacher was observed to be secured when the students' proactive performances were considered. Moreover, the increasing engagement and responsibility of the students in their language learning were also witnessed thanks to all these practices. Therefore, the teacher did not necessarily model this SRLS step; rather, she merely let them to exhibit their own performances (independent practice). The session terminated with an overall recapitulation, and the teacher encouraged the students to get or give more assistance and guidance to their peers when required in further learning situations.

Week 10:

With regard to the last session of the intervention, the tenth SRLS step- *Reviewing Tests/ Notes/ Texts*- was implemented to the lesson. The teacher started the session by asking the students about their own ways of reviewing and by attempting to explore students' views on 'how can a revision help to improve better in language learning'. After eliciting answers and comments of the students on these questions, she presented a number of review types (e.g. reviewing class materials, notes from lecture, homework, materials for an exam, pre-worked examples from class or the textbook etc.). Then, the teacher discussed about timing issue for reviews (e.g. reviewing every day or periodically, reviewing old notes just before class, reviewing same day after class and following taking an exam or a test etc.). After having students more familiarized with various review techniques as well as review timings accompanied with the benefits of them each, the teacher modeled how to review a test question, where a mistake was made by choosing the wrong answer, with a few examples on the board. So as to get the students to practise reviewing test questions by themselves, the teacher then delivered the recent English Multiple Choice Test papers to promote individual evaluation of results and performance of the students. The teacher first gave some time to the students for a quick revision and then gave a hearing to everyone in order for them to explain where and why they did mistakes. The students were also directed a question regarding what else could be done to improve their performances and test results. Subsequently, the teacher asked the students to use the strategy independently, monitor and evaluate its usage before when she gave certain feedbacks to each student. These feedbacks'

facilitation aimed to support their efforts not only on self-evaluation and self-consequences strategy skills but also their understanding of the strategy usage importance along with its outcomes. Eventually, the last meeting of the intervention ended up with a short summary of the SRLSs studied during the intervention period and the teacher promoted the the students to maintain applying those strategies in their further learning situations; not only in English but also in any kind of subject learning. The teacher ended this very last session of the strategy instruction by reminding the students that they needed to take their final notes regarding their views and perceptions on this intervention process and also on SRLS usage. The participants were also demanded to complete and submit the diaries they kept until the following week of the intervention period termination.

Post-Intervention Process:

At the end of the intervention period, the ‘Self-Efficacy for Self-Regulated Learning Questionnaire’ was re-administered as a posttest to both EGPs and CPGs in order to find out any changes or improvements in their self-efficacy beliefs for self-regulation in their English learning. In addition to quantitative data gathering by means of the questionnaire, qualitative data gathering was carried out through diaries during the intervention and interviews at the end of the intervention period. The analyses of both quantitative and qualitative data are presented in details in the following section.

3.7. Data Analysis

Considering the fact that collecting both quantitative and qualitative data for research serves powerful data analysis, a mixed method analysis was used for analyzing the data findings of the present study. Accordingly, data collection procedure was carried out through triangulation. While data analysis in qualitative research relies heavily on descriptions and interpretations that provides gaining a deeper insight on the conclusions drawn by asking ‘how well and to what extent?’, in quantitative data analysis the focus is on reporting numerical data including percentages and proportions that can give us more accurate conclusions (Fraenkel & Wallen, 1996). Besides, it is commonly known that quantitative data analysis concerns with the product rather than the process which differs it from qualitative data analysis; on the other hnd, analyzing the data quantitatively ascertains whether there have been any significant changes

regardless of thinking its ‘how’. Taken the advantages of each method into account, data analysis for this study was applied through a mixed method design of which benefits mentioned earlier in section 3.2.1.2. To sum up, the data of the study were analyzed both quantitatively and qualitatively in order to reach the research objectives.

The analysis of the data was carried out in two phases. Regarding the quantitative phase of the study, the Statistical Package for the Social Sciences (SPSS) 22.0 was applied for the descriptive and inferential analysis of the data. Descriptive statistics were utilized in order to summarize the quantitative data, while quantitative data of the study was analyzed through descriptive analysis. Check Table 8 to see more clearly what types of data analysis were employed in this study.

Table 8.

Data Analysis of the Study Through A Mixed Method Analysis

Mixed Methods	Data Analysis
	(Descriptive Statistics)
Quantitative Analysis	✓Normality and Equal Variance Assumptions
+	✓Independent Samples T-tests Analysis
Qualitative Analysis	✓Descriptive Analysis (Descriptions & Interpretations drawn upon determining the frequencies)

In order to analyze the effects of the SRLSs on the self-efficacy beliefs of both experimental and control group participants in language learning *quantitatively*, independent samples t-tests analysis was conducted to seek the answers of the 1st and the 2nd research questions of the study. Independent samples t-tests analysis enables researchers to determine a difference between two groups (Field, 2007). In fact, the assumptions of normality and equal variance were employed prior to independent samples t-tests analysis; and all these analyses were checked *before* and *after* the intervention in order to see if there was any improvement on the self-efficacy beliefs of both experimental and control group participants for self-regulated language learning.

As for the *qualitative* data analysis of the present study, descriptive analysis was utilized and the findings were enumerated in order to interpret the data. The findings of the structured interviews were revealed via graphics by presenting frequencies together with percentages, while student diaries were categorized and the distribution of similar

responses was counted and shown by frequencies. The descriptions and interpretations drawn upon determining the frequencies were used to seek answers regarding how experimental group participants made sense of the SRLSs based intervention they underwent.

In order to find out more in-depth information about the participants' thoughts, feelings and perceptions regarding their use of SRLSs and the effects of using these strategies on their self-efficacy beliefs in their EFL learning, *structured interviews* held with the subset group of EGPs (N=12) were analyzed by determining the frequencies of the participants' responses that they gave to each interview questions. These frequencies were then ranked from the most uttered one to the least. The interpretations of the analysis were made thereupon.

In addition to the structured interviews, it was also made use of diary findings to gather extensive amount of data as concerns: 1) the effects of SRLSs on self-efficacy beliefs of the participants regarding self-regulation in their EFL learning, 2) the students' views, thoughts and feelings regarding each session of the SRLSs based intervention, 3) whether or not they found SRLSs beneficial in developing better language learning strategy skills, and finally 4) which of those strategies they would want to use in their further language learning processes in general. The comments of the students (N=12, the same subset group of EGPs with whom the interviews were administrated) in their diaries, related to the concerns stated above, were used to identify dominant responses (the most frequent ones). The descriptions and interpretations of those responses with regard to each strategy step were then analyzed by employing descriptive analysis as done in the analysis of the interview findings.

CHAPTER IV

FINDINGS

“We are each gifted in a unique and important way. It is our privilege and our adventure to discover our own special light.”

Mary DUNBAR

4.1. Introduction

This chapter starts with presenting the descriptive statistics related to the self-efficacy for self-regulated learning questionnaire and inferential statistics based on the quantitative data analysis results of the pre and posttest scores of all the participants in the study. Subsequently, the results of the structured interview and student diaries are given as the qualitative data findings. In this study, qualitative and quantitative analysis methods were used together as designed under the paradigm of mix method research. The quantitative data gatherings were analyzed by using SPSS 22.0 statistical package software where descriptive statistics analysis was employed. As for the qualitative data, the analysis of the structured interviews and student diaries were carried out by utilizing descriptive analysis where frequencies and percentages were described and interpreted.

4.2. Findings of the Quantitative Data (Findings of the 1st and 2nd Research Questions of the Study)

The first two research questions of the current study attempted to explore (1) what kind of self-efficacy beliefs in language learning do the students have before and after the study and to determine (2) if there is any significant difference between self-efficacy beliefs of the experimental group participants (EGPs) and the control group participants (CPGs) before and after the implementation of SRLSs based intervention. The findings are presented in the following sections.

4.2.1. Findings of the First Research Question

Research Question 1: *What kind of self-efficacy beliefs in language learning do the students have before and after the study?*

Data were collected using a questionnaire named as the ‘Self-Efficacy for Self-Regulated Learning Questionnaire’. Means and standard deviations results for the pre and posttest scores of the questionnaire are displayed below in Table 9.

Table 9.

The English Self-Efficacy Beliefs of the Participants before and after the Study

Items	Pretest		Posttest	
	M	Sd	M	Sd
1. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did?	43,27	25,28	62,86	24,92
2. When your teacher’s lecture is very complex, can you write an effective summary of your original notes before the next class?	48,57	23,98	<u>54,90</u>	25,01
3. When a lecture is especially boring, can you motivate yourself to keep good notes?	53,47	30,18	60,20	25,62
4. When you had trouble understanding your instructor’s lecture, can you clarify the confusion before the next class meeting by comparing notes with a classmate?	55,31	24,59	60,20	21,46
5. When you have trouble studying your class notes because they are incomplete or confusing, can you revise and rewrite them clearly after every lecture?	52,45	29,19	64,08	25,73
6. When you are taking a course covering a huge amount of material, can you condense your notes down to just the essential facts?	52,24	26,95	63,67	24,30
7. When you are trying to understand a new topic, can you associate new concepts with old ones sufficiently well to remember them?	54,69	28,29	61,43	23,45
8. When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner?	<u>68,16</u>	29,63	64,29	23,00
9. When problems with friends and peers conflict with schoolwork, can you keep up with your assignments?	55,31	28,80	63,06	25,27
10. When you feel moody or restless during studying, can you focus your attention well enough to finish your assigned work?	<u>41,84</u>	29,13	57,14	27,00
11. When you find yourself getting increasingly behind in a new course, can you increase your study time sufficiently to catch up?	59,18	25,15	64,29	26,70
12. When you discover that your homework assignments for the semester are much longer than expected, can you change your other priorities to have enough time for studying?	60,00	23,89	63,67	25,71

13. When you have trouble recalling an abstract concept, can you think of a good example that will help you remember it on the test?	56,33	27,29	62,45	25,29
14. When you have to take a test in a school subject you dislike, can you find a way to motivate yourself to earn a good grade?	65,10	29,02	62,65	21,19
15. When you are feeling depressed about a forthcoming test, can you find a way to motivate yourself to do well?	65,10	27,85	67,35	23,79
16. When your last test results were poor, can you figure out potential questions before the next test that will improve your score greatly?	62,86	24,07	66,94	21,14
17. When you are struggling to remember technical details of a concept for a test, can you find a way to associate them together that will ensure recall?	52,86	26,38	64,90	23,73
18. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten?	57,35	26,60	65,51	21,61
19. When you find that you had to “cram” at the last minute for a test, can you begin your test preparation much earlier so you won’t need to cram the next time?	60,61	27,49	67,35	26,60

In terms of the *pretest results* of this questionnaire, question number 8: “*When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner?*” has the *highest mean* (Mean= 68.16) among all the other items in the questionnaire as seen in table above. This finding is compatible with the results of the second inquiry of the 3rd research question where the participants referred to the 9th SRLS step (Social Assistance) as the one that worked best for them.

On the other hand, question number 10: “*When you feel moody or restless during studying, can you focus your attention well enough to finish your assigned work?*” has the *lowest* (Mean= 41.84) *mean in the pretest score*. It might be because when the students are not emotionally fit for studying a subject, they appear not to show sufficient concentration on the work assigned to them.

As for the *posttest scores* of the questionnaire items, question number 15: “*When you are feeling depressed about a forthcoming test, can you find a way to motivate yourself to do well?*” has the *highest mean* (Mean= 67.35) among all the other items in the questionnaire. This finding indicates that students could find a way to motivate themselves while studying, regardless of any emotional discomfort they experience

before having a test. As the participants expressed in their diaries, they discovered their strengths and weaknesses during this ten-week intervention; as a result, this experience pushed them to increase their self-confidence towards succeeding at tests in learning a language.

In contrast, question number 2: “*When your teacher’s lecture is very complex, can you write an effective summary of your original notes before the next class?*” has the *lowest mean* (Mean= 54.90) *in the posttest scores* among all the other items in the questionnaire. This result reveals that students seem to have difficulty in summarizing the notes they kept in the course of class hours even after the SRLSs based intervention when they find the lecture complicated. This finding is consistent with the responses that the participants gave during the interviews. None of the participants mentioned about the 5th SRLS step (Keeping Records & Monitoring) when they were directed the first inquiry of the 3rd research question that investigates which strategy/strategies was/were the most retained one/ones in their memories.

When two groups are compared in terms of their self-efficacy levels towards English learning *before the study* via the pretest of the questionnaire, EGPs (experimental group participants) were found to have a moderate self-efficacy beliefs’ average of 58.31% ($SD = 16.07$) and CGPs (control group participants) had also a moderate self-efficacy beliefs’ average of 51.76% ($SD = 16.15$) according to the determined Mean criteria for self-efficacy levels (*low*= 0-35%, *moderate*= 35-65%, *high*= 65-100%) of the students participated in the study. Both groups took the self-efficacy beliefs tests just prior to the intervention process. Means and standard deviations of pretest scores of the groups are given in Table 10 below.

Table 10.

The English Self-Efficacy Beliefs of the Participants Before The Study

Groups	N	Mean	SD
Experimental	32	58.31	16.07
Control	17	51.76	16.15

Table 10 pinpoints that both the experimental and the control group had almost identical level of self-efficacy beliefs before the study. The results of Means and standard deviations of the pretest scores related to their self-efficacy beliefs were found

to be pretty similar as it has always been desired in such experimental studies (Cook & Campbell, 1979).

Subsequently, the questionnaire was again administered to both groups right after the intervention process terminated. When two groups are compared in terms of their self-efficacy levels towards English learning *after the study*, it was determined that participants in the experimental group had a mean self-efficacy beliefs' average of 67.42 ($SD = 15.13$), and control group participants had a mean self-efficacy beliefs' average of 54.67% ($SD = 16.14$). Means and standard deviations of the posttest scores of both groups are given below in Table 11.

Table 11.

The English Self-Efficacy Beliefs of the Participants after the Study

Groups	N	Mean	SD
Experimental	32	67.42	15.13
Control	17	54.67	19.92

As Table 11 represents, the level of self-efficacy beliefs of both groups' participants differed from each other after the implementation of SRLSs based intervention. While the pretest result of the experimental group was 58.31% ($SD = 16.07$), the posttest result was found as 67.42 ($SD = 15.13$). This average of 9% difference reveals that there occurred an increase in the self-efficacy beliefs of the EGPs. On the other hand, the pretest result of the control group was 51.76% ($SD = 16.15$), and the posttest result of that group was 54.67 ($SD = 19.92$) where an average of %3 increase in the self-efficacy beliefs of CPGs was identified. When the levels of self-efficacy beliefs of both groups are compared before and after the study, it becomes evident that an increase of % 9 has a higher significant difference than an increase of 3%. All these results in hand prove that the SRLSs based intervention was found to be effective for the experimental group participants in terms of their self-efficacy beliefs.

4.2.2. Findings of the Second Research Question

Research Question 2: *Is there any significant difference among self-efficacy beliefs' of experimental group participants and the ones' in the control group before the and after application of self-regulated learning strategy training?*

As mentioned earlier (see 3.7. Data Analysis), descriptive statistics were used to analyze the quantitative data of the study where normality and equal variances were sought, and accordingly independent samples t-test was employed to seek answers to the second research question written above. The results of those analyses are as follows:

To begin with, Skewness and Kurtosis scores were calculated to determine if the pretest of the self-efficacy beliefs' score was normally distributed for both the experimental and the control groups. Skewness is usually described as a measure of a dataset's symmetry/lack of symmetry. On the other hand, Kurtosis is the degree of peakedness of a distribution. *The values for Skewness and Kurtosis* "between -2 and +2" are considered acceptable in order to prove normal univariate distribution (George & Mallery, 2010).

The results of the Skewness scores for the experimental (-0,460) and the control (0,525) groups, as well as Kurtosis scores for the experimental (-0,206) and the control (0,460) groups for normality indicated that the pretest distribution did not deviate significantly from a normal distribution.

Not only pretest scores but also posttest scores gave the same result. Skewness scores of the posttest for the experimental (0,009) and the control (0,049) groups along with Kurtosis scores for the experimental (-0,869) and the control (-0,954) groups for normality also provided the required score (between -2 and +2) for a normal univariate distribution.

Secondly, the statistical comparison of the self-efficacy beliefs' scores was conducted using SPSS software version 22.0 (Field, 2005) for both the experimental and control groups. The analysis employed a *t-test for independent groups*, with alpha set at the 5% level, two tail test; and tested the null hypothesis that the groups performed statistically equivalent on the self-efficacy beliefs' pretest.

Subsequently, *Levene's test of homogeneity of variance* which is an inferential statistic was employed to assess the equality of variances for a variable calculated for two or more groups (Rees, 2001). The results of this test confirmed that the variances in self-efficacy beliefs' scores for the experimental and group and control group participants were statistically equivalent according to the pretest scores ($F(47) = .362, p = .550$) as well as the posttest scores ($F(47) = .2454, p = .124$). The assessments of Levene's test assumption reveal the necessity for equality variances of the populations from different samples. When $p > .05$ is assured in Levene's test, the independent samples t-test (a parametric test) can be applied as the variances distributed

homogeneously. Therefore, after having values as $p = .550$ for the pretest, and $p = .124$ for the posttest scores of Levene's test utilized in this study, some common statistical procedures (including independent samples t-tests) were used consequently, before and after the SRLSs based intervention.

Table 12.

Independent Samples T-test Results By Group on Pretest

Variable	Groups	n	M	Sd	t	p
Pretest	Experimental	32	58.31	16.07	1.354	0.182
	Control	17	51.76	16.15		

The independent samples t-test determines if there is a statistically significant difference between the means in two unrelated groups. As seen in Table 12, independent samples t-test results point out that both the experimental and the control group held a statistically similar level of self-efficacy beliefs for English learning before the implementation of SRLSs based intervention. With a more detailed explanation of the table above, it can be said that the results for the means comparison test indicated that the mean self-efficacy beliefs' score for the experimental group participants ($M = 58.31$; $SD = 16.07$) was not significantly greater ($t(47) = 1.354$, $p = .182$) than the mean self-efficacy score of the participants in the control group ($M = 51.76$; $SD = 16.15$). Additionally, participants who underwent the SRLSs based intervention in the experimental group scored approximately 7 points higher on the self-efficacy test than their counterparts in the control group, which is not regarded as a statistically significant difference.

As another indicator to support this finding, the 'p' value found as 0.182 also discloses that both groups performed statistically equivalent on the self-efficacy beliefs' pretest since an alpha set above 0.05 is a sign of similarity of the groups related to what is measured.

Upon all these measurements (Means, Standard Deviations, Independent Samples t-test and 'p' Value results), the pretest scores presented above prove the fact that *there was no significant difference* among the self-efficacy beliefs' of EGPs and CGPs *before the implementation of the SRLSs based intervention*. On the contrary, when same calculations were done after the intervention on the posttest scores, significant differences were found out between the experimental and the control groups'

scores which might indicate the effectiveness of the intervention process. The referred difference can be figured out when Table 13 below is compared with the results of Table 12 above.

Table 13.

Independent Samples T-Test Results By the Groups on Post-Test

Variable	Groups	n	M	Sd	t	p
Post-test	Experimental	32	67.42	15.13	2.511	0.016
	Control	17	54.67	19.92		

Table 13 validates that the students who participated in the experimental group scored approximately 13 points higher on the self-efficacy beliefs' score than their counterparts in the control group, which is regarded as a statistically significant difference. This result indicated that the EGPs who underwent the SRLSs based intervention benefitted from this intervention as regards to the increase in their self-efficacy beliefs for self-regulated EFL learning. As a result, it can be inferred that the objectives aimed to be gained by the experimental group participants in each step of the intervention and the student-centered practices implemented throughout the study have been effective when the significant improvement in self-efficacy beliefs of EGPs were taken into account.

Besides, an additional measurement called as “*the effect size (d)*” was employed to support the significant difference determined in the independent samples t-test results. An effect size is a quantitative measure of the difference between two groups. The effect size, being also a supportive data to Independent Samples t-test, helps in determining whether the difference is real or if it is due to a chance of other factors, and it is usually reported using the label ‘*d*’. Aron & Aron (1994) notes that one of the most common ways of interpreting effect sizes is based on the work of Cohen (Cohen, 1988). According to the Cohen (1998), 0.2 and below is small effect size; 0.5, medium effect size; 0.8 and above is large effect size.

In order to assess the effect size of the two groups in this study, Cohen’s *d* statistical procedure was computed. Based on the recommendations of Cohen (Aron & Aron, 1994), the resulting effect size of $d = .71$ reflects a large effect for the posttest scores as stated in the previous paragraph. From this point of view, regarding the answer sought to identify whether the increase on the self-efficacy beliefs of EGPs was

resulted coincidentally or not, it was found out that this increase was as a result of the intervention conducted as well as the student-centered practices administered throughout the study (e.g. NLP seminars, SRLSs activities applied during the SBI etc.).

4.3. Findings of the Qualitative Data (Findings of the 3rd Research Question)

Regarding the 3rd research question of the study, it was aimed to investigate the most retained step/steps of the SRLSs in the memory of the participants as well as the step/steps that worked best for the participants after the intervention. In addition, the possible benefits of SRLSs were identified according to the participants' expectations with regard to their further educational and career lives.

What constituted the qualitative data of the study were the *structured interviews* held with a subset group of EGPs after the completion of the intervention and the *student diaries* kept by the same subset group after each SRLS instruction week. In order to analyze the qualitative data, descriptive analysis was used and the findings were enumerated in order to interpret the data. The findings of the structured interviews were shown in frequency tables by giving frequencies and percentages through graphics while student diaries were categorized and the rates of similar responses was counted and shown by frequencies. The details of these findings are given respectively in the sections below.

4.3.1. Findings of the Structured Interviews

In addition to all quantitative data findings that were mentioned formerly, there was also a structured interview by means of which the necessary qualitative data for the study were investigated. The interviews were administrated so as to seek answers specifically for the 3rd research question of the study. The findings obtained for each sub-question of this last research question of the study were gathered from the EGPs' responses (N=12) to the interview questions. Here are the results of the interview findings based on the 3rd research question of the study:

3. What are the participants' views on the SRLSs based intervention program in learning English as a foreign language in terms of the inquiries below:

a) Out of 10 steps of SRLSs, which one/ones was/were the most retained in the memory of the participants after the SRLSs based intervention?

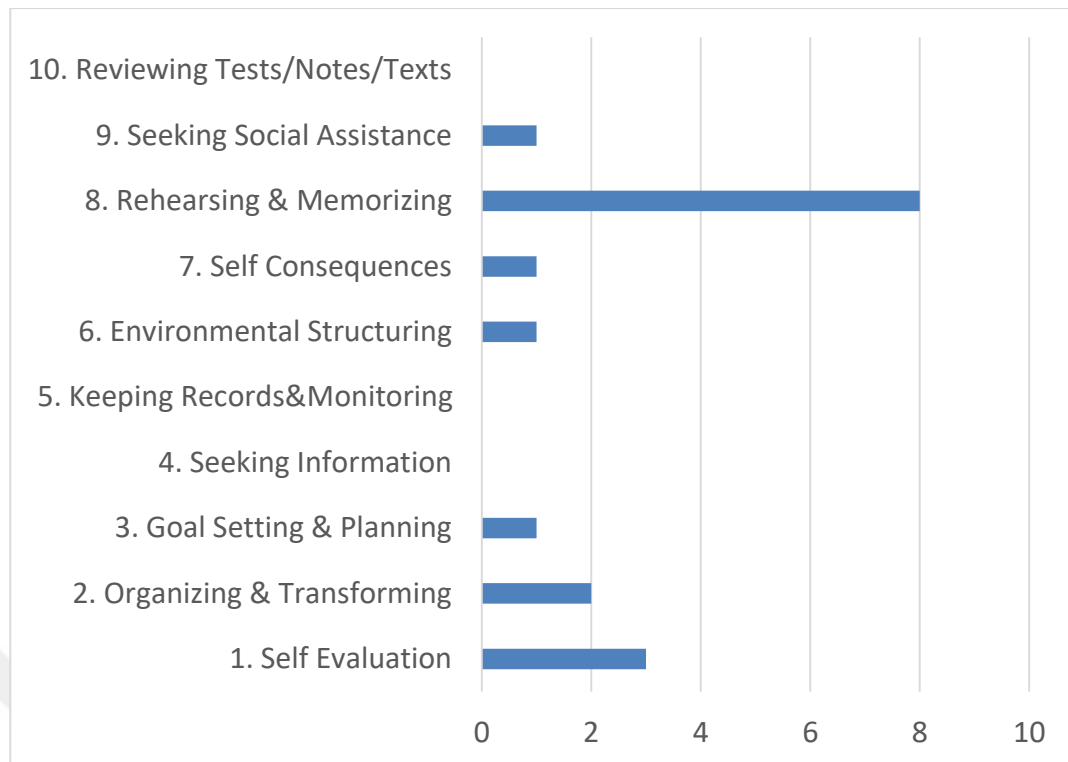


Figure 10. The Frequency distribution of the step(s) that most retained in the memory of the participants after the SRLSs based intervention

As Figure 10 mirrors, “the 8th (Rehearsing & Memorizing)” and “the 1st (Self Evaluation)” steps of the intervention were the most retained ones in the memory of the participants after the SRLSs based intervention as to the participants’ expressions during the interviews. The 8th step was chosen by eight participants out of 12 which equals to 67% of the participants that were interviewed; and the 1st step was uttered by 3 participants out of 12 which equals to 25% (one fourth of the subset EGPs). On the other hand, as observed in the same figure above, there were three steps in the intervention which were surprisingly articulated by none of the participants: 4. Seeking Information, 5. Keeping Records and Monitoring and 10. Reviewing Tests/Notes/Texts. The rationale behind these results will be argued in Chapter V: Discussions.

b) Out of 10 steps of SRLS, which one/ones worked best for the participants?

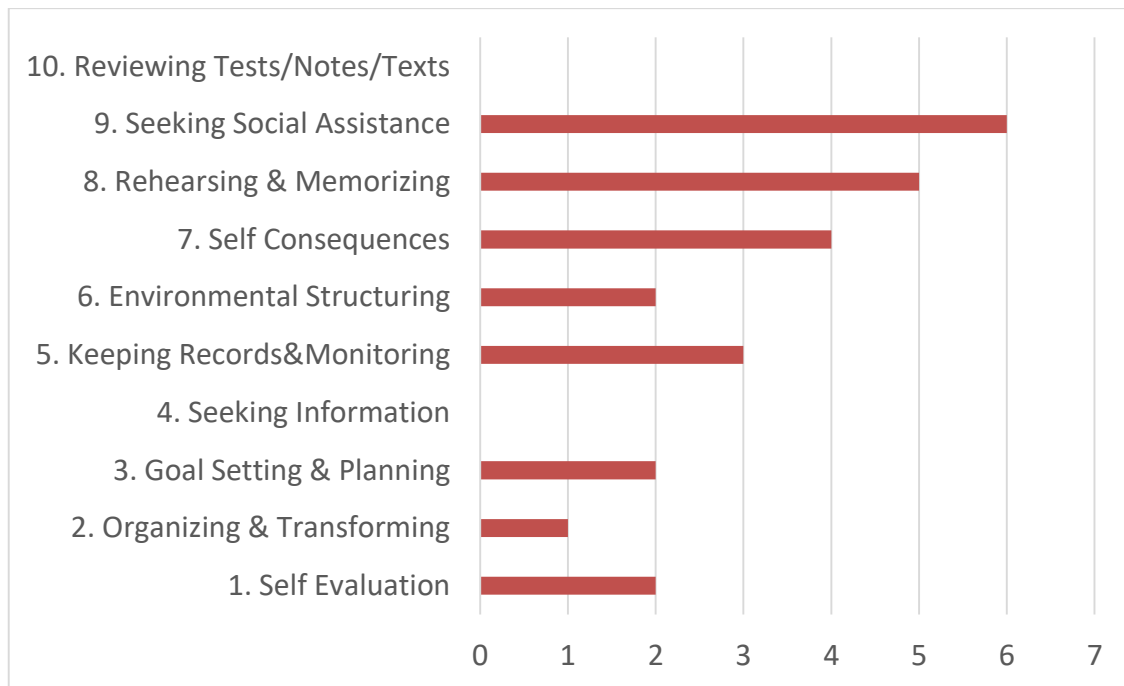


Figure 11. The Frequency distribution of the step(s) that worked best for the participants after the SRLSs based intervention

It is noticeable from Figure 11 that 50% of the participants (six out of 12) chose the 9th step “Seeking Social Assistance” and approximately 42% of the participants (five out of 12) chose the 8th step “Rehearsing & Memorizing”. Participants seem to believe that social assistance worked best for them among all the other SRLSs steps. It is also obvious from the figure above that they found rehearsing and memorizing activities exceptionally beneficial over the other SRLS steps, especially when their responses to the first and second interview questions taken into account as they chose the same step in maximum numbers. In contrast to the most selected steps, this figure also discloses that none of the participants selected the 4th step “Seeking Information” and the 10th step “Reviewing Tests/Notes/Texts”. This is believed to be not a consequence of a coincidence considering the fact that the participants did also not choose these two steps when they were asked the first interview question. Yet, a different finding can be determined here as regards to the responses given to both interview questions concerning the less selected SRL step. As for the second question of the interview, the 5th step “Keeping Records and Monitoring” was not chosen by any of the participants; however, the same step was spoken for the first question by three of 12 participants representing the %25 (one fourth) of the experimental group. The reasons generated from all these results will also be discussed in details in the following chapter.

c) What kind of possible benefits of SRLSs do the participants expect for their further educational and career lives?

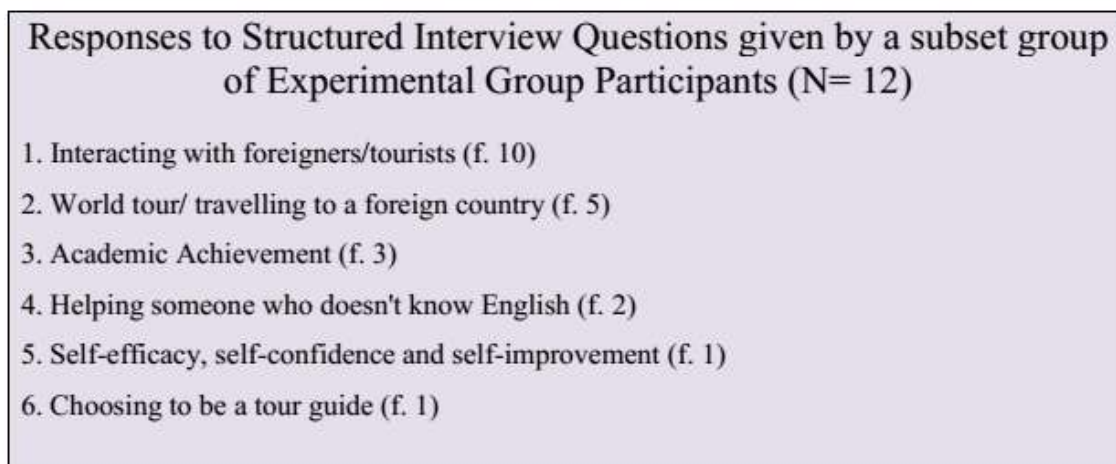


Figure 12. The Frequency distribution of the possible benefits that the participants expect for their further educational and career lives after the SRLSs based intervention

Figure 12 presents the six identified attitudes of 12 experimental group participants together with the frequencies of each attitude in the brackets. These attitudes were identified from students' responses to the 3rd interview question when their expectations were asked regarding their further educational and career lives after the SRLSs based intervention. The attitudes were ranged from the "highest" to the "lowest" uttered ones in that order: *"Interacting with Foreigners/Tourists, Travelling to a Foreign Country/World Tour, Academic Achievement, Assisting Someone Who Doesn't Know English, Self-Efficacy, Self-Confidence and Self-Improvement, Choosing to Be a Tour Guide In The Future"*.

As it can be observed in Figure 12, a great number of the participants (ten out of 12) referred to interacting with tourist/foreigners by stating this SRLSs based intervention would foster them in communicating easily and confidently with foreigners in English. In the second rank, almost half of the participants (five out of 12) expected to benefit from using SRLSs in making their dreams come true (e.g. rounding the world or just traveling abroad in order to see different countries and cultures) by underlining the fact that without speaking the international language, English, living their dreams would not be that possible. As for the attitude in the third rank, one fourth of the participants (three out of 12) referred to academic achievement as another expectation a positive outcome of the SRLSs based intervention they had undergone. While two

participants found to use their English competency skills for helping for someone who does not know English as important, only one student addressed to the importance of concepts of self-efficacy, self-confidence and self-improvement for their further educational and career lives. Lastly, a specific expectation was spoken by merely one participant who wants to have a job in the future where she thought she could use English every day by explaining her expectation from the SRLSs usage for her future career life.

4.3.2. Findings of the Student Diaries

During the intervention process, a subset group of EGPs (N=12) was demanded to keep diaries on weekly basis. They were asked to write their thoughts, feelings and perceptions regarding each step of SRLSs right after each SRLS instruction administrated by the researcher during the ten-week intervention. Here is what those participants wrote for each SRLS step as displayed in Table 14 below:

Table 14.

Frequency Distribution of the 12 Experimental (subset) Group Participants' Responses on SRLS Steps

SRLS Steps	Students' Responses	f	%
Self-Evaluation	In the past, I used to use google translation while I was doing my homework (e.g. writing a paragraph), but now I myself check each of my sentences before turning them to my teacher as I already know how to do it.	3	25
	When our teacher delivered exam papers after the exam, I started to check my mistakes more carefully to correct them and not to make the same mistakes again.	3	25
	I started to come to lessons prepared.	1	8.3
	I solve tests and see my mistakes in those tests.	1	8.3
	Positive feedbacks and results of my self-evaluation provided me with the increase of my self-confidence.	1	8.3
	I transfer new vocabularies I've memorized on a paper and have my friend ask them to me so that I can see my mistakes.	1	8.3
	I noticed that I rehearse and memorize new vocabularies better when I see them in a meaningful context.	1	8.3
Organizing & Transforming	In order to keep new words in my mind I started to code, connect and resemble them with some other words in my mother tongue.	6	50
	I started to write new words on some small papers and hang them on somewhere I can see every day which I really find helpful to enhance my memory skills.	3	25
	I started to do some categorizations that can be useful for me to keep in mind; like subcategorizing the 1st-2nd- 3rd forms of their regular verbs.	2	16.6
	In the past, I used to use google translation while I was making a sentence, but now I make sentences on my own as I already know the syntax of English language and the rules of sentence formation. Now I feel more confident in that.	1	8.3
	I try to translate some sentences I hear in my mother tongue into English as much as I can, and at the same time I try to translate some words and sentences in English into my mother tongue.	1	8.3
Goal Settings & Planning	In the past, I used to listen to my teacher during the lesson and deem that was enough. That was why I used to study only the day before the exams, but for hours and hours; however, now I spread these hours into daily study sessions and schedule my study time in a more regular way. This shift in my study style raised the persistence and effectiveness of my learning.	2	16.6
	In the past, I used to set some general goals like everyone, but now I am more aware of my goals so I	2	16.6

	try to personalize them and I even started to set sub-goals about which I did not have any idea before.		
	I used to have some problems while ordering my goals and sub-goals before, but now I feel more efficient in ordering them.	2	16.6
	When compared to my previous studying habits which were quite casual, now I study more planned and organized in terms of timing my studying. I have started to study English twice a week regularly which turned out to me with more efficacy.	1	8.3
	I already set a goal for myself regarding vocabulary learning with a certain quantity for each day and I have been trying to apply it regularly.	1	8.3
	Thanks to setting goals, I feel more motivated in achieving my goals which also increased my success. Because it really worked!	1	8.3
	I noticed that I didn't use to study enough in the past, so I added extra hours to my weekly studying schedule.	1	8.3
	I didn't have a chance to apply this step but I will certainly do it in the future as it turned out to me with negative results, and I regretted about it.	1	8.3
	Without setting goals and making proper plans, no success should be expected. It will only be rowing the boat in vain.	1	8.3
	I do not make plans as I am a kind of person who learns in the class just by listening to the teacher.	1	8.3
Seeking Information	Because the translations of google or any other translation programs on the internet have a lot of mistakes, I quitted using them. Instead, I started to count on my own translations more, by means of a technique I learnt from my teacher. Also I occasionally ask my teacher when I need help in translations. My translations started to become more accurate after I started to count on myself in that.	6	50
	I started to come to the lessons prepared by either watching a video on the internet or doing some research from written sources related to the subject of that day. I can say that it really worked each time.	3	25
	We already knew how to reach information, search a topic or a word from the internet or by looking up in a dictionary, so this step actually did not bring significant changes for me; still, it helped in doing quick research without wasting time.	3	25
	We always used to look up in the dictionary for the unknown words, but I noticed that studying sentence by sentence from the book and trying to understand the meanings of the words from the context indeed worked better for me.	1	8.3
	When I do not know the meaning of a word or not understand the topic, I ask for social help. I have	1	8.3

	noticed that it works better for me.		
Keeping Recording & Monitoring	As I don't want to lose the recently taught words, sentences or structures, I have started to behave quicker in taking notes to keep them in my long-term memory. This helps me remember most of the recent vocabularies learnt, even when I have a look at these notes after a certain period of time.	6	50
	This step helped me in regulating my studying. For example, I began to make daily repetitions (by some extra search for related videos on the internet) for the topic of each day after coming home. This helped me understand topics better.	3	25
	Underlining/Highlighting the unknown words in a text is a good way for me to learn new vocabularies easily.	2	16.6
Environmental Structuring	I removed everything from my room that has the potential of distracting my attention during my study time and I also tried to make the environment silent. In the classroom, we hanged big cartons of our project/performance homework in order to keep the knowledge we need in front of our eyes. This helped us strengthening our memory skills as well.	4	33.3
	I started to write new vocabularies I learnt on some small papers and hang them on the walls of my room in order to memorize them more quickly by seeing them every day.	3	25
	In order to practice English more, I began to speak English with anyone around me who knows English. I tried to appreciate every opportunity for practice.	2	16.6
Self- Consequences	When I got low grades from exams I used to punish myself by staying at home at the weekend and studying, instead of going out with friends and having fun in the past. On the contrary, I then began to reward myself when I got high grades. (spending time with friends more, cooking my favorite meal for myself, jumping up and down, boasting with this success to my parents, having a short holiday at the weekend)	5	41.6
	From now on, I will double check my mistakes each time and care about more to making efforts for self-correction. I assume that, by doing so, my academic success will improve.	3	25
	I don't show any good or bad reaction to myself for the results that I had. I neither punish nor reward myself for that. I always keep my self-confidence high and try not to let my mood down or lose my hope regardless of what grade I get. Rather, I motivate myself to get a higher grade in the upcoming exams.	2	16.6
	When I have good results I become very happy and share my happiness right away with my family and with my loved ones. I feel more enthusiasm for learning as well as feeling more self-confident. On the	1	8.3

	contrary, when I have bad results I become unwilling towards learning new things in that subject and I lose my self-confidence. I am still trying to change this reaction of mine towards the bad results I get.		
	When I get low grades from exams I punish myself by studying that subject again and again and writing it as many times as I can.	1	8.3
Rehearsing & Memorizing	I write the translation of unknown words of that week in both languages (the 1st& the 2nd language) on a small paper and put them into a box so as to play a 'pick up' game with my classmate/classmates afterwards. Or, sometimes I draw the picture of the word on the forward of the paper and write the word on the backward of the same paper. In each way, it is fun. Also, it is helpful for self-evaluation by which we can check how many of them we remember.	4	33.3
	Writing the new words many times (5, 10...) has risen up the amount of the new vocabularies that I know.	4	33.3
	I found out how important the repetition is in language learning and noticed my need for more repetition.	3	25
	In the past, I used to study only the day before the exam, but now I write down the new words weekly and record my voice while pronouncing them to listen many times until the exam takes place. It is a perfect way of learning to me.	2	16.6
	Writing the new words on a small paper and requesting from my friend to ask them to me is both fun and useful for me.	1	8.3
	I began to use rehearsing and resembling techniques which really helped me keep new vocabularies in my memory more easily and recall them more quickly whenever I need.	1	8.3
	I began to use each new vocabulary in my daily life to make my learning more meaningful.	1	8.3
	I think, by giving 5 minutes to vocabulary exercise in each lesson we can make fewer mistakes. That's what I need at least.	1	8.3
Seeking Social Assistance	Asking for help from my classmates usually works better for me. When we discuss the topic together it sticks on my mind and I hardly forget.	8	66.6
	I find it more useful to ask my teacher to lecture me the topic again or to clarify the parts that I couldn't get in.	2	16.6
	It is always the best to ask for help from a native speaker as they're the ones who knows the language better than anybody else. By this way, we can also have a chance to practice the language which will help us improve our language skills as well as raising our self-confidence in language learning.	2	16.6
	I mostly prefer asking for help from upper classes as I find them more experienced and knowledgeable than	1	8.3

	us.		
Reviewing	I used to take some notes on the pages of the course	7	58.3
Test/Notes/Texts	book during the lesson and I still keep doing it. I find it useful, especially when you study for the exam or if you want to have a look at your notes after a long period of time.		
	I benefit from the extra worksheets/tests that our teacher hands out each week. I underline some significant sentences/words on which the teacher wants to take our attention most on those pages. Then I revise them before the exam which I find useful.	7	58.3
	By reviewing my notes or any papers related to the lesson, I can see my mistakes more easily and this gives me the change of correcting my errors by myself. So, my mistakes get fewer each time and I become more successful.	3	25

Table 14 above demonstrates the frequency distribution of the 12 experimental (subset) group participants' responses on 10 SRLS steps employed. As it can be understood from the table above, the *highest* frequencies were determined for *the 9th and the 10th step: "Seeking Social Assistance" and "Reviewing Test/Notes/Texts" steps*. Seeking Social Assistance step was uttered by 8 participants (% 66.6 of the subset group) and also 7 participants referred to Reviewing Test/Notes/Texts step (%58.3 of the subset group) in their diaries where students uttered common sentences emphasizing identical benefits of the 9th SRLS step. A great number of EGPs declared as:

"Asking for help from my classmates usually works better for me. When we discuss the topic together it sticks on my mind and I hardly forget."

Similarly, there were again commonsentences spoken by different participants of the same subset group in the 10th step (Reviewing Test/Notes/Texts) as well. The participants articulated:

"I used to take some notes on the pages of the course book during the lesson and I still keep doing it. I find it useful, especially when you study for the exam or if you want to have a look at your notes after a long time."

On the other hand, the *lowest* frequencies were identified as *the 1st and the 3rd steps: "Self Evaluation" and "Goal Setting & Planning"*. Self Evaluation step was spoken by merely 3 participants (% 25 of the subset group) and only 2 participants referred to Goal Setting & Planning step (%16.6 of the subset group) in their diaries. Participants expressed their ideas regarding the 1st step by stating:

“In the past, I used to use google translation while I was doing my homework (e.g. writing a paragraph), but now I myself check each of my sentences before turning them to my teacher as I already know how to do it.”

Likewise, for the 3rd step: Goal Setting & Planning, common extracts from the participants can be summarized as:

In the past, I used to listen to the teacher during the lesson and reckon that was enough and that's why I used to study only the day before the exams, but for hours and hours; however, now I spread these hours into daily studying sessions and schedule my study time in a more regular way which raised the persistence & effectiveness of my studying.

The rationale behind these findings above and their interpretations will be discussed in details in the following section together with the overall benefits and outcomes of the SRLSs based intervention derived from the experimental group participants' statements.

CHAPTER V

DISCUSSION

“Discussion and argument are essential parts of science; the greatest talent is the ability to strip a theory until the simple basic idea emerges with clarity.”

Albert EINSTEIN

5.1. Introduction

This chapter presents the discussion of the study. The ultimate goal of this study was to investigate any improvements in self-efficacy beliefs of the 9th grade Turkish EFL students after the SRLSs based intervention. It was also aimed to see how EGPs and CPGs from each other in terms of their self-efficacy beliefs for self-regulated English learning. What's more, it was intended to explore the experimental group participants' views towards each step of the SRLSs in their language learning processes. Additionally, another objective to be gained was raising awareness on the importance of self-concepts in becoming autonomous learners via the SRLSs usage. And finally, SRLSs' possible benefits as to participants' expectations for their further educational and career lives were also investigated. The discussions of all those findings are discussed below in a comparative manner within the scope of research questions of the study.

5.2. Discussion of the Findings

The purpose of the study was to answer the research questions below:

1. What kind of self-efficacy beliefs in language learning do the students have *before* and *after* the study?
2. Is there any significant difference between the self-efficacy beliefs of experimental group participants and of those in the control group *before* and *after* the implementation of SRLSs based intervention?
3. What are the participants' views on the SRLSs based intervention program in learning English as a foreign language in terms of the inquiries below:
 - a) Out of 10 steps of SRLSs, which one/ones was/were the most retained in the memory of the participants after the SRLSs based intervention?

- b) Out of 10 steps of SRLS, which one/ones worked best for the participants?
- c) What kind of possible benefits of SRLS do the participants expect for their further educational and career lives?

5.2.1. Discussion of the Quantitative Data Findings

During the study, the first two research questions were answered quantitatively.

Research Question 1: *What kind of self-efficacy beliefs in language learning do the students have before and after the study?*

Bandura (1986) centers self-efficacy beliefs on human functioning by claiming that they constitute the basis of human agency as well as regarding the self-efficacy concept as one of the most important topics in education. In the same way, some other researchers state that self-efficacy is the most effective self-belief on learning process; therefore, it is one of the main topics of language learning research studies as well (Huang and Chang, 1996; Mills, Pajares & Herron, 2006; Açikel, 2011; Hetthong & Teo, 2013; Soy, 2016). Thus, it is important to determine the self-efficacy levels of all the participants particularly in an experimental study before and after the intervention to see if there occurred any progress thanks to the implemented intervention. In the present study, the researcher measured all students' self-efficacy beliefs levels before the study by the pretest results of the questionnaire used in the study in order to see the effectiveness of the SRLS practices on self-efficacy beliefs of the participants. When the participants took that pretest to demonstrate their self-efficacy beliefs in language learning, they had the chance to engage in the research objectives closely. And this provided opportunities for them to reflect on their own level of self-efficacy beliefs.

The result of the descriptive statistics revealed that the Mean of the self-efficacy beliefs in the experimental group ($M = 58.31$) was similar to the Mean of the self-efficacy beliefs in the control group ($M = 51.76$). This result indicated that pre-tests scores of the experimental and control groups were quite identical. In other words, this outcome indicated that the both experimental and control group participants' self-efficacy levels were close to each other. This finding supported the researcher during the application of the SRLSs based intervention providing a more objective comparison where both groups were expected to share similar self-efficacy beliefs to examine any significant difference among groups before and after the study.

Researchers who investigated different aspects of the self-efficacy concept indeed reached out different conclusions. For instance, in a study conducted by Magogwe and Oliver (2007), the relationship between LLS proficiency and self-efficacy beliefs was investigated in an ESL context where a positive but weak relationship was determined between self-efficacy beliefs and use of overall LLSs across all proficiency levels. Correspondingly, some researchers (Wilhite, 1990; Schunk, 2003; Graham 2006) found no significant relationship between self-efficacy and academic achievement. Nevertheless, in general, from the overall research findings (see Chapter 2: Review of Literature) that emphasize the effectiveness of self-efficacy beliefs in language learning, it is evident that self-efficacy is of great value by being a good predictor for success as well as by representing a significant variable in English learning. In the current study, similar self-efficacy beliefs of both groups revealed that these two groups were found to have moderate self-efficacy belief profiles on their language learning before the study and they did not differ much from each other regarding their self-efficacy beliefs before the intervention process.

In order to see the effectiveness of the SRLSs based intervention on self-efficacy beliefs of the EGPs, the researcher also measured the levels of all students' self-efficacy beliefs after the study by applying the same questions in the pretest as a posttest questionnaire. The Mean of the self-efficacy beliefs in the experimental group ($M = 67.42$) was higher than the Mean of the self-efficacy beliefs in the control group ($M = 54.67$). This result demonstrated that the level of self-efficacy beliefs of both groups' participants differed from each other after the implementation of SRLSs based intervention. That is, this result in hand proved that the intervention was found to be effective for the experimental group participants in terms of their self-efficacy beliefs in language learning. In a similar study, Wang et al. (2013) also proposed that self-efficacy progresses from SRLS intervention program; which supports the findings of the present study.

According to Yang & Wang (2015) there is a relatively positive correlation between language learning strategies and English self-efficacy after the strategy instruction. This research came to the same conclusion. As another similar conclusion drawn from the study of Mills et al. (2007), in which they investigated the influence of self-efficacy and other self-beliefs on achievement of college intermediate French students, it was found out that self-efficacy for self-regulation is a strong predictor of academic success. Their study showed difference from the current study in that their

focus was on the difference between the female students' performing greater self-efficacy for self-regulation than the male students; however, in this study the difference between the experimental and the control group was investigated. Yet, both studies are compatible to each other in terms of the increases determined in the self-efficacy levels of the participants before and after the study as a result of the self-regulated learning awareness.

As regards to the increase in self-efficacy beliefs for SRL in English for each group, the Mean of the self-efficacy beliefs in the experimental group in the pretest was 58.31, and with an average of 9 points increase in posttest the Mean for the same group was found to be 67.42 which is in line with the same results mentioned in the paragraph above which refers to the effectiveness of the implemented SRLSs based intervention. On the other hand, the control group also scored an average of 3 points their Mean self-efficacy beliefs in the pretest with regard to the increase from 51.76 to 54.67 in the posttest. Although the control group did neither have any training nor attend the seminars given to the experimental group, there was still determined a comparatively slight progress in their Mean of self-efficacy beliefs when their pre and the posttest results were compared. It is not possible to explain this increase with strong evidence; nevertheless, the period of time between the pretest and the posttest applications may have affected this result as the control group participants were continuing their English courses regularly during this process. Another reason is thought to be because they witnessed the experimental group's attendance to the SRLSs based intervention along with the seminars given to them which is, in fact, a negative and undesirable aspect of all experimental studies in general. In short, this witnessing might have triggered their curiosity about the notion of self-efficacy along with self-regulated learning as to the researcher's observations.

Besides, the questions which they were also directed in the pre and posttest of the questionnaire might have also caught the attention of the CPGs on the importance of individual responsibility in language learning and this might have led them to search the related concepts to raise their awareness of the significance of believing oneself in order to succeed. Yet, these are all assumptions from the eye of the researcher. The main finding that can be clearly seen from these results presented above is that the relative increase in the experimental group's self-efficacy beliefs reveals the fact the participants benefitted from the SRLSs based intervention as well as the seminars they took on self-concepts and retention skills.

Research Question 2: *Is there any significant difference among self-efficacy beliefs' of experimental group participants and the ones' in the control group before the and after the implementation of SRLSs based intervention?*

In the present study, it was aimed to determine if there happened any progress on the self-efficacy beliefs of experimental group participants after the SRLSs based intervention. In this regard, it was necessary to identify if there was any significant difference among the students' self-efficacy levels *before the implementation of the SRLSs based intervention* in order to reveal whether the intervention implemented to the experimental group was effective or not. The researcher found that the Mean of the self-efficacy beliefs' in the experimental group ($M = 58.31$) was quite similar to the Mean of the self-efficacy beliefs in the control group ($M = 51.76$). Here it should be reminded that the determined mean criteria for self-efficacy levels of the students participated in this study was as such: *low* = 0-35%, *moderate*= 35-65% and *high*= 65-100%). Correspondingly, on account of the mean values of the responses in both groups to the questionnaire items ($M = 58.31$ for the experimental and $M = 51.76$ for the control group), it can be said that the participants were found to be *moderately self-efficacious* in regulating their English learning which was similar to the findings of Özkasap (2009) who appointed the responses of the participants' mean value as 57.94 in her study. The mean values in Özkasap's research correspond to points 50 and 70 on the scale. While Point 50 indicates that participants are doubtful about their capability to carry out and handle with the activities avowed in the items, the point 70 would represent that participants deem that they most likely can achieve better in the activities avowed in the items.

Even though the experimental group scored approximately 7 points higher on the self-efficacy pretest than their counterparts in the control group, the independent samples t-test results indicated that the mean self-efficacy beliefs' score for the experimental group was not significantly greater than the Mean self-efficacy score of the participants in the control group *for the pretest scores*. This result indicates that both the experimental and control group participants' self-efficacy levels were close to each other before the intervention. Indeed, having identical groups in the beginning of a study is a crucial factor that is sought in such experimental studies in order to determine any significant difference while referring to the effectiveness of the intervention implemented in the process (Cook & Campbell, 1979).

In contrast to the grouping strategy followed in this study, when Do-Hong, et al. (2015) examined a group of ESL learners' self-efficacy beliefs for learning English they found out three groups representing low, medium, and high self-efficacy profiles. In their study, the low self-efficacy profile was significantly different from the medium and high self-efficacy profiles with respect to the SRLSs and language interpretation strategies. However, from their study, they concluded that the instructions in language learning should be tailored by taking their self-efficacy profiles into account in the teachings of learning strategies. In this regard, being compatible with this suggestion of these researchers' conclusion, in the present study both the experimental and the control groups' self-efficacy levels found out to be similar which gave us an opportunity to apply the SRLSs based intervention objectively.

According to the results obtained from the descriptive statistics applied *after the implementation of the SRLSs based intervention*, it is evident that the Mean of the self-efficacy beliefs in the experimental group ($M = 67.42$) was higher than the Mean of the self-efficacy beliefs in the control group ($M = 54.67$). The Mean of EPGs' self-efficacy beliefs in *the posttest results* is also satisfactory to be referred as *high level of self-efficacy* when the determined criterias for self-efficacy levels taken into account (*high*= 65-100%). Thus, it can be simply said that the students in the experimental group scored approximately 13 points higher on the self-efficacy beliefs' posttest score than their counterparts in the control group. The results for the independent samples t-test also indicated that the mean of self-efficacy beliefs score for the experimental group participants was significantly greater than the mean self-efficacy score of the participants in the control group. This result provided a very important finding which revealed self-efficacy levels of the participants who underwent the SRLSs based intervention improved substantially. Moreover, EPGs' awareness regarding self-concepts got also higher, when their answers to the posttest questions examined item by item, which might have resulted from the deep processing strategies they employed during the intervention. The increase on the self-efficacy scores might also be based on the informative and interactive seminars given merely to the EPGs before the intervention process through which it was intended to offer remarkable insights of self-efficacy and its related notions with respect to their prospected effects on language learning. By these seminars, participants were also anticipated to get familiar with self-concepts (e.g., self-efficacy, self-regulation, self-perception, self-confidence, etc.) in a more goal-oriented way which led the students to take the responsibility of their own

learning. Thus, the seminars can be pointed out as another factor for the increase of self-efficacy beliefs of EGPs. In a parallel study carried out by Özkasap (2009), it was attempted to explore the relationship between self-efficacy for self-regulation and perceived responsibility for learning English as a foreign language. The researcher also reached to the same conclusion by determining that there is a positive correlation between these two constructs. Similarly, an earlier experimental study, by Lodico et al. (1983) it was found that young children who received strategy training were more advantageous in benefitting from the use of strategies on the grounds that the practice reflected on their performances at the end of the study.

. When O'Malley and Chamot (1990) compared the improvement on certain language tasks for three groups of learners in their study they came up with the result that the experimental group who took explicit training in meta-cognitive, cognitive, and social-affective strategies showed significant improvement when compared to the control group. Likewise, Dörnyei (1995) trained a group of high school EFL students on strategy usage for their language learning and put forward that the students who received the training improved significantly more than the control group in measures related to both quality and quantity of strategy use. Correspondingly, Taghinezhad et al. (2015) discovered through their study findings that the students who received instruction using reading strategies were found to have higher self-efficacy beliefs when compared to those who did not receive any instruction. The findings of the current study came to the same conclusions with these studies by attesting that the experimental group participants who underwent the SRLSs based intervention benefitted more in this study, in terms of the improvement in their self-efficacy beliefs, than the participants of the control group who did not take any intervention throughout the study. Anam & Stracke (2016) also drew similar conclusion from their study when they examined Indonesian primary school students' strategy use in learning English. They maintained that there is a significant difference in strategy use between students who perceived themselves capable of performing English tasks and self-regulating their learning and students who did not. These conclusions are also along the lines of another study conducted by Chularut & DeBacker (2004) whose results provided adequate evidence by indicating that experience with a learning strategy increased students' self-efficacy and self-regulation skills in the case of their study.

Moreover, the pre and posttest results in the current study showed that SRLSs based practices positively affected the self-efficacy beliefs of EGPs over just a short

period of time which was implemented through a ten-week intervention. The results signified that SRLs have remarkable impacts on self-efficacy levels of students as it is noted in the literature. To illustrate, the findings of the present study are mostly consistent with the previous studies carried out by Zimmerman & Martinez-Pons (1986), Pintrich & De Groot (1990), Murcia, (2001), Celce-Murcia (2001), Read (2005), Özkasap (2009), Komarraju & Nadler (2013) and Kizilcec et al. (2014) also reached to the same conclusion that SRL activities are important factors for students' self-efficacy beliefs. Apart from the results stated above for the current study, SRLs were also assigned to be related to self-efficacy levels of the participants and the raised awareness of the participants resulted from the internalization of self-concepts (self-regulation, self-confidence, self-esteem, self-evaluation, etc.) by the participants. This finding is compatible with the study of Mills et al. (2007) who investigated the influence of self-efficacy and other self-beliefs on achievement. From their study, they discovered that self-efficacy for self-regulation is a strong predictor of the achievement and greater self-efficacy and self-concepts are key determinants of SRL.

Although literature holds a great number of studies that refer to positive and strong relations among self-efficacy beliefs, self-regulation and LLSs (see Chapter 2: Review of the Literature), there are still some studies in the literature which are inconsistent with the finding of the current study which addresses to the strong point of the interaction between self-efficacy beliefs and SRLs. For example, Magogwe & Oliver (2007) investigated the relationship between LLS proficiency and self-efficacy beliefs in an ESL context in their study. At the end of the study, they determined a positive but weak relationship between self-efficacy beliefs and use of overall LLSs across all proficiency levels. As another example, when Lopez et al. (2013) sought to identify ethnically diverse students' study strategies they came to the conclusion that students seldom engaged in meta-cognitive strategies despite their reported benefits in the literature. Furthermore, Moon-Heum & Heron (2015) investigated the role of SRL, specifically motivation, emotion and learning strategies, in students' learning experiences they found that learning strategies did not influence student achievement and satisfaction being incompatible with the findings of the present study.

Above and beyond, it can be inferred from the results that EGPs' high levels of self-efficacy for language learning might have been triggered by the SRLs based intervention and also by the NLP seminars given to raise the awareness of self-concepts as well as retention skills. Moreover, there is an obvious interrelationship between

SRLSs and students' self-efficacy beliefs. It can be said that the participants who grasped the significance of SRLSs and raised their awareness regarding self-concepts were more likely to increase their self-efficacy levels on language learning. These findings support the results reported by Mega et al. (2014) who discovered that positive emotions foster academic achievement only when they are mediated by self-regulated learning and motivation. Similarly, Komarraju & Nadler (2013) found that self-efficacious students are able to achieve better academically since they monitor and self-regulate their impulses and persist in the face of difficulties. To sum up, it can be concluded that students who has higher self-efficacy levels are more likely to be autonomous learners as they feel themselves responsible for their own learning as a result of SRLS practices and self-concepts' awareness in language learning.

5.2.2. Discussion of the Qualitative Data Findings

To find out the reflections of the subset group (N: 12) of the EGPs towards each step of SRL strategies in their language learning processes, the “*Structured Interview Findings*” were discussed as the last (3rd) Research Question in this section and the “*Interpretations of Student Diaries*” were also addressed in order to see whether they support the interview findings as well as the posttest results of the questionnaire.

Research Question 3: *What are the participants' views on the SRLSs based intervention program in learning English as a foreign language in terms of the inquiries below:*

a) *Out of 10 steps of SRLSs, which one/ones was/were the most retained in the memory of the participants after the SRLSs based intervention?*

The descriptive analysis results revealed that *the 8th (Rehearsing & Memorizing) and the 1st (Self Evaluation) steps of the SRLSs were the most retained ones* in the memory of the participants after the SRLSs based intervention as the participants stated during the interviews. The reason why the 8th step was much more ahead spoken than the other steps of the intervention could be due to the fact that students give more importance to learning vocabulary than any other skills in learning a foreign language. They seem to believe that they will perform better when they memorize new words since this will help in acquiring the target language effectively as well as increasing their self-confidence during a language learning process (see the supportive statements of the participants, regarding the 8th SRLS step in diary findings, given in Table 14).

This finding is consistent with the study conducted by Yang & Wang (2015) whose results indicated that after the strategy instruction, the learners applied more language learning strategies, especially memory strategies.

Another reason according to the researcher's observations was that the participants were impressed by the seminars that were given by the NLP practitioner where they were lectured on self-concepts along with several techniques that enhance retention skills. The NLP practitioner also emphasized the importance and benefits of using these kinds of memory techniques in language learning. Indeed, not only the researcher's observations but also the participants' pointing out these techniques as effective and beneficial during the interviews and in their diaries proved the positive effect of the NLP seminars conducted. Participants also stated that they realized the power of their cognitive capacities since they promptly had the positive results/feedbacks of the practical cognitive skills they employed during the seminars. A deep interest for engagement with SRLSs aroused accordingly, after they savored these experiences. Moreover, it was understood that the participants figured out how significant the vocabulary learning is in learning a foreign language. To exemplify, one of the experimental group participants (EGP1) expressed his opinion regarding "*rehearsing and memorizing*" strategy in this way:

"I began to use rehearsing and resembling techniques which really helped me to keep new vocabularies in my memory more easily and recall them more quickly whenever I need."

In addition, another participant, EGP8, uttered her view by saying: *"I didn't know rehearsing techniques to memorize new vocabularies before, and therefore I did not employ it. But after learning how to recall a new word, I witnessed that my vocabulary capacity in English really improved."*

In order to support those interview findings, we can also refer to the diary findings where it was found out a common opinion of four students written down similarly as follows:

"Writing the new words many times has given a rise to the amount of the new vocabulary that I know."

Likewise, another four experimental group participants sharing the same opinions noted in their diaries that:

I write the translation of unknown words of the week in both languages (the 1st & the 2nd language) on a small paper and put them into a box so as to play a 'pick up' game with my classmate/classmates afterwards. Or, sometimes I draw the picture of the word on the forward of the paper and write the word on the backward of the same paper. In each way, it is fun. Also, it is helpful for our self-evaluation skills by checking how many of them we remember.

As for the second most selected SRL strategies among others, the 1st (Self Evaluation) step was also referred as the most retained strategy in the memory of EGPs after the SRLSs based intervention. The reason behind this is because the participants reflected in their diaries that they were previously used to being evaluated by their teachers rather than evaluating themselves. Before the intervention, they expressed that they were not enough aware of the importance of taking the responsibility of their own learning processes. As Gültekin (2016) explains, people are both the agents and the examiners of their own actions, and in this regard, agency plays an important role by both providing a great deal of motivation and guidance for people's actions as well as backing them up in regulating their behaviors. Inline with this suggestion, it was discovered in this study that the participants also recognized how well self-evaluating contributed to their EFL learning. We can understand the reason of this result from the common extracts of the three students in the diaries where they stated as follows:

In the past, we did not use to self-check ourselves. But after this SRLS instruction, we learnt how to evaluate our learning. For example, when our teacher gave us a text or homework, we formerly used to give our productions directly to the teacher as soon as we complete them, but now we initially check and evaluate them in details before turning them back to our teacher. And I think this helped our self-evaluation skills be improved and we could see our mistakes which gave us a chance to correct them before our teacher does it.

In addition to this shared view of students, it is also considered that being the very first step of that SRLS instruction process, the 1st step took the participants' attention more and retained in their memories since it was their first time for them to undergo such an intervention throughout their educational lives. Therefore, this detail might also have affected the result and it can be shown as another reason why the participants chose this strategy step more than the other SRLS steps in the intervention.

On the other hand, as observed in Figure 10, there were three steps in the intervention which were surprisingly articulated by none of the students: 4. Seeking

Information, 5. Keeping Records and Monitoring, 10. Reviewing Tests/ Notes/ Texts. This result might reveal that these steps indeed refer to some inferences as such: the students already possess the knowledge of the ways to reach and seek information on their own thanks to the information era that we are in. They also know how to keep notes or the records of the topics they were taught and how to review tests/notes/texts in order to get the maximum benefits from each of these strategies for their EFL learning. Besides, the previous knowledge and experiences of those students' in their learning processes, in other words their educational backgrounds, also allow them to perform those skills easily, and they appear to be not in need of any extra effort to improve those skills.

b) Out of 10 steps of SRLSs, which one/ones worked best for the participants?

According to the students' responses it was found out that *the most chosen SRLS in this interview question was the 9th strategy step: "Seeking Social Assistance"*, and then it was followed by the step 8: *"Rehearsing & Memorizing" strategy*. First of all, to mention about the reason of maximum selection of the 9th strategy, it is considered to be on the grounds that the participants had fun while studying together throughout the intervention period. This cooperation soul might have assisted them by being superior to their self-efforts in their language learning processes as well. These findings reinforce a quite well-known theory of Vygotsky (1978) in educational sciences, the ZPD concept (Zone of Proximal Development), through which Vygotsky claims that a learner can perform better under adult guidance or in collaboration with more capable peers. The following extracts may illustrate the participants' positive attitudes towards social assistance and support in learning a language. For instance, an experimental group participant: EGP 3, who experienced the assistance of his classmates and his teacher for a topic of the unit in the course book which was studied when he was absent in class, stated his idea about *"seeking social assistance"* in this way:

When my classmates helped me to learn the topics, grammar and vocabulary of the unit studied when I wasn't in the class, I felt that this support made the topic for me more understandable and it retained in my memory much better compared to my own effort to learn it on my own without any support. I also had the opportunity to ask some questions to my teacher about the topic for more clarification. This assistance really helped me to understand and learn the topic effectively as well as memorizing the vocabularies of that unit easier. I think when we discuss about something with someone; it is easier to keep that thing in our memories.

Besides, another participant, EGP 5, explained his view by saying:

The most effective strategy among the SRLS steps was the the 9th one for me. If you ask me why I would say, thanks to the cooperation each person could ask questions to any classmates and this was more useful for us instead of studying alone. In this way, we could learn the topic easily and had fun as well as keeping newly learnt words in our memories longer. And when I study alone in my room in the future, I will always remember the things we spoke with friends about those topics in English lesson and I am sure this will help me better.

So as to bolster those findings which were gathered from the interviews, two common diary findings can also be directed to point out similar impressions of almost all EGPs. The participants noted down as follows:

“Asking for help from my classmates usually works better for me. When we discuss a topic together, it sticks in my mind and I hardly forget it. Also, it is fun to study and learn together.” (f=8)

“I find it more useful to ask my teacher to lecture me the topic again or to clarify the parts that I couldn't get in.” (f=3)

Secondly, in addition to 9th step determined as ‘Seeking Social Assistance’, the 8th SRLS step: “Rehearsing & Memorizing” was also referred by many of students as found effective by sharing the same reason mentioned formerly in 3 (a) where the the first inquiry of the 3rd interview question explained. Furthermore, it is considered that the SRLS practices applied in the 8th week of the intervention may have been beneficial in enhancing the vocabulary skills of the participants. As an example, a student from the experimental group, EGP 7, mentioned about the benefits of this SRLS step in this manner:

We learnt a couple of techniques for a more effective vocabulary learning from both our English teacher and from the guest speaker who came to our class in order to give us two NLP seminars about vocabulary rehearsing techniques for memorizing the new words easier in a foreign language. Both in these seminars and the activities we did in the class, we each also shared our individual techniques we used to employ in our English learning. I found this week's activities and the seminars we had quite beneficial for improving my vocabulary skills in English.

Another focal illustration from EGP 9' extract is as follows:

In the past, I neither used to write down new vocabularies that I learnt nor I used to make any connections with those words to rehearse which would in fact help me memorize the words easier. So, I can say that if in the past I could remember the %50-60 of the vocabularies I learnt; now I can remember 80-90% of them thanks to writing them many times on my notebook or coding them by resembling techniques. By doing so, English exams began to seem easier to me; as a consequence, I got higher mark in the previous exam. Finally, I want to mention about the rehearsing techniques which we were taught. They were really useful for me and I already started to use these techniques more often while studying English.

From another participant's perspective, we can infer that rehearsing and memorizing step was found to be quite useful. To verify this, the following extract of EGP 4 can be given:

A different type of categorization that we made in class for irregular verbs assisted me to keep the three forms of these verbs in my mind very effectively whereas in the past I had difficulty in that issue. Besides, when we recalled some vocabularies with sentences in our mother tongue together with using the antonyms of them in accompany with a music rhythm, just as our teacher modeled us, learning English seemed much easier and more fun to us.

Additionally, in order to address why the participants emphasized the 8th step much more ahead than the other SRLS steps in their responses to both the first and the second interview questions, a few common ideas that the students shared in their diaries may give a deeper understanding as in the following extracts:

"I found out how important the repetition is in language learning and noticed my need for more repetition." (f=3)

"In the past, I used to study only the day before the exam, but now I write down the new words weekly and record my voice while pronouncing them in order to listen them many times until the exam day. It is a perfect way of learning to me." (f=2)

"Writing the new words on a small paper and requesting from my friend to ask them to me is both fun and useful for me." (f=1)

"I began to use rehearsing and resembling techniques which really helped me to keep new vocabularies in my memory more easily and recall them more quickly whenever I need." (f=1)

“I began to use each new vocabulary in my daily life to make my learning more meaningful.” (f=1)

In contrast to the positive findings referred above, when the most employed SRLS steps were examined, the 4th step “Seeking Information” and the 10th step “Reviewing Tests/Notes/Texts” were found to be selected by none of the students. These steps of the intervention were possibly regarded as ineffective or meaningless by the participants in terms of the contribution of these strategy steps to their language learning competency. It is quite essential here to underline the fact that the same steps were also not spoken by any of the participants during the interviews for the first inquiry of the 3rd interview question. As a result, it can be said that the same inferences highlighted above in 3 (a) are also valid for the explanation of this interview inquiry.

c) What kind of possible benefits of SRLSs do the participants expect for their further educational and career lives?

Six main attitudes were identified from the participants’ responses to this interview question. These attitudes ranged from the “highest” to the “lowest”: *“Interacting with Foreigners/Tourists, traveling to a Foreign Country/World Tour, Academic Achievement, Assisting Someone Who Doesn’t Know English, Self-Efficacy, Self-Confidence & Self-Improvement and Choosing to Be a Tour Guide In The Future.* The main reason for almost all of the students’ (10 out of 12) referring to “*interacting with foreigners/tourists*” attitude is thought to be in relation with the fact that they live in an environment- named as Pamukkale - where foreigners/tourists from all around the world come to visit as it is one of the world’s most spectacular tourist destinations. The participants stated that interacting with foreigners is very appealing to them since this interaction might be very beneficial in improving their English competency skills. The extracts below may elaborate their ideas and feelings towards this common view of them as mentioned in the former sentence. As an example, EGP 8 stated in her interview:

I really like communicating with tourists because I can learn about their countries and life styles which attract me a lot. Also, when I speak to a tourist I feel that my English improves as I find to a practice opportunity. I can also say that my English has improved little bit better after learning how to take the responsibility of my own learning and thanks to appreciating every opportunity to interact with any foreigner I have come across.

Similarly, EGP 9 shared the same opinion and explained by saying that:

I only find learning English meaningful when I use it. Because, in my opinion, this practice not only enhances my English proficiency skills but also I find it really fun. When I communicate with different people from different backgrounds or races, I have the chance of learning about their countries while at the same time I find the opportunity to introduce them my own country. In short, I suppose this SRLS instruction may be useful in learning the English language better.

In addition, almost half of the students that were interviewed expressed their desires towards “*traveling to other countries*” and their dreams about “*rounding the world*” which shows that they are quite willing to use the language they learnt in their real life experiences. Five of the students out of 12 that were interviewed articulated the same sentence:

When I become a university student or after my university education, I plan to visit different countries abroad and I even dream to take a world tour, so I will need English since it is internationally used. This intervention showed me the ways how I can learn English by myself easier and more efficiently.

It can be inferred from this future plan of them that they expect to contribute to their English learning skills by using the language in daily conversations abroad, and this makes it clear that they reflect to SRLS steps’ benefits in reaching their goals. This finding is compatible with the study carried out by Abedini et al. (2011) whose results revealed that language learning strategies can aid learners in reaching their learning objectives, becoming autonomous learners, and boosting their achievements in learning a foreign language. The researchers also suggest that thanks to LLSs teachers also manage to understand their students’ expectations better.

Based on the findings in Figure 12, it can also be observed that the attitudes of “*self-efficacy/self-confidence/self-improvement*” were the lowest uttered ones by the participants that were interviewed. The rationale behind why each of these attitudes was spoken by only one student is thought to be derived from the participants’ priorities. They might consider developing language learning proficiency skills has a more dominant role in learning a language when compared to the importance of self-concepts. They seem to regard the significance of language learning skills in a more realistic

perspective. Should academic learning in school settings and career life necessities in Turkey are taken into account with its pragmatic means, those priorities of the participants can be understood clearly. Hence, on the one hand one can conclude that the development of self-concepts were perceived as a beneficial factor and articulated by one participant during the interviews which does not change the fact that this factor' remaining undervalued when the overall expectations of students are taken into consideration. On the other hand, it can also be concluded that though the participants did not directly pronounce self-concepts in their specific responses to this 3rd interview question, the *self-efficacy* notion (the dependent variable of this study) was picked up from other statements of them where they explained their opinions for the 1st and 2nd questions of the interview and noted down their opinions of self-efficacy also in their diaries.

The other lowest attitude which was again uttered by merely one of the participants (EGP12) was found as *“choosing to be a tour guide in the future”*. The main reason for this finding can obviously be considered as an individual preference of that student who mentioned about the SRLSs based intervention's benefits on this attitude as follows:

“I want to be a tour guide in the future and for this job I know that I have to learn English in advanced level. So, this fact plays a driving force role for me in improving my English. I believe that SRLSs that we were taught can help me in that of my ambition if I can practice them efficiently.”

In addition to the highest and the lowest attitudes together with their possible reasons that were explained above, the participants also mentioned about two other attitudes in an average number of frequency, one of which was determined as *“academic achievement”(f.3)* and the other one was *“helping someone who doesn't know English”(f.2)*. Students referring to these two attitudes can reveal that they are already aware that English is a determinant and significant subject in school learning along with having an important role for academic success and career life. It can also be inferred that the participants regard learning English will not only be helpful for themselves but also for others who don't know English language. This result indicated how willing the participants are to assist other people around them when needed.

With a different perspective, it can also be drawn a dissimilar conclusion on academic success. Many studies in the literature were conducted to search the relationship between teaching SRLSs and their effects on academic achievement where

mostly positive correlations were found. However, in the current study, academic achievement was surprisingly little mentioned by the participants. Rather, it was dominated by other attitudes when considered only three students out of 12 EGPs stated their expectations from the implemented SRLSs based intervention with respect to academic success.

Even though the importance of '*pronunciation*' was neither a part of this study nor a step of SRLSs based intervention, it was spoken by a couple of students both in their diaries and the interviews held with them. This finding could be of significance in terms of indicating learners' awareness. The participants seem to be aware of the fact that learning a language is a complex activity which requires not only comprehending the grammar rules but also the usage of that language. The reason for students' addressing to *pronunciation* factor is thought to be based on their English teacher who always used to emphasize the importance of pronouncing the words correctly in a foreign language as well as correcting the students kindly each time when they mispronounce a word in English.

In a nutshell, it can be said that some steps of this SRLSs based intervention drew quite a lot of attention of the participants and were found to be effective according to the the participants' views that stated both in the interviews and the diaries. Yet, there remained some steps failed to be appreciated considering that they were not chosen or articulated by any of the participants. This finding is different from the study of Chasmar et al. (2015) where the researchers discovered from students' self-reported SRL strategies that all of the SRL categories were found to be effective and helped students in their learning progress. In the present study; however, some strategies were outspoken and some were not spoken at all which reveals that not every single step was beneficial in this SRLSs instruction.

Last but not least, it is crucial to annex here that not only the SRLSs based intervention alone but also the NLP seminars on self-concepts and retention skills which were given as two separate sessions before the intervention was also affirmed to be helpful since more than half of EGPs referred to the benefits of those seminars in their interviews and in their diaries. This finding can surely be seen as vital since an outsider, who is professional in his/her field, might bear out the process in a positive way even beyond the expectations. All in all, it is obvious from all these results in hand that both quantitative and qualitative findings of the study support each other to a certain degree

by confirming that the SRLSs based intervention was proved to be effective in terms of the improvements in self-efficacy beliefs of the EGPs.

5.2.3. Discussion of the Findings Obtained From Student Diaries

As it can be inferred from the student diary findings, *the 9th step (Seeking Social Assistance) and the 10th step (Reviewing Test/Notes/Texts) had the highest attention of the participants in a positive way.* For the the 9th step, more than half of the subset EGPs shared the idea of learning from others is useful and effective. The main rationale behind this is thought to be the cooperation soul they enjoy experiencing as well as their interest on collaborative learning environments. Besides, they also appear to enjoy performing their social interaction skills. As for the 10th step, the common ideas gathered from students' diaries were the benefits of (1) taking notes, (2) underlining significant sentences and (2) revising them before an important test or an exam. The reason why they stressed on these points more than the others would be on the grounds that they give much importance to permanent learning. In addition, the critical value of exams in education systems seems to have affected this result too. This is simply because academic success in schools is mostly measured by paper-based assessments which might have affected the shared opinions of the participants about Reviewing Test/Notes/Texts step.

In contrast to the the 9th and the 10th step, *the 1st step (Self-Evaluation) and the 3rd step (Goal Settings & Planning) had the lowest attention of the participants* according to what they noted in their diaries. Regarding the 1st step, it is indeed obvious that self-evaluation experiences of the EGPs contributed to their learning along with their self-confidence when checked the first inquiry of the 3rd interview question results. Also, the sentences that the participants wrote in their diaries about this step were positive. Yet, when compared to all the other steps of SRLSs, this step was faded since self-checking skill (correcting mistakes etc.) was not found very striking by the participants. Likewise, some students mentioned about several benefits of Goal Settings & Planning strategy; however, this step also failed at having adequate attention when compared to the other SRLS steps.

Besides, some extracts from students' diaries were quite positive and convincing by reflecting the fact that EGPs benefitted from using SRLSs in their English learning. A few key words from those extracts for different SRLS steps can be summarized as:

- “.....I am more self-confident and efficient than before”
- “.....self-evaluation and correction contributed to my learning”
- “.....developed/enhanced my memory skills”
- “.....the amount of my vocabulary learning increased”
- “.....I started to set sub-goals”
- “.....now I am more planned and organized”
- “.....raised the persistence and effectiveness of my studying”
- “.....keeps me motivated and enthusiastic”
- “.....I started to appreciate any opportunity to practice speaking English”
- “.....I noticed the importance of pronunciation, repetition and social support in language learning”(see Table 14 in section 4.7.2 for the whole sentences of the subset EGPs for each step of SRLSs).

As stated formerly, diary findings were indeed used as a tool to discover if they support the questionnaire and the interview findings or not. Additionally, it was utilized from diary findings in identifying which SRLSs were found more effective by the participants. By means of the students' views they noted in their diaries, it can be surmised that EGPs experienced substantial increase on their self-efficacy beliefs for self-regulated language learning. Not only diary findings but also interview findings indicated the same result. Likewise, Lodico et al. (1983) came to a similar conclusion in their study where they found that children who received strategy training were better able to derive from the utility of the strategies, and they were observed choosing to apply those effective strategies more frequently.

Apart from the findings discussed above, there were also some vital inferences to be made from the overall results. When the interview and diary findings are compared elaboratively it became obvious that some results gathered from both tools support each other while some do not. For instance, none of the participants chose the 10th SRLS (Reviewing Tests/Texts/Notes) when they were asked about the most retained SRLSs in their memories and the ones that worked best for them among all the other SRL strategies. However, diary findings were found to be incompatible with those interview findings when considered the fact that the highest number of EGPs mentioned about the benefits of the 10th SRLS step during the interviews. In the same way, while a great number of EGPs addressed to the 1st SRL strategy (Self Evaluation) as the second

most retained one in their memories, the minimum referred SRLS step was determined as ‘Self Evaluation’ in the diary findings. This contradiction might have been due to the specific answers sought by the interview questions. The interview questions directed to the participants was asking them to articulate only one or two SRLS steps, while keeping diaries the participants were unrestrained to write anything positive or negative that they experienced during each SRLS step instruction of each week. In other words, selection of one or two strategies as ‘the most’ does not necessarily mean that the students did not gain anything beneficial from the rest of all SRLSs. Moreover, from a different perspective, it may be suggested that the 1st and the 10th steps stand for the beginning and the end of the SRLS instruction process. That is, any conditions arouse from cognitive and affective states of the participants throughout the intervention process might have caused this paradox mentioned above. Similarly, the participants might have felt very enthusiastic in the beginning of the intervention and this could lead them to give positive statements in their diaries for the 1st week’s SRLS step. But when they were interviewed at the end of the intervention they might have given the priority to the latter SRLS steps. Correspondingly, they may have tried to write positive things for the 10th SRLS step in their diaries as diary keeping came to an end. However, while being interviewed they might not have recognized the 10th SRLS as the most effective and useful one. On the other hand, not a paradox but a common conclusion were drawn from both diary and interview findings. The 8th SRLS step (Rehearsing & Memorizing) and the 9th one (Seeking Social Assistance) got the highest attention of the students in both of these tools whose reasons were explained comprehensively in the previous section (see the discussion of the 3rd (a) research question).

In brief, all findings in hand proved that this SRLSs based intervention which was integrated with SRSD model and supported with NLP seminars on self-concepts had a significant impact on improving the self-efficacy beliefs of the students in the experimental group being the basis of the current study. This result is compatible with the findings of some researchers (e.g. Gültekin, 2016; Harris et al., 2010; Akıncılar, 2010; Lane et al., 2008; Graham et al., 2006) who investigated SRSD integration to strategy interventions, and suggested positive outcomes of those interventions.

CHAPTER VI

CONCLUSIONS

“The simpler the insight, the more profound the conclusion”

Janna LEVIN

6.1. Introduction

In this chapter, the results of the current study are elucidated in detail in order to indicate a deeper understanding of the how SRLSs based intervention affected self-efficacy beliefs of the 9th grade Turkish EFL students. The conclusions drawn by means of a mixed method analyses, included both quantitative and qualitative data of the study, are initially provided. Subsequently, implications of the findings for ELT domain and suggestions for further studies are presented to eliminate the limitations of this study which are also presented in this chapter.

6.2. Conclusion

This study was conducted in order to analyze the effects of using self-regulated learning strategies (SRLSs) on self-efficacy beliefs of the the 9th grade Turkish EFL students. Throughout the research period, while the experimental group took a ten-week SRLSs based intervention as well as two sessions of NLP seminars on self-concepts (e.g. self-efficacy, self-regulation, self-confidence etc.) together with several retention skills; the control group went on their usual flow of English courses as specified in the curriculum of MoNE. Three data collection tools were used in the study. The Self-Efficacy for Self-Regulated Learning Questionnaire was used to collect the quantitative data for the 1st and the 2nd research questions of the study while the structured interviews and student diaries were utilized for gathering the qualitative data for the 3rd research question of the study.

Self-efficacy has been shown to be a powerful influence on individual's motivation, achievement and self-regulation (Schunk, 1989). Different researchers (Stajkovic & Luthans, 1998 as cited in Schunk & Pajares, 2009 among others); Pajares, 1997; Bandura, 1997; Multon, Brown & Lent, 1991) point out that the higher the level of academic self-efficacy students possess, the more persistent, engaged, and competent they become in their academic activities. From this point of view, this study set out two

objectives in terms of the quantitative findings it sought: (i) To determine what kind of self-efficacy beliefs in language learning do the students have before and after the study; and (ii) To detect any significant difference among self-efficacy beliefs' of the experimental group participants and the ones' in the control group before and after the implementation of SRLSs based intervention.

With respect to the first objective (identifying students' self-efficacy beliefs in language learning before and after the study), the pretest of the questionnaire findings revealed that students in both groups (EPGs and CPGs) had moderate self-efficacy beliefs' with only seven points difference between the two groups *before* the study. This finding showed that the experimental and the control group had almost identical level of self-efficacy beliefs before the implementation of the SRLSs based intervention. This was thought to be because all the participants in this study from both groups had not got a specific strategy instruction throughout their educational life until the implemented intervention took place. Therefore, the results of Means and standard deviations of the pretest scores related to their self-efficacy beliefs were found to be fairly similar as it has always been desired in such experimental studies (Cook & Campbell, 1979) which supported the researcher in conducting an objective study. Nevertheless, when it was sought to identify the students' self-efficacy beliefs in learning a language *after* the study through the same questionnaire as a posttest it was found that self-efficacy beliefs of the EPGs improved better than the CPGs'. This result in hand proved that the SRLSs based intervention was effective for the EPGs in terms of the substantial increase in their self-efficacy beliefs towards self-regulated EFL learning.

As for the second objective (investigating any significant difference among self-efficacy beliefs' between the two groups *before* the implementation of SRLSs based intervention), results for the Means comparison test indicated that the Mean self-efficacy beliefs' score for the EPGs was not significantly greater than the Mean self-efficacy score of CPGs. This finding demonstrated that both groups had possessed similar self-efficacy beliefs before the implementation of the intervention. However, regarding any significant difference among self-efficacy beliefs' between the two groups *after* the implementation of the intervention, the results for the Means comparison test indicated that the Mean of self-efficacy beliefs' score for EPGs was significantly greater than the Mean self-efficacy score of CPGs as determined in the posttest scores. This result also confirmed that the EPGs who underwent the SRLSs based intervention benefitted SRLSs based intervention as to the improvements

discovered in their self-efficacy beliefs. Research conducted in recent years has showed that students who have high awareness in their learning styles, skills, abilities and talents has been proved to do better in forming the information and getting proactively involved in their own learning processes (Aydın & Demir, 2014). This fact has actually been the ultimate goal of almost all student-centered learning studies in terms of the demand for student responsibility in each step of her/his learning. As Harris et al. (2010) also presents, a meta-analysis of the interventions indicates that SRSD had a strong positive effect on students' quality of work that learnt SRL strategies in context. Inline with these suggestions, the results of this study attested that the objectives aimed to be gained throughout the intervention process and the SRLSs based practices applied via SRSD model were helpful when the increase on self-efficacy beliefs of EGPs are taken into account. Another reason of the improvement in the self-efficacy beliefs of EGPs was recognized to be due to the informative and interactive NLP seminars given merely to the EGPs before the intervention process, as identified from both interview student diary findings. Thus, these seminars can also be shown as a noteworthy factor that brought about the increase in the self-efficacy beliefs of EGPs.

With regard to the 3rd research question of the study, it was aimed to explore the participants' views, thoughts and feelings on the effectiveness of the SRLSs based intervention implemented in the EFL context. Plus, the same research question investigated the most beneficial SRLS steps via interviews and also looked for specific reflections of the participants regarding each ten strategy step via student diaries. According to the results obtained from the structured interview held with the experimental group, the 8th step (Rehearsing & Memorizing) was the most selected one by the participants for the both the first and second inquiry of the 3rd research question. Not only the interview findings demonstrated this result, but also the interpretations of the student diaries would seem to support the same indication. This finding principally addressed that students tend to give more importance to vocabulary learning than any other skills in learning a foreign language. They were discovered to believe that performing better in a foreign language is linked with knowing more words in numbers in a language which would also assist in increasing their self-confidence during their language learning process. Another reason why the 8th step was chosen most by the participants was found out to be the seminars on self-concepts and several retention skills which were given by the NLP practitioner who voluntarily took part in this study. The interviews held with the subset group of EGPs and the diaries they kept by the

same group during the intervention indicated that participants referred to these seminars as pretty effective and beneficial. In the light of these findings, it was apparent that students became more aware of how significant the vocabulary learning is in learning a foreign language. Inline with this result, it was evident that Rehearsing & Memorizing strategy step was not only the upmost retained strategy in participants' memories but also the one worked best for them of all the other SRLS steps employed during the intervention. Additionally, the second highest selection of the students was on the 9th SRLS step (Seeking Social Assistance: Seeking Teacher-Peer-Adult Help). The results generated from both interviews and student diaries made it obvious that students had fun while studying together throughout the intervention period and this cooperation soul assisted them by being superior to their self-efforts in their language learning processes. This finding withal underpins Vygotsky's assertion (1978) on ZPD's positive effect (Zone of Proximal Development) on students' learning where he claimed a learner can perform better under an adult guidance or in collaboration with more capable peers.

On the other hand, there were two SRLS steps in the intervention which were surprisingly articulated by none of the students during the interviews: 4. Seeking Information and 10. Reviewing Tests/Notes/Texts. It was evident that the students had already possessed the knowledge of the ways of reaching and seeking information by themselves thanks to the information era that we are in, and they knew how to review tests/notes/texts in their hand to get the maximum benefits from reviewing each of them thanks to their previous knowledge and learning experiences. However, these SRLS steps can not be said as found ineffective or meaningless by the participants. To illustrate, the 10th SRLS step was referred in great numbers in student diaries. The reason behind this was admitted to be due to the importance given to paper-based learning; what's more, exam-based learning is regarded as a gate way for further educational or career lives of learners in Turkey. In other words, the 10th step was not chosen among the best strategies by the participants during the interviews; yet, this did not mean that it was considered as useless since the participants mentioned about how they benefitted from this strategy in their diaries.

Finally, the responses of the participants to the third inquiry of the 3rd research question (*What kind of possible benefits of SRLSs do the participants expect for their further educational and career lives?*) highlighted the most uttered two attitudes by the participants: (1) interacting with foreigners/tourists and (2) traveling to a foreign country/world tour. The main reasons for almost all of the students' referring to

“interacting with foreigners/tourists” attitude was directly related to their living environment- Denizli/Pamukkale - where foreigners/tourists from all around the world come to visit as it is one of the world’s most spectacular tourist destinations. The students stated that interacting with foreigners attracts them since they believe it provides a useful practice for them to improve their English. In addition, almost half of the students that were interviewed expressed their desires towards *“traveling to other countries and their dreams about going on a world tour”* which showed that they are quite keen on using the language they learnt in their real life experiences. From their statements, it also became clear that they had the awareness of the value of English language with respect to its being internationally used language all over the world. It was also obvious from those of their future plans that the participants had the desire to contribute to their English language competency skills by using it in daily conversations abroad. Moreover, it was discovered that they reflect to SRLS steps’ benefits as driving forces in reaching their goals.

All things considered, it was drawn a specific conclusion that this research represents a groundwork study, especially in Turkey where there was lack of such a study in terms of (1) its design as a mixed method study of both quantitative and qualitative data analyses, (2) the implementation of a SRLSs based intervention, (3) the uniqueness of its application in a rural area high school and (4) the other elements constituting the basis of the study (e.g. psycho-educational support by the NLP seminars on self-concepts and retention skills and the integration of SRSD model). Explicitly, the results generated from this study demonstrated that it is praiseworthy to conduct such a study from which language learners are expected to benefit and by which they turn out to be autonomous learners not only in language learning but also in any kind of subject learning throughout their educational lives.

6.2.1. Implications of the Study

Taking into both the statistical data obtained from quantitative findings (the answers to the first 2 research questions) and the qualitative data findings gathered from student interviews and diaries (interpretations for the 3rd research question of the study) into consideration, we can surmise that self-efficacy beliefs of the EGPs improved by the implementation of the SRLSs based intervention. According to the overall results in hand from this study, it can be concluded that engaging students in SBI (strategy-based

instruction) via a SRLSs based intervention integrated with SRSD model results in an increase of the self-efficacy belief levels of the students. Additionally, this engagement also helps in directing students to be more responsible for their EFL learning.

What's more, consistent with Zimmerman's argument (1995), this research indicated that self-regulation enables students to be more self-directly, motivationally and behaviorally active controllers of their academic attainments through the agency of self-directing their learning in language learning processes. Because, a worthwhile learning necessities students' own efforts to build their own personal meanings and to be aware of their learning in lieu of receipting handy facts of learning processes presented by others. By means of this study, it was grasped that students need to take the control of their own learning by becoming autonomous learners and independent thinkers in order them to be more adequate and active participants in their language learning processes.

The findings of this study might help develop self-efficacy beliefs of the 9th grade Turkish EFL students. Some students are expected to transfer their self-efficacy beliefs in language learning into other real life situations and other conditions. To this end, it is of specific significance that encouraging students to continue using those strategies not only in their language learning but also in their further learning situations. They should be supported to reflect these experiences to their actions in real life experiences too. Moreover, it is suggested that one of the utmost roles of language teachers has to be facilitating high levels of self-efficacy for the students since it is quite essential for learners to believe in themselves in order to succeed at a set of tasks. Likewise, reflection on self-efficacy as a learning habit should be used as a tool of nurturing Turkish high school students in the EFL context for a higher academic success in their school life.

6.2.2. Limitations of the Study

This study has a few limitations, such as a limited number of participants and the risk of controlling variables which would not be taken into consideration, yet cannot be neglected as being a serious limitation which may have affected students' attitudes and performance. Despite the fact that this study was conducted as a non-equivalent control group design, the difference in the number of the experimental and the control group

participants is still in question in terms of whether or not this led to any misinterpretations.

Another limitation could possibly be that even though the participants reported their use of some SRLS by answering the questions on the questionnaire and the interview as well as keeping their diaries they, it is not certain whether or not they really used those strategies all through each part of the intervention. Moreover, in the course of the analysis process, the researcher came across with some misunderstandings of the participants on some items of the questionnaire. Also, the participants were observed to experience some confusion in the order of SRLS steps while keeping their diaries.

As for a related limitation to the ones abovementioned, some of the students had difficulties in expressing themselves even in their native language; consequently, there were a number of ambiguities in their L1 sentences both in the structured interviews held and in the diaries they kept. However, the researcher had been teaching to those students for a period of time, thus she could understand what they really wanted to say and was able to correct the formation of their sentences together with the spelling mistakes. Additionally, some students may have answered the questions of the questionnaire without reading them properly in order to finish and give it as soon as possible. All these factors might cause misleadings in the analyses of those data collection tools.

Finally, the school where the participants studied was a rural area school with lower facilities than the city center schools. Therefore, the results of this study can neither be generalized to the whole population of the students in that school, nor to the students from other grades or levels from different schools in Turkey.

6.2.3. Recommendations for Further Studies

Some suggestions for the future studies can be made based on the findings of the present study carried out at one of the public high schools in Denizli. As Schunk (2005) noted, self-regulation requires to be studied by diverse cultures with participants in different educational settings. Thus, in order to gain more information about the relationship between self-efficacy beliefs and self-regulated learning of the students, it should be replicated with diverse sample of language learners from different high schools, both state and private.

Secondly, self-regulated learning can be affected some other variables such as motivation and individual learning strategies etc. Future studies can include any other variables directly related to the self-regulated learning. In addition, variables related to the self-regulated learning can be observed longitudinally such as one data set from the proficiency at the beginning of the year and from one at the end of the year.

Thirdly, this study was applied in just ten-week intervention period. For further studies, research might be conducted with long time period since this would also help ascertain the relationship between self-efficacy beliefs and self-regulated learning of the students.

Upon reviewing a number of books on language teaching, one can clearly see that most of these books have mostly behaviorism, cognitivism and humanism in their sections, while only limited number of those books point out social-interactionist views. Likewise, in many language teaching books “Locus of Control” notion is little mentioned despite it is a noteworthy concept regarding self-management skill and self-beliefs of the learners. If the study findings of Findley et al. (1983) are examined, the significance of this notion can be simply noticed. That is to say, it is advisable to include the notion of “Locus of Control” into language teaching books and benefit from this concept in further research studies. For instance, a study where the interaction between a specific strategy and locus of control is investigated in a case study can be done in order to determine any correlation between these two constructs and the impact of this relationship on students’ self-efficacies as well as their achievements.

In the light of the suggestions above, a very similar experimental research to the current study might be carried out on primary school students as a preliminary study in Turkey, based on a social-interactionist theory: Vygotsky’s ZPD concept (Zone of Proximal Development). This theory of Vygotsky contrasts sharply Piaget’s biological timetables and stages development theory considering the fact that responsibility of one’s learning ought to begin within the very early period of his/her learning process. The present particular study was done on high school students; however, a parallel study can be conducted on primary level students who are at the beginning of their language learning processes in order to see the effects of SRLSs on self-efficacy beliefs of younger EFL learners.

Lastly, it is also crucial to underline the necessitate for more flexibility for language teachers in especially using extra resources and books in the classes when required is expected to be provided by the Ministry of National Education (MoNE).

Teachers may also be provided with more time in the curriculums to apply some activities to increase students' self-efficacies. SRLSs and self-concepts may also be introduced as a method of foreign language teaching during teacher training programs as well as taking its place both in the curriculums of MoNE.

To conclude, SRLSs are wise to be incorporated in language classroom and more studies may be conducted regarding its effect on students' achievement. According to Cleary (2005), students ought to benefit from SRL interventions, in particular, those who handle with academic difficulties. Wolters (2010) discusses in a similar view about SRL and refers it as an effective framework for the development and implementation of interventions by highlighting the requirement of numerous interventions to improve students' accomplishments at school and beyond. In the same way, this study suggests that EFL learners may be reinforced to develop their SRL competencies by means of SRL interventions that can help them become efficacious self-regulated learners.

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APPENDICES

Appendix 1. Adapted Version of the Self-Efficacy for Self-Regulated English Learning Questionnaire

Please, read each question below very carefully and *circle only one percentage* for each item which best indicates your certainty about performing and coping with the activity stated in each question. There are no correct or incorrect answers. Your responses will remain confidential.

Key:

Definitely cannot do it	Probably cannot do it			Maybe			Probably can			Definitely can do it	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	

QUESTIONS											
*1. When you miss an English class, can you find another student who can explain the lecture notes as clearly as your teacher did?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
2. When your English teacher's lesson is very complex, can you write an effective summary of your original notes before the next class?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
3. When an English lesson is especially boring, can you motivate yourself to keep good notes?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
4. When you have trouble understanding your English teacher's lesson, can you clarify the confusion before the next class meeting by comparing notes with a classmate?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
5. When you have trouble studying your English class notes because they are incomplete or confusing, can you revise and rewrite them clearly after every lesson?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
6. When you are taking an English course covering a huge amount of material, can you condense your notes down to just the essential facts?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
7. When you are trying to understand something new about English, can you associate the new information with what you already know sufficiently well to remember the new information?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
8. When another student asks you to study English together, can you be an effective study partner even if you are experiencing difficulty with English?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
9. When problems with friends conflict with your English assignments, can you keep up with these assignments?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
10. When you feel moody or restless while studying English, can you focus your attention well enough to finish your English assignments?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %

Appendix 2. Öz-Düzenlemeli İngilizce Öğrenimine Yönelik Öz-Yeterlik Anketi

Lütfen aşağıdaki her soruyu dikkatlice okuyunuz ve her soruda bahsedilen durumu **gerçekleştirebileceğinize** ve o durumla **başla çıkabileceğinize** yönelik **inancınızı en net** şekilde gösteren **yüzdeyi daire içine alınız**. Her bir soru için **yalnızca tek bir yüzde** seçmeniz gerekmektedir. Bu sorular için doğru ya da yanlış cevap bulunmamaktadır. Vereceğiniz cevaplar gizli tutulacaktır.



Kesinlikle			Muhtemelen		Belki		Muhtemelen		Kesinlikle						
Yapamam			Yapamam		Yapabilirim		Yapabilirim		Yapabiliri						
									m						
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%					
SORULAR															
*1. Bir İngilizce dersini kaçırdığınızda, ders notlarını öğretmeninizin anlattığı kadar net bir biçimde açıklayabilecek bir öğrenci bulabilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2. İngilizce öğretmeninizin anlatmış olduğu ders çok karışık olduğunda, o derste tutmuş olduğunuz ders notlarından, bir sonraki dersten önce etkin bir özet çıkarabilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
3. İngilizce dersiniz çok sıkıcı olduğunda, derste iyi not tutmak için kendinizi motive edebilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4. İngilizce öğretmeninizin anlattığı dersi anlamada güçlük çektiğinizde, bir sonraki dersten önce başka bir arkadaşınızın ders notlarıyla kendi ders notlarınızı karşılaştırarak kafanızdaki karışıklığı giderebilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
5. İngilizce ders notlarınıza çalışırken notlarınız eksik ya da karışık olduğu için sorun yaşadığınızda, her dersten sonra tutmuş olduğunuz notları bir kez daha gözden geçirip, tekrar yazabilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
6. İngilizce dersiniz çok sayıda materyal kullanımını gerektirdiğinde, ders notlarınızı sadece önemli bilgileri içerecek şekilde özetleyebilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
7. İngilizce ile ilgili yeni bir konuyu anlamaya çalışırken, o konuyu hatırlayabilmek için yeni bilgilerle önceden bildikleriniz arasında yeteri kadar iyi çağrışım kurabilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
8. Başka bir öğrenci sizinle beraber İngilizce çalışmak istediğinde, İngilizce ile ilgili bazı sorunlar yaşamınıza rağmen etkin bir çalışma arkadaşı olabilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
9. Arkadaşlarınızla yaşadığınız problemler İngilizce ödevlerinizle çıktığında, ödevlerinizi yapmaya devam edebilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
10. İngilizce çalışırken kendinizi gergin ya da huzursuz hissettiğinizde, ödevlerinizi bitirmek için dikkatinizi yeterli ölçüde toplayabilir misiniz?					0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Appendix 3. Original Self-Efficacy for Self-Regulated Learning Questionnaire

Key:

Definitely cannot do it			Probably cannot do it			Maybe			Probably can			Definitely can do it	
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%			

QUESTIONS													
1. When you miss a class, can you find another student who can explain the lecture notes as clearly as your teacher did?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
2. When your teacher's lecture is very complex, can you write an effective summary of your original notes before the next class?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
3. When a lecture is especially boring, can you motivate yourself to keep good notes?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
4. When you had trouble understanding your instructor's lecture, can you clarify the confusion before the next class meeting by comparing notes with a classmate?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
5. When you have trouble studying your class notes because they are incomplete or confusing, can you revise and rewrite them clearly after every lecture?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
6. When you are taking a course covering a huge amount of material, can you condense your notes down to just the essential facts?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
7. When you are trying to understand a new topic, can you associate new concepts with old ones sufficiently well to remember them?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
8. When another student asks you to study together for a course in which you are experiencing difficulty, can you be an effective study partner?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
9. When problems with friends and peers conflict with schoolwork, can you keep up with your assignments?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		
10. When you feel moody or restless during studying, can you focus your attention well enough to finish your assigned work?	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%		

Key:

Definitely cannot do it			Probably cannot do it	Maybe		Probably can				Definitely can do it
0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

QUESTIONS											
11. When you find yourself getting increasingly behind in a new course, can you increase your study time sufficiently to catch up?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
12. When you discover that your homework assignments for the semester are much longer than expected, can you change your other priorities to have enough time for studying?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
13. When you have trouble recalling an abstract concept, can you think of a good example that will help you remember it on the test?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
14. When you have to take a test in a school subject you dislike, can you find a way to motivate yourself to earn a good grade?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
15. When you are feeling depressed about a forthcoming test, can you find a way to motivate yourself to do well?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
16. When your last test results were poor, can you figure out potential questions before the next test that will improve your score greatly?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
17. When you are struggling to remember technical details of a concept for a test, can you find a way to associate them together that will ensure recall?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
18. When you think you did poorly on a test you just finished, can you go back to your notes and locate all the information you had forgotten?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
19. When you find that you had to "cram" at the last minute for a test, can you begin your test preparation much earlier so you won't need to cram the next time?	0 %	10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %

Appendix 4. The Permission for the Application of the Questionnaire from the Adapter of the Questionnaire(by e-mail)

8 Kas 2017 17:26 tarihinde "ebru dünyagüzeli" <ebrudg@gmail.com> yazdı:
Merhaba Mehtap hanım,

Tezimi yazarken sizin tezinize denk geldim ve özellikle 'implications' bölümündeki önerilerinizden yola çıkarak kendi tezimi aydınlattım ve ilerlettim. Bu büyük fayda için öncelikle teşekkür etmek isterim. Yazdığım tez betimsel yerine deneysel olacağından oldukça kapsamlı olacak gibi görünüyor ve ölçme araçlarından da bu doğrultuda niteliksel ve niceliksel olmak üzere birkaç farklı araç kullanacağım. Niceliksel kısımda yapmak istediğim analiz ve ulaşmak istediğim sonuç açısından sizin tezinizde kullanmış ve uyarlamış olduğunuz "Adapted Version of Self Efficacy for Self Regulated Learning" anketini kullanmak için onayınıza başvurmak üzere size bu maili yazıyorum. Umarım kullanmam da bir sakınca yoktur. Cevabınızı bekliyor olacağım, şimdiden teşekkür ederim.

En iyi dileklerle,

Ebru DÜNYAGÜZELİ

Gönderen: ebru dünyagüzeli
<ebrudg@gmail.com>
Date: 8 Kas 2017 Çar, 23:09
To: Mehtap Ozkasap
<mozkasap@gmail.com>

Çok teşekkür ederim tekrar görüşmek üzere.
İyi çalışmalar.
Sevgiler :)

On 8 Nov 2017 19:07, "Mehtap Ozkasap"
<mozkasap@gmail.com> wrote:

Merhaba Ebru Hanım,

Yüksek lisans tezim, size tez çalışmanızda dolaylı da olsa yol gösterici olduysa bu benim için mutluluk vericidir. Bahsettiğiniz anketi kullanmanızda elbette bir sakınca yoktur. Ne mutlu bana ki bir araştırmada daha kullanılıyor olacak.

Çalışmanızda başarılar ve kolaylıklar dilerim.

Mehtap Özkasap

8 Kas 2017 17:26 tarihinde "ebru dünyagüzeli" <ebrudg@gmail.com> yazdı:

Appendix 5. The Permission for the Application of the Questionnaire from the National Education Directorate of Denizli


T.C.
DENİZLİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 16605029/44-E.9424736
Konu : Anket Uygulama İzni

13/05/2019

VALİLİK MAKAMINA

İlgi : Çukurova Üniversitesi Rektörlüğü'nün 30/04/2019 tarih ve 16504 sayılı yazıları.

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı doktora öğrencisi Ebru DÜNYAGÜZELİ, Dr. Öğretim Üyesi Adnan BIÇER sorumluluğunda "The Effects of Self-Regulated Learning Strategies on Self-Efficacy Beliefs of High School Turkish Students in the EFL Contexts (Ön-Düzenlemeli Öğrenme Stratejilerinin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Lise Öğrencilerinin Öz-Yeterlilik İnançları Üzerine Etkisi)" konulu tez çalışması kapsamında hazırlanmış olduğu anket/ölçek formlarını İlgi yazı gereği Müdürlüğümüze bağlı Denizli İli Pamukkale ilçesinde bulunan Uzunpınar 70. Yıl Ç.P. Anadolu Lisesi 9. Sınıf öğrencilerine uygulamak istemektedir.

Yukarıda adı geçen müracaat ile ilgili (Lisans/Lisansüstü/Doktora) öğrencileri ve Öğretim Görevlilerinin ilgi yazıları ekinde belirtmiş oldukları okullarda, (Ortaöğretim/İlköğretim/Okulöncesi) konuları ile ilgili anket çalışmalarının "Araştırma, Yarışma ve Sosyal Etkinlik İzinleri" Genelgesinde belirtilen esaslar gereğince; Okul ve kurumların eğitim-öğretim faaliyetlerini aksatmayacak şekilde 2018/2019 eğitim-öğretim yılı içerisinde uygulamaları Müdürlüğümüzce uygun görülmüştür.

Olurlarınıza arz ederim.

Mahmut OĞUZ
Millî Eğitim Müdürü

OLUR
13/05/2019
Hakkı ÜNAL
Vali a.
Vali Yardımcısı

Güvenli Elektronik İmza
Aşıl ile Aymdır
15.05.2019
Afir ERKAN
V.H.K.İ.

T.C.
DENİZLİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Kurumunuzca Müdürlüğümüzden talep edilen araştırma isteklerine ait Makam Onayı ve Müdürlüğümüzce Onay verilen anket formları ekte gönderilmiştir.

Gereğini rica ederim.

Hakkı ÜNAL
Vali a.
Vali Yardımcısı

Ek:
1-Anket Formları

Ayrıntılı Bilgi İçin
Telefon : Sefa GELMİŞ - Şef
(0 258) 234 20 92
Rakunecce : (0 258) 265 01 69-Sıraç Şb

Sıracapınar Mah. Saltuk Cad. No: 76 20100/DENİZLİ

Appendix 6. The Structured Interview Questions (English)

INTERVIEW QUESTIONS

1) Out of 10 steps of SRLSs, which one/ones was/were the most retained in your memory after the SRLSs intervention?

2) Out of 10 steps of SRLSs, which one/ones worked best for you?

3) What kind of possible benefits of SRLSs do you expect for your further educational and career life?

Appendix 7. The Structured Interview Questions (Turkish)

GÖRÜŞME SORULARI

1) Öz-düzenlemeli öğrenme stratejileri uygulamasından sonra, 10 basamaklı öz-düzenlemeli öğrenme stratejilerinden en çok aklında kalan hangisi ya da hangileriydi?

2) Bu 10 basamaklı öz-düzenlemeli öğrenme stratejilerinden en çok hangisi ya da hangileri senin işine yaradı?

3) Öz-düzenlemeli öğrenme stratejilerinin ilerideki eğitim ve kariyer hayatına ne gibi olası faydaları olacağını umuyorsun?

Appendix 8. A Student Diary Sample

Öz Değerlendirmem

1-) Yapmışım ödevleri hemen öğretmenime verdim ve birçok hatalarım çıktı. Şimdi ise ödevimi öğretmene vermeden önce kontrol ediyorum ve çıkabilecek hatalarımı düzeltiyorum. Öğretmen quiz kağıtlarını bize dağıttı ve yaptığım yanlışlarımı gördüm. Bir dahaki sınavlarda daha dikkatli oluyorum yapmam gerektiğini öğrendim.

Bilgileri Organize Etme

2-) Kelimeleri Tri-ang çeviri yaparken birbirine benzetmeye çalışıyorum. Kelimeleri kağıda defalarca yazıyorum ve görsümü kapatarak hatırlamaya çalışıyorum bu şekilde kelimeleri daha kolay ezberlediğimi farkettim.

Hedef Kayma ve Planlama

3-) Kaydığım hedefler ile ilgili yapmam gereken etkinliklerde planlamam gerektiğini farkettim. Derslere düzenli çalışmıyordum sadece derste öğretmeni dinliyordum. Başarımı arttırmak için derste öğrendiklerimizi evde 20 dakika tekrar ediyordum bu şekilde başarımın arttığını fark ettim.

Bilgiyi Arama ve Araştırma

4-) Çeviri kullanıyordum ama haftanın konusuna hazırlanmak için internetten araştırma yapıp hazır bir şekilde derse geliyordum, derse hazır gelmem gerektiğini farkettim. Ödevlerimi netten çevirerek yapıyordum birçok yanlışım çıkıyordu. Şimdi ders kitabına bakarak netten video izleyerek yapıyorum bu şekilde hatalarım azaldı.

Kayıt Tutma, Bilmediğin Kelimeleri veya Konuları Not Alma

5-) Derste anlamadığımı bilmediğim kelimeler oluyordu ben bunları önemseneyceğim derse devam ediyordum ama şimdi öğretmenim ders anlatırken bilmediğim kelimeleri deftere not alıyorum eve gidiince o konu hakkında bilgi sahibi oluyorum not tutarak derse daha bağlı olduğumu hissettim.

Çevre Ve Çevre Şartlarını Dizenleme

6-) Odamın düzeninin benim derslerimi etkileyeceğini tahmin etmezdim bu basamakla birlikte İngilizce kitaplarımı görebileceğim bir yere koydum, küçük notlar hazırlayıp dolabıma, kapağına, masaya yapıştırdım gelip geçtikçe küçük notlar aklımdan kalmaya başladı. Sınavlarda da küçük notlar aklıma geliyor ve daha yavaş not alıyorum. Çevremi derslerle bağlantılandırarak başarı seviyemi arttırdım.

Öz Sonuçlara Verilen Tepki

7-) Quizlerden ve sınavlardan yavaş not olduğunda mutlu oluyorum ailemle paylaşıyorum ailemde mutlu oluyor başarıyı devam ettirebilmek için daha çok İngilizce çalışma isteği duyuyorum. Düşük not olduğunda ise üzülüyorum ders çalışma isteğim yok oluyor ve dersten soğuyorum. Bu basamakla birlikte birşey değişmedi aynı tepkileri veriyorum.

İşim Yapma ve Ezberleme

hem yazarak hem de sözel olarak kelimeleri tekrar ediyordum. Bunlara ek olarak kelimeleri anlamlı cümleler içerisinde kullanarak cümle kurma alışkanlığı kazandım.

İşce Konusunda Destek Alabileceğimiz Kişileri Bulma

Derste öğretmenimin anlattığı konuları çok iyi anlayamadığımda ikizim ile konuşarak dersi daha iyi anlamaya çalışıyoruz. Şimdi işce daha fazla anlamak için işce konusunda çok iyi olan kişilerden yardım alıp konu açığımı kapatmaya çalışıyorum.

Den Geçirme Basamağı

Öğretmenim ders anlatırken önemle belirttiği yerleri not alıyorum çünkü notlara çalışırken o notlara ihtiyacımı olacağını biliyorum. Notlara, dağıtılanlere ve ders kitaplarına sınavdan önce göz geçireceğim sınavı hazırlıyorum.

Fatma Kurt 9/AL-A

Appendix 9. A Sample Lesson Plan Used During the Study

Group:	
Date:	
Lesson:	
Topic:	
Objectives	
1.	
2.	
3.	
Materials	
1.	
2.	
3.	
Procedures	
Introduction	
Estimated Time for Each Activity	
Stage 1	
Stage 2	
Stage 3	
Extra activities	
Follow up and homework	

Lesson evaluation	
--------------------------	--



Appendix 10. A Professional Learning: Student Self-Assessment

Designing reflective prompts

Prompts can be designed to encourage students to reflect on:

- **the knowledge they already have** which might help them in a new situation or with a new topic
 - Where have I heard about this before?
 - What do I already know about this topic?
- **the learning process** as a whole and how they engage with it
 - What strategies best help me to remember what I've read?
 - What strategies do I use when I get into difficulties?
- **previous schoolwork** which they can draw on in a new situation
 - How is this like something I've done before?
 - What can I recall about a previous process that might help me with this one?
- **the progress** they have made
 - What do I understand?
 - What do I still need to understand?
- **the learning that they still need to do** in order to improve performance or reach designated standards and what might help them in that learning
 - How can I improve? What steps will I take?

Appendix 11. A Reading Comprehension and DiscussionText

Four Lessons from the Amazing Life of Stephen Hawking

World renowned scientist **Stephen Hawking** has an amazing legacy and many great quotes that we can all learn from and live by. Hawking is a personal inspiration for me because of the obstacles he had to overcome to live such an extraordinary life. You can imagine how hard it must have been to do what he did by talking one letter at a time and it is not hard to realize that he is the ultimate problem solver. He was faced with overwhelming challenges and he overcame them to communicate his vision to the world.

As humans, we are also problem solvers. Although most of us will never know the challenges that Hawking had to overcome, we can nevertheless learn from him in our capacity as world changers.

Here are some of the best Hawking quotes here and have reflected on the lessons they hold for us as humans.

1. Always be grateful.

"My expectations were reduced to zero when I was 21. Everything since then has been a bonus" This quote comes from an interview published in *The New York Times* in December 2004.

Hawking had motor neurone disease, which basically caused his body to stop working over his lifetime. However, the best-selling author and physicist carried on, having a hugely successful life after he was diagnosed and the disease caused him to completely lose the ability to speak or move.

There is no hardship you cannot overcome and even in the darkest days, we should all be grateful for what we do have; especially for our families and good health.

2. Imperfection leads to opportunity.

"Without imperfection, you or I would not exist" - This is from the television special "Into The Universe With Stephen Hawking," which aired on The Discovery Channel in 2010.

If the world was perfect, there would be no problems to solve. We should never lament the struggles we experience in this world because it's those struggles that make us grow and learn. Rather, we had better behave those hardships as opportunities to ascend and create always the 'better'.

3. Never give up.

"Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. However difficult life may seem there is always something you can do and succeed at. It matters that you don't just give up." Unfortunately, I could not identify the source of this Hawking quote, but it is commonly attributed to him.

Perhaps more than anyone, Hawking could speak with authority on not giving up. To say his life was difficult is an understatement, but he lived a fruitful life.

Learning can sometimes be difficult and stressful, but don't give up because giving up is the easy way out. You may go through a few different stages, but if you keep honing your skills, you will find one that works for you.

4. Always keep your sense of humor.

"Life would be tragic if it weren't funny." This is from an interview in The New York Times in December 2004.

Hawking was as famous for his wit as his theories about the universe. Hardships befall everyone and surely some of them are tragic, but life is much easier to handle -- both the good and bad -- if you do so with a sense of humor. There's always something to smile about.

The legacy and wisdom of Stephen Hawking will live on for a long time even after when he dies. His is a life full of lessons that we can all learn from.

Appendix 12. An Activity for the 6th SRLS Step: Playing a game

WORLD CAFE

Key words: facilitation, hosting techniques

Description: World café is a method for creating a dynamic network of collaborative dialogue around questions that matter in real life situations[3]. The general flow of a

World café goes like this:

- Seat four to five people at café-style tables or in clusters
- Start with the first of three or more 20-minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table.
- Each round is prefaced with a question. The same questions can be used for more than one round, and they can build upon each other to focus the conversation or guide its direction.
- After the small group discussions (and/or in between rounds, as needed), information should be collected. One person from each table is identified to share some highlights of the conversation they were having at their table.

Purpose: The purpose of a World café is to allow for many conversations, on the same topic, to happen at once with smaller groups of people. This allows for everyone to share their views with many people and influence the views of many people during the course of their conversations. World café style discussions are great for encouraging a wide variety of ideas and perspectives to be shared with a large group of people. Recurring ideas and themes become apparent. World café is an awesome opportunity for people to share and transfer knowledge and get inspired to initiate plans.

Time: 60 to 90 minutes or longer depending on number of rounds.

Number of participants: 9 or more. Minimum of 3 tables, hosting at least 3 participants.

Materials required: Small tables preferably round, if possible with tablecloths, chairs for participants and presenters, flip chart paper and markers.

Space: A space large enough to accommodate all participants, tables and chairs.

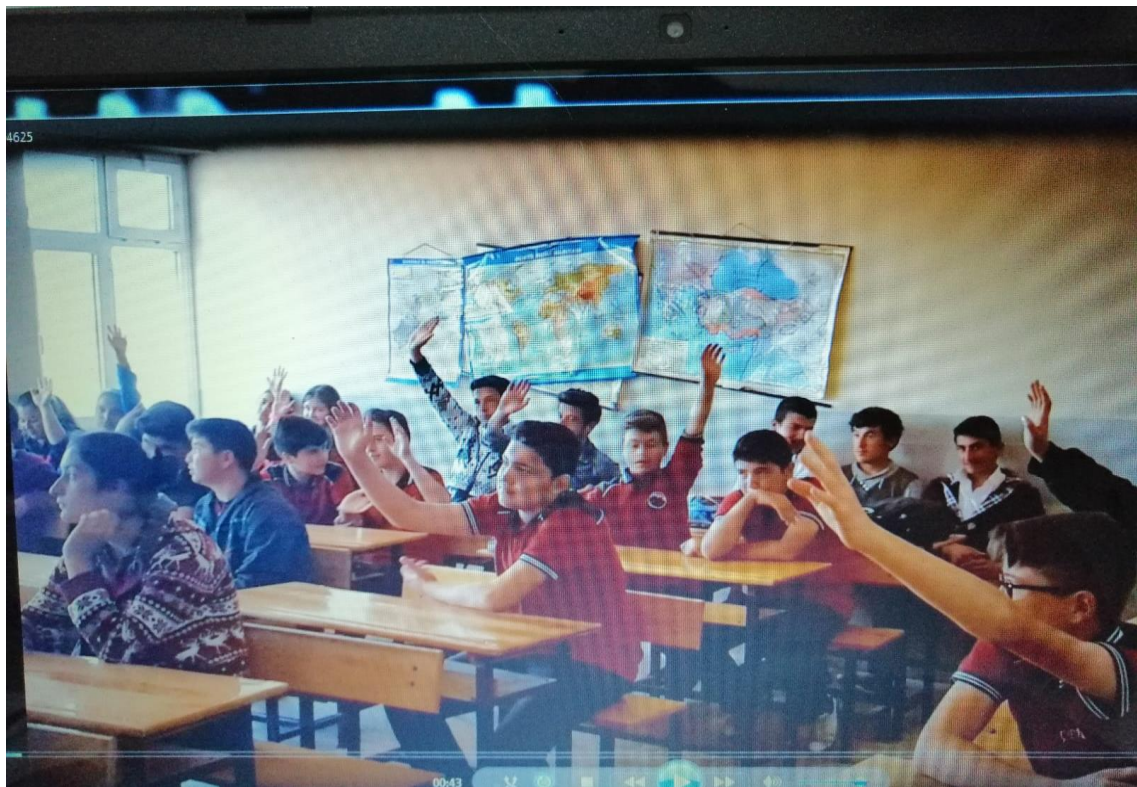
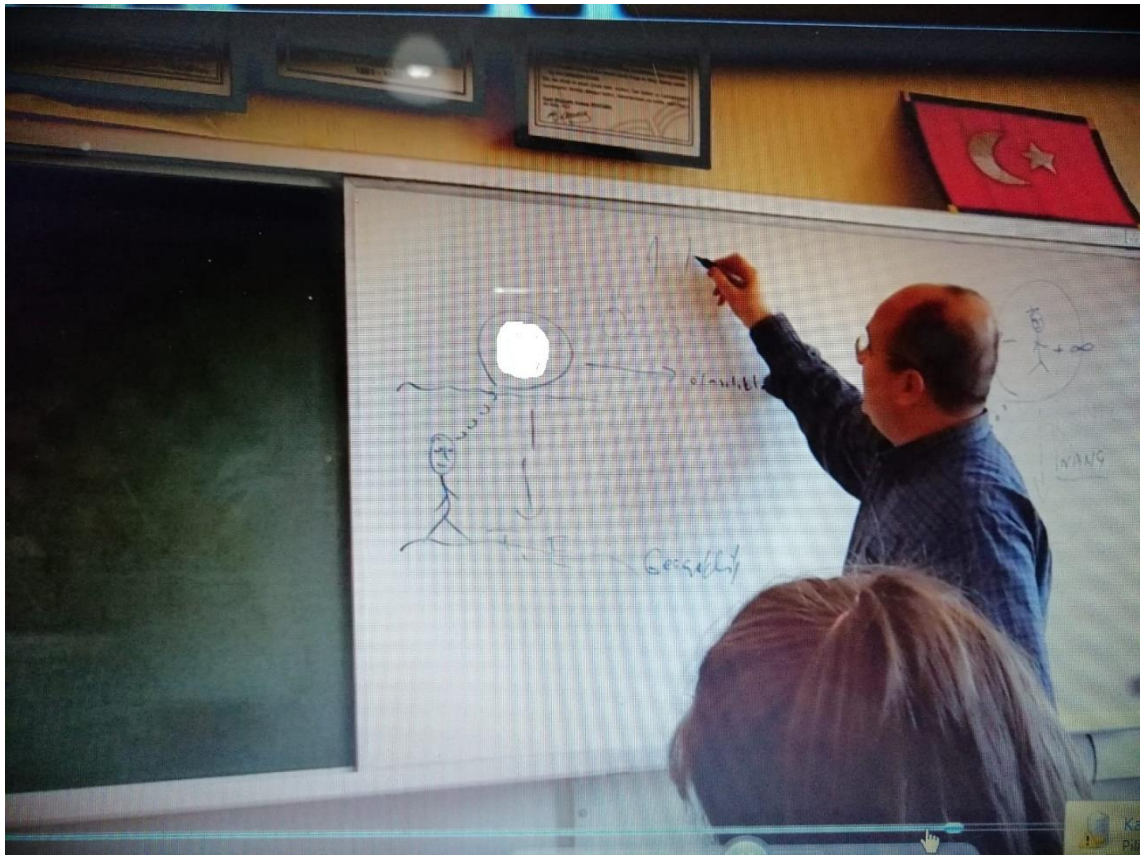
Considerations: Inform participants with mobility issues that they are welcome to remain in their seat rather than switch from table to table after each round or provide support to help them move from table to table.

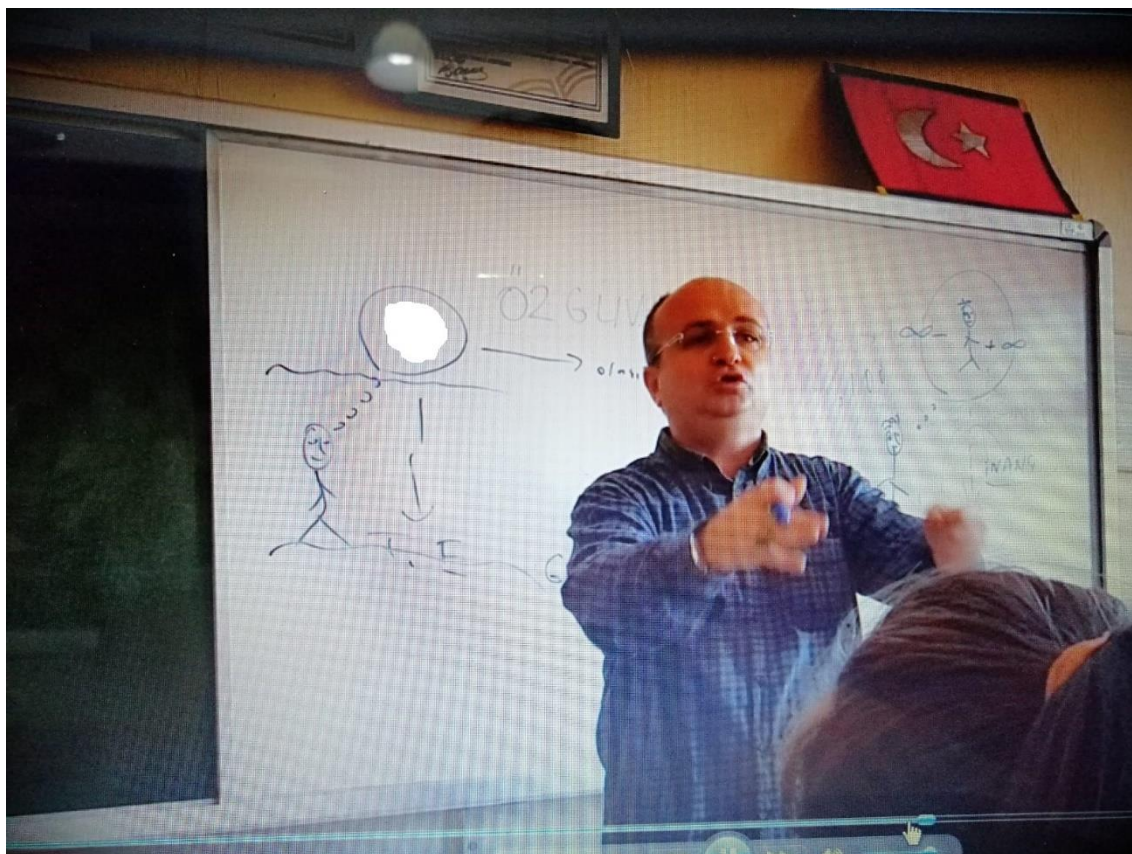
Appendix 13. Pictures Taken During the SRLS Instruction



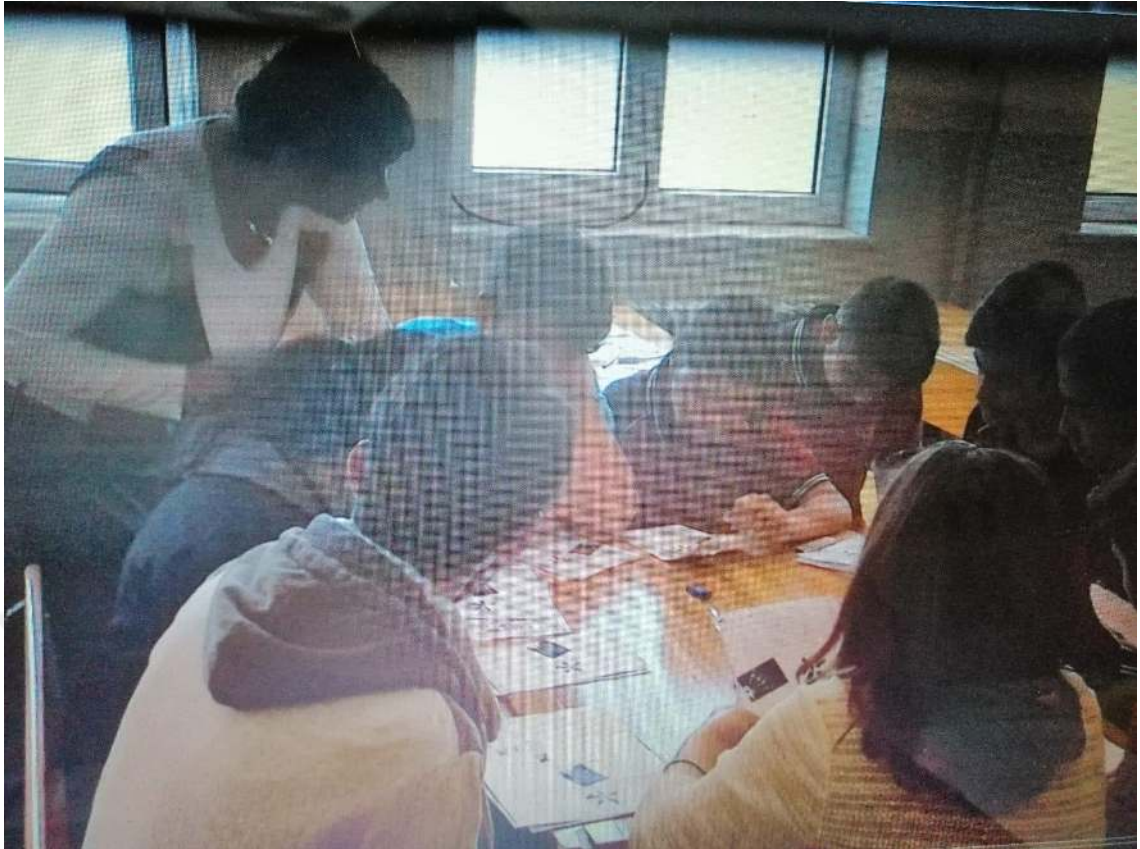


Appendix 14. Pictures Taken During Two Sessions of NLP Seminars





Appendix 15. Pictures Taken During Students' Group Work (Social Assistance)



CURRICULUM VITAE

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PROFESSIONAL EXPERIENCE

2019, July – Until now – Turkish MoNE (Ministry of National Education),
Department of Research and Development, European Projects Coordinator

2019, June – Until now – AYDIN LANGUAGE COURSE, English Teacher (for Adult Learners), Denizli/TURKEY

2019, May – Until now – Turkish MoNE (Ministry of National Education), A ministry
Project: Out of School Environments, English Teacher (Matching places with
lesson objectives etc.)

2018, October – Until now – SEM GLOBAL PERSONAL DEVELOPMENT AND
LANGUAGE COURSE, English Teacher (for Young & Adult Learners),
Denizli/TURKEY

2017, July – 2017, September – BOURNEMOUTH SCHOOL OF LANGUAGE,
English Teacher (for Young & Adult Learners), Bournemouth/ ENGLAND
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2013, October – 2014, June – İLERİ LANGUAGE COURSE, English Teacher (for
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2012, November – 2013, June – DORUK FOREIGN LANGUAGE COURSE,
Principle of Education and English Teacher, (for Adult Learners),
Van/TURKEY

2011, November – Until Now – I have been working for government as a state English
Teacher in MoNE of Turkey. I started my duty in the eastern part of Turkey and
now I work in a western city of Turkey (which is named as Denizli; a historical
and touristic place). So far, I have taught English at both Primary-Secondary
State Schools and High Schools. At the moment, I work at Uzunpinar 70th Year
Multiple Programed Anatolian High School.

- 2011, September - 2012, November** – OXFORD ENGLISH LANGUAGE COURSE, English Teacher (for Young & Adult Learners), Adana/TURKEY
- 2010, November - 2011, June** – OTTOMAN PALACE HOTEL, Co-Manager of Public Relations Department, Hatay/ TURKEY
- 2010 Summer Course** – GÖKDİL ENGLISH LANGUAGE COURSE, English Teacher (for Young Learners), Antakya/TURKEY
- 2009, January - 2010, June** -- HATAY PUBLIC EDUCATION CENTER, English Teacher (for Adult Learners), Antakya/TURKEY
- 2008-2009, November - 2010, June** – BİL EDUCATION INSTITUTIONS, English Teacher (for Adult Learners), Iskenderun, TURKEY
- 2008 Summer Course** – BİLDİL ENGLISH LANGUAGE COURSE and DİLKO FOREIGN LANGUAGE COURSES, English Teacher (for Young & Adult Learners), Antakya/TURKEY
- 2006 Summer Course** – BİLDİL ENGLISH LANGUAGE COURSE, Student Teacher (for Young Learners), Antakya/TURKEY
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- 2003 - Until now** – Private lesson experiences to any level of English learners ranging ages from 5 to 65, in different cities of Turkey.

PERSONAL DATA

- DATE OF BIRTH: 02.08.1985
- PLACE OF BIRTH: Antakya, HATAY /TURKEY
- LANGUAGES: English (Advanced); French, German, Russian, Polish (Beginner level)
- MARITAL STATUS: Single

EDUCATION

Undergraduate Degree

ÇUKUROVA UNIVERSITY, Adana, TURKEY

September, 2003/

June, 2008

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ADAM MICKIEWICZ UNIVERSITY, Poznan, POLAND
January, 2008

September, 2007/

Postgraduate Degree (Master)

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(Graduation)

July, 2019

PROFESSIONAL PROFILE/ACHIEVEMENTS

- English Language Festivals at the end of each academic year with the active participation of EFL learners (including dramas, chorus, quiz shows, dance shows, role plays, short presentations in English).

PROFESSIONAL DEVELOPMENT

- The 1st National Workshop for ELT of MoNE: “Innovative Approaches in ELT” (Being one of about 105 attendants selected out of 1594 English teacher applied).
- Presentation of my pilot study (thesis proposal) in Çukurova University, the 1st ELT Conference held in Cukurova, ADANA (May, 2015).

Title: The Impact of Using Self-Regulated Learning Strategies on Self Efficacy Beliefs of 4th Grade Students at a Turkish State School.

POSTGRADUATE RESEARCH WORK

- My master thesis which is about to be completed for having a master’s degree graduation:

Title: AN EXPERIMENTAL INTERVENTION STUDY: The Effects of Self Regulated Learning Strategies on Self-Efficacy Beliefs of High Turkish Students at EFL Context. Cukurova University, ADANA.

- CONTEXTUALIZED FOREIGN LANGUAGE INSTRUCTION: The Role of Story-telling In Teaching Vocabulary to Young Learners. Cukurova University, ADANA (January, 2012).

UNDERGRADUATE RESEARCH WORK

- The Effects of Using Songs and Music in English Language classrooms. Cukurova University, ADANA (January, 2006).

UNDERGRADUATE TRAINING

(2008) GÜNDOĞDU PRIVATE COLLEGES, Adana/TURKEY, as a Student English Teacher.

(2006) SKZOLA 9, Adana, Poznan/POLAND, Student English Teacher as a classroom observer.

LICENCES/CERTIFICATIONS

Turkey, Denizli, Certificate Of Reiki Spiritual Energy Applications(2015)

Turkey, Denizli, Certificate Of Russian Language Course (2015)

Turkey, Denizli, Certificate Of Efficient Memory Techniques (2014)

Turkey, Denizli, Certificate Of Quantum Thinking Technique (2014)

Turkey, Denizli, Certificate Of Efficient Speech Techniques (2013)

Turkey, Antakya, Certificate Of Reading Fast And Efficient (2010)

Poland, Poznan, Certificate Of Polish Language Course (2008)