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GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

MASTER'S THESIS

SELF-REGULATION AND SELF-EFFICACY OF TURKISH EFL LEARNERS IN ONLINE LEARNING WITHIN HYBRID EDUCATION CONTEXT

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ÖZ

HİBRİT EĞİTİM BAĞLAMINDA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN ÇEVRİMİÇİ ÖĞRENMEDE ÖZ-DÜZENLEMELERİ VE ÖZ-YETERLİLİKLERİ

Mehmet Yağız Kaptanoğlu
Haziran, 2022

Dünya çapında bireylerin hayatlarını neredeyse her anlamda etkileyen COVID-19 pandemisinin bir sonucu ve Yüksek Öğretim Kurumu tarafından belirlenen rehberler doğrultusunda Türkiye'deki yüksek öğretim kurumlarının çoğunluğu hibrit eğitim yöntemini benimsemiştir. 2021-2022 akademik yılının güz dönemi içerisinde mevcut olan eğitim ortamını aydınlatmak amacıyla yapılan bu çalışma, yabancı dil olarak İngilizce öğrenen Türk hazırlık sınıfı öğrencilerinin hibrit eğitim sisteminin çevrimiçi bölümüne dair görüşleri ve algılanmış yeterlilikleri ile alakalı açıklamalarda bulunma amacı güderek, bu öğrencilerin çevrimiçi öğrenme öz-yeterlilikleri ve çevrimiçi öz-düzenlemeleri arasındaki ilişkiyi incelemektedir. 288 hazırlık sınıfı öğrencisinin oluşturduğu katılımcı grubundan veri toplama amacıyla Çevrimiçi Öğrenme Öz-Yeterlilik Ölçeği ve Çevrimiçi Öz-Düzenleme Ölçeğinin Türkçe adaptasyonları kullanılmıştır. Ölçeklerden elde edilen verileri doğrulamak ve içeriğin kapsamını genişletmek amacıyla 13 tane İngilizce öğrenen Türk hazırlık sınıfı öğrencisiyle, hibrit eğitim modeli ve bileşenlerine yönelik algılarını belirlemek amacıyla yarı-yapılandırılmış görüşmeler yürütülmüştür. Bulgular İngilizce öğrenen Türk hazırlık sınıfı öğrencilerinin çevrimiçi öğrenme ortamlarında kendilerini öz-düzenleme becerileri ve öz-yeterliliğe sahip gördüklerini ortaya koymaktadır. Bununla birlikte kadın öğrencilerin öz-düzenleme algılarının erkek öğrencilere göre daha olumlu olduğu bulunmuştur. Genel olarak incelendiğinde, öğrencilerin hibrit öğrenme ve ilgili bileşenlere yönelik algılarının bir çok konu ve tavsiye ortaya koyduğu sonucuna varılmıştır. Öğretmenlerin ve karar mercilerinin çevrimiçi ve hibrit öğrenme ortamları söz konusu olduğunda, öğrencilerde öz-düzenlemeli ve öz-yeterlilik sergileyen tutumlar geliştirmeye yönelik çalışmalar yapması yönünde tavsiyelerde bulunulmuştur.

Anahtar Kelimeler: Hibrit Eğitim, Çevrimiçi Öğrenme, Öz-Yeterlilik, Öz-Düzenleme, Yabancı Dil Eğitimi

ABSTRACT

SELF-REGULATION AND SELF-EFFICACY OF TURKISH EFL LEARNERS IN ONLINE LEARNING WITHIN HYBRID EDUCATION CONTEXT

Mehmet Yağız Kaptanoğlu
June, 2022

As a result of the worldwide COVID-19 pandemic, which affected almost every aspect of the daily lives of individuals, the majority of higher education institutions in Turkey adopted a hybrid education approach in line with the guidelines provided by the Council of Higher Education. In order to illuminate the educational environment, present as of the fall semester of the academic year 2021-2022, this study examines the relationship between online learning self-efficacy and online self-regulation of preparatory class Turkish learners who are learning English as a Foreign Language (EFL) in order to provide a clear picture of the learners' perspective and perceived capabilities regarding the online portion of the hybrid education system. Turkish adaptations of the Online-Learning Self-Efficacy Scale (OLSES) and Online Self-regulated Learning Questionnaire (OSLQ) were utilized in collecting data from the pool of participants, which involved 288 preparatory class Turkish EFL learners. In order to validate and expand the content of the findings of the scales, semi-structured interviews regarding their perceptions related to the hybrid education model and its components were conducted with 13 Turkish EFL learners. The findings reveal that preparatory year Turkish EFL learners perceive themselves to be self-efficacious and self-regulated at a satisfactory level in online learning environments. Furthermore, certain socio-demographic variables were collected and analyzed in order to explore the concepts in depth. It was found that female learners' perceptions of their self-regulation in online environments were more positive than male learners' views. Overall, it was concluded that learners' perceptions regarding hybrid learning and related components unveiled several issues and suggestions. Several implications that advised instructors and policy-makers to work towards developing self-regulatory and self-efficacious behavior in students when online or hybrid learning contexts are concerned were made as well.

Key Words: Hybrid Education, Online Learning, Self-efficacy, Self-regulation, Foreign Language Education

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I feel blessed to have the best parents who have encouraged my every decision and action at every turn throughout my life and have always given me love and guidance unconditionally. I would like to express my gratitude, respect, and love for them. Without them, none of my achievements in life would have been possible.

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TABLE OF CONTENTS

ÖZ ..... **iii**
ABSTRACT ..... **iv**
ACKNOWLEDGMENTS ..... **v**
TABLE OF CONTENTS ..... **vi**
LIST OF TABLES ..... **viii**
LIST OF FIGURES ..... **ix**
ABBREVIATIONS ..... **x**

1. INTRODUCTION **1**

1.1. Statement of the Problem 1
1.2. The COVID-19 Pandemic 3
1.3. COVID-19 Pandemic and Higher Education 4
1.3.1. Language Education in Turkey During the COVID-19 Pandemic 4
1.4. Current Situation and Implications of COVID-19 in the Future of Education 5
1.5. Significance of the Study 6
1.6. Purpose of the Study 6

2. LITERATURE REVIEW **7**

2.1. Defining Distance Education 7
2.1.1. Online Learning and Learners' Perceptions 8
2.1.2. Hybrid Learning and Learners' Perceptions 12
2.2. Social Learning Theory 16
2.2.1. Social Cognitive Theory 16
2.3. Self-Regulation 17
2.3.1. Online Self-Regulated Learning 18
2.4. Self-Efficacy 19
2.4.1. Online Learning Self-Efficacy 21

3. METHODOLOGY **23**

3.1. Research Design 23
3.1.1. Research Questions 23
3.2. Participants and Context 24
3.3. Data Collection Instruments 25
3.3.1. Online Self-regulated Learning Questionnaire (Turkish Adaptation) 25
3.3.2. Online Learning Self-Efficacy Scale (Turkish Adaptation) 26
3.3.3. Semi-structured Interviews 27

3.4. Data Collection Procedure 27
3.5. Data Analysis 28
3.5.1. Quantitative Data Analysis 28
3.5.2. Qualitative Data Analysis 29
3.5.2.1. First Coder 30
3.5.2.2. Second Coder 30

4. FINDINGS 31

4.1. Socio-Demographic Variables of the Participants 31
4.2. Descriptive Findings 32
4.3. Normality Analysis 33
4.4. Inferential Findings 33
4.5. Findings of Semi-structured Interviews 39
4.5.1. Technology Related Issues 42
4.5.2. Environment Related Issues 44
4.5.3. Student Related Issues 46
4.5.4. Instructor Related Issues 47
4.5.5. Interview Questions and Distributions of the Answers 47

5. DISCUSSION 54

5.1. Discussion of the Findings Related to RQ1 54
5.2. Discussion of the Findings Related to RQ2 55
5.3. Discussion of the Findings Related to RQ3 56
5.3.1. Gender 56
5.3.2. Students' Age at First Computer Use 57
5.3.3. Total Time Students Spent Online Daily 58
5.3.4. Time Students Spent on Extra-curricular Online Language Learning Environments 59
5.4. Discussion of the Findings Related to RQ4 59
5.5. Discussion of the Findings Related to RQ5 60

6. CONCLUSION 63

6.1. Limitations of the Study 63
6.2. Implications of the Study 63
6.3. Concluding Remarks 65
6.4. Recommendations for Future Research 65

REFERENCES 67
APPENDICES 79

LIST OF TABLES

Table 1: Distribution of the Socio-demographic Variables 31

Table 2: Mean OSLQ and OLSES Scores 32

Table 3: Normality Analysis of the Research Scales 33

Table 4: Correlation Analysis Between the Research Scales 34

Table 5: Correlation Analysis Between the Research Scales - 2 34

Table 6: Mean Differences Between the Gender Variable and the Research Scales . 35

Table 7: Mean Differences Between the Students' Age at First Computer Use Variable and the Research Scales 36

Table 8: Mean Differences Between the Total Time Students Spent Online Variable and the Research Scales 37

Table 9: Mean Differences Between the Time Students Spent on Extra-curricular Online Language Learning Environments Variable and the Research Scales 38

Table 10: Frequency of the Created Categories and Themes of the Interviews 40

Table 11: Details and Frequencies of the Findings Related to the 1st Theme - Technology Related Issues 40

Table 12: Details and Frequencies of the Findings Related to the 2nd Theme- Environment Related Issues 41

Table 13: Details and Frequencies of the Findings Related to the 3rd Theme - Student Related Issues 42

Table 14: Details and Frequencies of the Findings Related to the 4th Theme - Instructor Related Issues 42

LIST OF FIGURES

Figure 1: Learners' Answers to Interview Question 1 and Their Distribution..... 48

Figure 2: Learners' Answers to Interview Question 2 and Their Distribution..... 49

Figure 3: Learners' Answers to Interview Question 3 and Their Distribution..... 50

Figure 4: Learners' Answers to Interview Question 4 and Their Distribution..... 51

Figure 5: Learners' Answers to Interview Question 5 and Their Distribution..... 52

Figure 6: Learners' Answers to Interview Question 6 and Their Distribution..... 53

ABBREVIATIONS

SPSS : Statistical Package for the Social Sciences
COVID-19 : Corona Virus Disease of 2019
FLL : Foreign Language Learning
EFL : English as a Foreign Language
ELT : English Language Teaching
SLT : Social Learning Theory
SCT : Social Cognitive Theorys
OSLQ : Online Self-regulated Learning Questionnaire
OLSES : Online Learning Self-Efficacy Scale
SRL : Self-Regulated Learning

1. INTRODUCTION

In the introduction chapter, several aspects of the study are introduced. The relevant conditions caused by the current conditions imposed by the state of the environment in which the study was conducted, such as an ongoing pandemic, are also mentioned and discussed in detail. The structure is presented in a sequential manner. Starting with the statement of the problem, explanations regarding the COVID-19 pandemic are given. To conclude the chapter, the significance and the purpose of the study are explained in detail.

1.1. Statement of the Problem

With the onset of a global pandemic that affected every aspect of the daily lives of individuals, educational institutions and policies have also displayed varying approaches toward modes of teaching and learning. Since the beginning of the COVID-19 pandemic, students have faced many changes and challenges related to their academic experiences. Like no others before it, the shutdown caused by COVID-19 has led to the adoption of online lessons in great numbers globally (Evişen et al., 2020). In the earlier phases of the pandemic, universities and other educational institutions adopted a completely online teaching method. Online learning has become a necessity for institutions to resort to, despite the fact that no one was ready for its sudden implementation (Baber, 2020). The lessons were given online via online platforms and technologies. During this time, a considerable amount of research has been conducted in order to explore several variables concerning both teachers and learners. Even though an amount of recent research focused on examining teachers' perspectives regarding the hardships of online teaching, learners' perceptions related to its effectiveness in terms of language learning are not sufficiently investigated (Cui, 2021). The experience of learners is an important aspect to acknowledge while working towards comprehending the current situation which is brought by the aftermath of the pandemic (Lee et al., 2021). Moreover, as of the academic year 2020-2021, a majority of these institutions, especially universities, have started adopting a

hybrid (both face-to-face and online with varying percentages) approach for the delivery of lectures. Since this is a rather new and obligatory practice in the field of English Language Teaching (ELT) in Turkey, along with other disciplines and fields, it is crucial that certain aspects and variables present in this regard are investigated, explored, and explained in depth.

Although the initial stages of the pandemic are over, it would be illogical to say that its effects or the pandemic itself are no longer present in our daily life. A large amount of evidence is provided within the literature which implies that the pandemic is still in effect and in order to overcome the ongoing crisis, adoption of a COVID-19 appropriate approach is necessary (Singh et al., 2021). Since distance learning and hybrid education approach has been a popular and widely utilized practice in almost all of the areas related to language teaching and learning since the beginning of the pandemic, and as newly mutated variations of the COVID-19 keep appearing, it is important for further studies to be conducted in an effort to understand certain variables related to EFL learners during this time of a global pandemic. Undoubtedly, this mode of teaching requires learners to be able to use technology and online platforms effectively. It is possible to argue that one of the most important variables to be investigated is the online self-regulated learning of learners. Autonomy is a fundamental facet that is closely related to the online learning environment, hence self-regulation plays a crucial role in maintaining success in online learning (Barnard et al., 2009). Since distance learning/hybrid learning requires more autonomy and effort on the learners' part, it is essential to obtain a broader understanding of their online self-regulation perceptions. It has been implied by studies in the literature that satisfactory self-regulatory skills are an indicator of higher self-efficacy levels in a learner, in terms of achieving academic tasks within the boundaries of online instruction (Bradley et al., 2017). Hence, it is evident that the two concepts are closely related and ought to be investigated together in order to gain a deeper insight. One of the essential motivational factors to behold while investigating certain attributes of human functions like learning, motivation and academic performance is self-efficacy and students' perceptions of self-efficacy (Pajares, Urdan, 2006). Thus, online learning self-efficacy beliefs of learners also serve as complementary to this mission, as it is another variable that determines how effectively they can work within the online environment. Finally, in order to supplement the quantitative findings gathered for the aforementioned

concepts, interviews are also required to be conducted with the participants in order to gather their opinions on the subject, confirm the findings, and provide a complete picture of the situation at hand.

1.2. The COVID-19 Pandemic

Belonging to a huge family of viruses, coronaviruses induce both soft infections such as cold, and harsher ones like Severe Acute Respiratory Syndrome (Turkish Ministry of Health, 2020). On December 12, 2019, the first patient infected with Severe Acute Respiratory Syndrome Coronavirus 2 was hospitalized in China (Wu et al., 2020). The new virus was officially labeled "COVID-19" by the World Health Organization (WHO) on February 11, 2020, before it was declared a global pandemic in March 2020 (WHO, 2020). Common COVID-19 symptoms are registered as including dry cough, fever, and fatigue within the literature (Cucinotta, Vanelli, 2020). While a majority of the infected individuals may show no symptoms related to the illness, symptoms of the disease might be observed both mildly and severely (Ciotti et al., 2020). Precautions such as washing hands often, the practice of social distancing and use of masks in public places, staying away from crowded areas, and getting vaccinated are included within the guidelines issued by the Centers for Disease Control and Prevention (Njoku, 2022).

Altering the demographic structure of the world by causing over 3.8 million lives to perish, COVID-19 is recognized as the costliest health crisis on a global scale, following the influenza pandemic in 1918 (Cascella et al., 2022). All over the globe, certain precautions were taken and actions were executed by countries in order to avoid the spread of this deadly virus which may conceive vital consequences and complications if it is transmitted via close contact between individuals (Anzaldúa, 2022). Serious impacts of the COVID-19 pandemic have been observable in several fields such as health, economy, and social challenges, while it influenced the field of education as well (Ratten, 2020). Recent findings imply that even though precautions were taken to encounter the negative effects of the virus, the precautions themselves had an unfavorable influence on the mental health of individuals (Yıldırım, Güler, 2020). Students' mental health has been altered by COVID-19 since it imposed new conditions and notions like social distancing and virtual environments according to which they had to accommodate their lives (Salimi et al., 2021).

1.3. COVID-19 Pandemic and Higher Education

The field of higher education has been massively affected by the COVID-19 pandemic globally (Crawford et al., 2020). In a considerable number of countries over the world, places that may harbor human interaction like educational institutions were closed in order to reduce the spread rate of the disease (Bozkurt et al., 2020). Face-to-face education was suspended in many schools, colleges, and universities (Dhawan, 2020). Since not everyone had the required facilities and equipment necessary for online education, such as a computer, internet connection, and an appropriate environment to study, these learners who were disparaged and at a disadvantage have experienced difficulties the most (Arnove, 2020). There are two differing views regarding the future of higher education as one group believes that the traditional face-to-face instruction will be adopted by institutions again after the pandemic is over, whereas others favor the shift to online or hybrid means of education and think that this shift will be permanent (Ewing, 2021).

1.3.1. Language Education in Turkey During the COVID-19 Pandemic

In Turkey, the first patient infected with COVID-19 was diagnosed on March 11, 2020 (Turkish Ministry of Health, 2020). Following the discovery of the first COVID-19 case, the education in schools and universities in Turkey switched to a distance education model, after a 14-day holiday (Seçer et al., 2020). Until recently, education in primary schools and high schools in Turkey was being conducted online via the digital platform named EBA (Educational Information Network) which was created by the Ministry of National Education (MoNE) (Özer, 2020). For a long time, education was conducted online in several educational institutes, as well as in higher education institutes. The teachers in Turkey took on a great amount of responsibility during the time of the pandemic, but the learners did not get access to face-to-face education (Çamlıbel-Acar, Eveyik-Aydın, 2022).

During the time of the pandemic, the practice of language education was altered along with other disciplines. Even though the online environment is not an unfamiliar habitat for the new generation of learners, the issue of how frequently they used online technologies for educational purposes before the pandemic is not explicit. In this time of emergency, online education should intend to "provide and facilitate access to a multilingual community, which offers opportunities for sufficient input, output, and

interaction in multiple modalities and settings with feedback from peers, the teacher, and technology with the possibility for individualization" (Gacs et al., 2020, 3). However, some problems regarding these objectives arose during the implementation of this practice. Participation, interaction, and technology-related competencies were among the most prominent concerns.

1.4. Current Situation and Implications of COVID-19 in the Future of Education

In order to curb the destructive repercussions of the pandemic, there was a need for contraceptive vaccines with high levels of safety and efficiency (Polack et al., 2020). Even though there were several vaccines manufactured by renowned companies, there were certain groups and individuals who were skeptical about the benefits and side-effects of these vaccines all over the world, as well as in Turkey. The benefits of a vaccine for a society are determined by the number of the people who accept to be vaccinated, and the presence of both the individuals who adopt a pro-vaccine approach and the ones who are against it poses challenges, playing a part in the process of vaccine production (Silveus, Ekpe, 2022). The presence of these two stances towards vaccination was an important issue in the struggle with the disease. "A population's attitudes towards vaccination and social distancing, for example, have critical effects on the spread of the infection" (Morgül et al., 2021). As of 22 April 2022, 147.365.382 vaccine shots were given and 57.811.079 people were indicated to have received a second dose of a vaccine (Turkish Ministry of Health, 2022). Regulations in all areas of life were soothed as a result of the decrease in the deadliness and the severity of the situation in the Turkish context.

The cumulative experience gathered throughout the process has certain implications concerning the field of education as well. Daniel (2020) argues that the effects of the situation-specific regulations followed by institutions, which adopted face-to-face education within classrooms and campuses under normal circumstances, during the pandemic of COVID-19 will not be easily erased. Rather than signifying online education on its own in the integration of online teaching, infrastructure is merely the first move towards a new archetype of teaching and learning after COVID-19, which could invoke a change in the traditional, teacher-centered approach towards an environment involving more active learners via certain activities and a limitation of traditional lectures (Zhu, Liu, 2020).

1.5. Significance of the Study

There are several reasons for the study to be deemed important. First of all, as of the aforementioned academic year, new variants of the disease still keep appearing, and even though regulations and restrictions caused by the pandemic were eased, there is no guarantee that there will not be another period when a new variant or disease will appear and impose similar conditions on societies and individuals again. Therefore, it is crucial to address and further examine the issue of hybrid teaching, and specifically, the online portion of hybrid teaching, since it is the exceptional, innovative practice in education for a large number of students. In doing so, it is reckoned that online self-regulation and online self-efficacy perceptions of Turkish EFL learners are two vital components to be explored for the improvement of future lectures. Also, it is believed that learning about the perceptions of the learners regarding the implementation of the hybrid education process will allow educators and policy-makers to be more accurate in adapting and evolving their approach toward the situation at hand. Student experiences are a vital subject to study and understand during this time of pandemic in both becoming ready for possible future interruptions in higher education institutions and assessing the effects of the pandemic on the learners (Bashir et al., 2021). Finally, such widespread use of the hybrid learning model is rather new in Turkey. In accordance with this fact, the number of similar studies investigating Turkish EFL learners' opinions and beliefs is considered to be unsatisfactory. It is believed that the study will contribute to filling the mentioned gap within the field by providing valuable findings.

1.6. Purpose of the Study

The primary objective of the study is to explore and provide a deeper understanding of university level preparatory year Turkish EFL learners' views and perceptions regarding online learning self-efficacy and online self-regulation within the boundaries of the online portion of the hybrid education model, and their perception of the convenience of the model's adoption in language teaching during a pandemic. Whilst doing so, it is evaluated to be fundamental that learners' aforementioned levels are examined and their notions are obtained and explained through the utilization of certain procedures.

2. LITERATURE REVIEW

In the following chapter, the relevant entries within the literature will be presented in detail. The chapter follows a certain order in providing the past studies and research. The sequencing of the topics was chosen per the scope of the terminology. Overarching concepts are explained first, which are followed by relevant topics. Making definitions and explanations about different learning models in education and language education, the chapter then goes on to provide a conceptual framework for explaining the related and researched notions.

2.1. Defining Distance Education

Throughout history, mankind has been in desperate need to acquire knowledge and educate younger generations. During this adventure, various means were utilized to achieve this impulsive goal. Distance education has turned into a central element in education, thanks to the predominance of technology and the internet (Şahbaz, 2020). As certain equipment and instruments are necessary for the successful execution of lectures in the classroom, the same principle applies to distance education. Tools and technologies like a computer, internet, electricity, and learners who are skilled in using such technology and gadgets are required for distance education to be possible (Rehab, 2021). With the COVID-19 pandemic, distance education and related concepts have been implemented within the education system on all levels, even broader than before. Even though it is sometimes assumed that distance education is a rather recent concept in education, the case is proven otherwise by distance education practices that date back to the times when mails were employed in the delivery of weekly lectures to learners in the USA (Sarı, Nayır, 2020). In Turkey, the initial expansion of distance education started in the 1920s (Kaya, Uylas, 2022). Despite providing several benefits such as learning environments being easily accessible no matter the time and place, distance learning harbors certain disadvantages as well (Öz, Kayalar, 2021).

Providing a universal definition for distance learning is not easy because diverse terminologies such as internet learning, e-learning, and online learning have been interchangeably used with online learning (Ally, 2004). The common aspect of distance learning, e-learning, and online learning is that all of them are described as involving a type of education between a student and a teacher that occurs via the use of different kinds of materials and separate times and places (Moore et al., 2011).

2.1.1. Online Learning and Learners' Perceptions

In the literature, online language learning is defined as "the learning of a language in both a distance and a completely online mode, in which learners and education providers are physically separated from each other" (Wang, Chen, 2013). Online courses possess various auspicious aspects when compared with traditional learning environments (Broadbent, Poon, 2015). There is no doubt that there are differences between the traditional learning environment and the online one when aspects such as motivation, satisfaction, and interaction are considered (Bignoux, Sund, 2018). The fact that face-to-face interaction between learners and teachers is absent is what distinguishes completely online learning from the other models; meaning that neither learners nor teachers can resort to traditional teaching techniques to resolve the problems they face (Sun, 2014). Online education and related variables such as learners' perceptions, beliefs, and opinions have been studied in several contexts and studies that were conducted during the period of the COVID-19 pandemic. Some conflicting findings were reported. The scope, participants, methodology, and implications of some studies are examined and explained below.

Aboagye et al. (2021) explored the problems experienced by learners studying at tertiary institutions in Ghana during the COVID-19 pandemic. A survey, the items of which were taken from another study, was adapted and created by the researchers. They also collected demographic information related to the learners. The results of the research revealed that among the several challenges experienced by learners, such as social issues, motivation, demographics, and lecturer issues, accessibility was the most prominent issue that they were having trouble with. Overall, the researchers concluded that resorting to a blended approach initially would have eased the implementation of complete online learning, and the learners were not ready for a full transition to the online learning method and would have appreciated a pause in the lectures for the term.

Nilsson (2021) inspected high school learners' perspectives during the COVID-19 pandemic in the Swedish context. Utilizing a survey and following a quantitative approach, they managed to gather 51 high school learners' answers to the survey. Several conclusions were made including that the majority of the students thought that distance education altered their academic performance, the participants were aware of the conditions and the necessity of the adoption of distance education during the time of the pandemic. Suggestions regarding how to soothe the process of shifting to distance education were implicated as well.

Elkins and McDade (2021) studied learners' perceptions related to online learning during the period of the COVID-19 pandemic when distance learning replaced the traditional classroom method. They employed a survey that they created and named "Student Perceptions of Online Learning Experiences Associated with COVID-19" survey tool, which was comprised of 34 questions. These questions involved demographic, Likert type, and open-ended question types. 1,186 learners who were studying at a university in the Southern region of the USA during the spring and fall semesters of 2020. The results of their study revealed that the majority of the learners did not consider their online learning experience related to COVID-19 satisfactory.

Muthuprasad et al. (2021) investigated the perceptions of agricultural graduate students from different universities within the Indian context. They recruited 307 learners as their participants and used a questionnaire they designed, of which the pre-testing was concluded with 12 respondents. The findings of the research implied that most learners opted for the online mode of education because of the COVID-19, while some mentioned the postponement of the lectures.

In another research conducted within the Indian context with 100 students, Nishitha and Pandey (2021) targeted to assess the effects of COVID-19 on education and to obtain learners' perspectives regarding online education. In doing so, they used a questionnaire and found that learners believe online learning is suitable and the majority of the learners were in favor of the adoption of online lectures in the future.

Lee et al. (2021) also reported interesting findings in their research. Intending to gather the perspectives of university students on online learning during the COVID-19 pandemic, they used a course satisfaction survey as the means of data collection. The participants comprised 190 students from various programs in two universities in

South Korea and China. It was stated in the study that the results implicated that learners were satisfied with online learning, contrary to the researchers' expectations.

Meccawy et al. (2021) investigated the perceptions of both the learners and the teachers towards the online teaching method adopted during the pandemic in the Saudi context. Two questionnaires were employed for the study. 547 learners and 213 instructors at a university in Saudi Arabia participated in the study. It was revealed that most learners were satisfied with the online education model adopted by the university, whereas faculty members implied more neutral views on the issue.

There are also studies conducted in the field of ELT. Sudusinghe and Kumara (2020) conducted a study with 253 learners learning English via online education in Sri Lanka during the pandemic to obtain the students' perspectives. They used a questionnaire they created in English and sent the survey through social media networks for the learners to complete. It was found that autonomy and motivation emerged as problematic issues among the learners.

In their study, Bashir et al. (2021) worked with 151 learners, studying bioscience within an online education context at Aston University, during the pandemic. The main objective of the study was to investigate their experiences and the effects of the lockdown on their mental health. An online survey comprising both close-ended and open-ended questions was used. The findings they reported indicated that most learners did not have a problem with online open-book evaluation and that they did not experience technical problems, even implying that they had access to a good internet connection. It was suggested that the hybrid education model would be convenient for bioscience students since it provides them with face-to-face contact in overcoming motivational problems while benefiting from the flexibility of studying remotely.

Aljohani et al. (2021) conducted a study to investigate the perceptions of female EFL learners regarding the use of an online English exam in a mixed-methods study with 49 participants within the Saudi context. They utilized an online survey to gather quantitative data and interviews to obtain qualitative data about the learners' perspectives. The results of the study revealed that learners reported positive beliefs about the online English exam. It was also mentioned that several factors such as clear

instructions and the necessity of obtaining the required tools to be able to take the online exam played a part in the positive feedback provided by the learners.

There are also studies investigating online education conducted in the Turkish context both before the pandemic and during the pandemic. Altunay (2019) intended to inspect the opinions of first-year Turkish EFL learners about studying English via online learning by recruiting 62 learners from various majors. The participants were studying at a university in Turkey. Data collection was achieved by the employment of an adapted Likert-scale questionnaire that was comprised of 18 items. The analysis of the data revealed that the students' beliefs regarding distance language learning were not definite. In order to eliminate the uncertainty caused by this, they conducted semi-structured interviews with random learners within the pool of participants. As a deduction from the interviews, it was stated that learners believed online education to be convenient, face-to-face learning to be more beneficial in terms of language learning, language education to be problematic overall, and their efforts for regular language studies to be inadequate.

Evişen et al. (2020) explored the perceptions of preparatory year Turkish EFL learners concerning the sudden change to the online learning model with six participants from different departments at a state university in Turkey. Utilizing learners' journals and interviews as data collection tools, they resorted to content analysis in order to analyze the data. Findings revealed that although some participants stated certain advantages of online learning, the online learning model was not favored by most of the learners and that they would rather continue learning English face-to-face in the classroom as they used to after the COVID-19 pandemic is over.

Şendoğan (2020) investigated the views of 50 preparatory class Turkish EFL learners toward the convenience of distance learning during the COVID-19 pandemic. The participants were studying at a foundation university in Turkey. In order to gather the data, a Likert-type questionnaire and structured interviews were used. SPSS 20 and the method of content analysis were employed in analyzing the data. The results revealed that the participants were satisfied with the online model overall. The flexibility of distance learning was stated as the most dominant benefit and was favored by most learners since it allowed them to watch the lessons at separate times.

Valizadeh and Soltanpour (2021) conducted a study with 251 undergraduate students that were taught via online education in different programs and universities as their participants. The objective of the study was to examine the learners' perspectives of the online teaching they were receiving at the time of the study, in August 2020. They adopted a mixed-methods design and collected both quantitative data, as well as qualitative data by using a single questionnaire that was designed for this purpose. The qualitative data was collected through the open-ended questions that were included in the questionnaire. The results of the study revealed that most learners favored face-to-face learning over online learning.

2.1.2. Hybrid Learning and Learners' Perceptions

A course that involves the incorporation of the components of face-to-face and distance education is called a hybrid course (Lorenzetti, 2004). Hybrid learning, during the pandemic, can be defined as "combining remote and in-classroom learning during school reopening and in preparation for potential resurgence" (UNESCO, 2021, 5). In order to avoid confusion and clarify the terminology used within the study, the choice of certain vocabulary has to be explained and clarified. "The terms blended learning, hybrid learning, and mixed-mode learning are used interchangeably in current research" (O'Byrne, Pytash, 2015, 137). However, some researchers argue that there is a slight difference between the terms. It is when a large portion of face-to-face time in the classroom is supplanted by online activities, that the course can be regarded as a hybrid course (Kurthen, Smith, 2005). In favor of this argument, Singh et al. (2021) also stated that since hybrid lectures are employed with the aim of supplanting class time, hybrid learning and blended learning are not the same, despite being used interchangeably. Littlejohn and Pegler (2007) mention that blended learning is a hybrid e-learning paradigm that allows traditional face-to-face teaching techniques to coexist with contemporary e-learning activities and materials in a single subject. Garrison and Vaughan (2008, 5) describe blended learning as "the thoughtful fusion of face-to-face and online learning experiences". While referring to the model of education present at the time of the study, and adopted in the setting where the study was conducted, the term "hybrid education" was chosen. When compared to traditional, face-to-face learning and completely online learning, blended learning design emerges as an entirely different approach as it conceives a need for the redesigning of the dynamic of teaching and learning, making each blended learning

design unique (Garrison, Kanuka, 2004). Some of the definitions made and the studies described in this section involve the use of "blended learning" while describing the same concept, as the two terms are often used interchangeably in the literature. There are many studies investigating hybrid learning and associated phenomena within the literature.

El Mansour and Mupinga (2007) conducted a qualitative case study with 41 American undergraduate learners at a college to explain the experiences of learners in lectures given in online and hybrid settings. Online discussion platforms used by the learners and interviews were utilized in data collection. It was concluded that both groups of participants were satisfied with their respective learning settings. It was also mentioned that the majority of the negative statements were related to online courses.

Lynch and Dembo (2004) worked with 94 learners of an undergraduate marketing course studying within a blended learning model at an American university. They determined five self-regulatory attributes to examine and checked whether these attributes would predict academic success. Internet self-efficacy was one of these attributes. However, it was explained that none of the attributes were predictive of academic success.

In their study conducted with 67 students from different departments at Kocaeli University in Turkey, Geçer and Dağ (2012) investigated the views of their participants who were on a course that was planned to be taught in a blended learning environment. Semi-structured surveys consisting of seven open-ended questions were shared with the learners online. Content analysis was employed to analyze the data. It was reported that the learners believed the elements of the blended course were beneficial.

Records of hybrid education-related research conducted within the field of Foreign Language Learning (FLL) are also present. In the Chinese context, Huang (2016) studied the EFL learners' views toward the use of blended learning and the interplay between face-to-face learning and online learning components while learning English. The participants of the study were 296 first-year learners from different departments at a university. A questionnaire that was adapted and involved 18 items was used as the tool in collecting the data. SPSS was employed to conduct data analysis. The results revealed that more than half of the participants chose blended learning, while face-to-

face learning was the second preferred method, with online learning alone being the least favored choice. Moreover, it was found that learners believed face-to-face and online learning components worked well together, as their use enhanced each other. As a conclusion, it was stated that the learners implied face-to-face learning to be contributing to their world knowledge and online learning as being useful in improving their listening skills.

Yang et al. (2013) investigated whether the implementation of critical thinking in personalized instruction of speaking and listening would be convenient within a blended course design. Working with a participant group of 83 students from different fields, they employed a pre-test post-test study design. The findings of the study affirmed that the personalized feedback given within the blended environment influenced students' critical thinking skills positively.

Corcuera and Alvarez Jr (2021) conducted a mixed-method study to reveal the perceptions of EFL learners in the Philippines concerning the use of blended learning in language teaching. Working with 157 EFL learners at a university, they administered a survey questionnaire with close-ended and open-ended questions to the participants to achieve data collection. The results of the study indicated that learners reported positive opinions about the use of blended learning, implying that it contributed to improving their language skills overall.

Yang (2012) investigated the notions and attitudes of learners who experienced problems with English reading toward blended learning with 108 EFL learners as participants. The learners were divided in half and control and experimental groups were created. Reading strategies were taught to the learners in the experimental group in a blended setting, while the control group was given face-to-face instruction only. An exam that assessed reading comprehension, which was used as a pre-test and a post-test, the worksheets and the log files belonging to the learners, and semi-structured interviews were used to collect the data. Data analysis included paired samples t-test for the quantitative data and content analysis for the semi-structured interviews. According to the results of the study, the employment of blended learning was beneficial for the learners in terms of improving learners' proficiency in reading.

Ghaderizefreh and Hoover (2018) explored aspects of the online learning component of a blended learning course on learners' satisfaction and emotions in a quantitative

study with 29 students studying in a blended learning context at a university in Canada. A questionnaire was used in collecting the data. It was concluded that a thorough and good design in online courses leads to less negative emotions in students, causing learners to feel satisfied with the course.

In another study administered by Allo (2020) to explore the EFL learners' opinions of online learning during the COVID-19 pandemic, semi-structured interviews were conducted with EFL learners studying at a university in Indonesia. Content analysis was employed for data analysis. The results of the study revealed that the learners believed the use of online learning to be convenient and beneficial during the COVID-19 pandemic while implying several issues such as financial and internet access related issues.

Kırkgöz (2011) examined the effects of a blended learning speaking course on Turkish EFL learners' thoughts on the usefulness of the method. A blended learning environment in which videos were used was designed per task-based learning principles. The participants of the study were 28 first-year pre-service EFL teachers studying at a state university in Turkey. Several means of data collection such as recordings, weekly interviews, and a survey were utilized. The findings revealed that the majority of the learners reported positive views. It was also reported that the integration of the procedure provided an innovative experience for the learners by allowing them to learn about the aspects they should work on.

In another study conducted in the Turkish context by Bilgin (2013), 36 upper-intermediate level EFL learners studying at the preparatory class of a state university in Turkey constituted the participants. The objective of the study was to analyze in what way the success and views of Turkish EFL learners were influenced by a blended language learning environment. An experimental and a control group were designated. A pre-test, progress test, a post-test, a questionnaire, and a focus group interview were the means of data collection. It was reported that almost all participants believed the blended learning environment contributed to the development of their English learning. Following the examination of the interviews, it was found that reasons such as the use of online materials being obligatory, the insufficiency of printed materials, and the construct of the program were among the prominent factors that caused displeasure in learners. According to the findings of the study, rather than resorting to in-class instruction on its own, combining face-to-face teaching with an online system

by providing a wider selection of genuine resources, along with a more learner-centered medium of instruction can be more helpful.

2.2. Social Learning Theory

For decades, the process of learning in individuals has been a fascinating subject for scholars to observe, experiment with, try to understand, and explain. Several theories and concepts that attempted to explain human behavior and learning have been created and presented throughout history. Among these theories related to learning and development, Social Learning Theory (SLT) has possibly emerged as the most dominant one (Nabavi, 2012). In explaining the process of learning, SLT differs from solely behaviorist or cognitive theories, since it blends behavioral, cognitive, and social elements (Rumjaun, Narod, 2020). Explaining the process of learning a new behavior, SLT proposes that rather than designating their activity depending on the outcomes, individuals act in accordance with their prior conception obtained through the observation of a display of the desired behavior as a model instead (Bandura, 1977). Learning is more likely to be impacted by verbal processes, while ramifications are more significant in determining how much a person's attitude changed by observation, according to Bandura (Fryling et al., 2011). To clarify, the theory argues that through the observation of the course that another person follows in performing an action, the individual relies on this example that they codified as an idea while adopting the new behavior (Bandura, 1977).

2.2.1. Social Cognitive Theory

Being an extension of SLT, Social Cognitive Theory (SCT) is a learning theory that argues learning occurs in individuals when they observe others perform an action, and that the course of human thought is a fundamental facet in fathoming personality (Nabavi, 2012). SCT explains how individuals construct the social systems aimed at organizing their lives through the observation of the way individuals motivate and regulate themselves, as well as focusing on the means they utilize to gain knowledge (Bandura, 2012).

The model of causality advocated by SCT includes triadic reciprocal determinism, in which behavior, personal variables, and environmental exposures all work as factors that are interrelated and that have a reciprocal impact on each other (Bandura, 1989).

Causative processes, which serve as key predictors of behavior and intention while contributing to the interpretation and valence of the majority of external factors, are fixated on self-generated activities. (Bandura, 1989). Five human skills, which are symbolizing, forethought, vicarious learning, self-regulation, and self-reflection, are fundamental in the description of the characteristics of bidirectional, reciprocal influences according to SCT (Stajkovic, Luthans, 2003). Individuals' self-perceptions are crucial in exerting control and personal autonomy, which play a fundamental role in the vision of human behavior and motivation that was presented by Bandura (Pajares, 1996). According to Bandura (1991), at the center of causal processes lie self-regulatory mechanisms, which not only moderate the impacts of most external influences but also serve as the foundation for deliberate activity.

2.3. Self-Regulation

Being a crucial capability for the duration of an individual's life, self-regulation is the ability to manage one's feelings, ideas, urges, and habitual behaviors (Gailliot et al., 2008). Self-Regulated Learning (SRL) is defined as "learning that occurs from students' self-generated behaviors systematically oriented toward the attainment of their learning goals" (Schunk, 1989). According to the literature, SR, SRL, and metacognition are all concepts that have been used interchangeably or are implanted within each other occasionally (Dinsmore et al., 2008). Rather than being an exclusive personal feature that learners possess or not, SRL entails the deliberate application of specialized procedures that are obligatorily tailored to each activity related to learning (Zimmerman, 2002). Being a key notion in SCT, self-regulated learning concerns a person's use of self-judgment, self-reaction, and self-monitoring in accomplishing a goal (Bandura, 1986). According to SCT, the self-regulatory system is constituted of three primary subfunctions, which are self-monitoring, judgment of an individual's behavior, and affective self-reaction (Bandura, 1991). Zimmerman (2000) explains that self-regulatory processes and associated concepts may be divided into three cyclical phrases, namely "forethought, performance, and self-reflection processes, with subprocesses, some examples of which include goal setting, self-efficacy, task strategies, self-evaluation, and so on. SCT proposes that it is not internal events that dictate self-regulation solely, but psychological and contextual variables also have an impact on it (Bandura, 1989). SRL entails not only the precise knowledge of a skill

but also “the self-awareness, self-motivation and behavioral skill to implement that knowledge appropriately” (Zimmerman, 2002). The self-regulated learning process involves learners determining their objective regarding their learning first, and consequently adapting their attitude in accordance with the objectives they set and the characteristics of the context present within the environment (Pintrich, 2000).

Zimmerman (1989) argues that instead of being in need of a source like instructors or parents, self-regulated learners possess full control over their process of obtaining information and skill. Even though it is expected that the level of self-directing will increase among learners as they move forward with their education, the case is not the same with all the students (Bandura, 1997). It is likely that self-regulation and self-efficacy of learners in learning are correlated, since learners who display self-efficacious behavior are prone to be more self-regulated, and vice versa (Su et al., 2018).

2.3.1. Online Self-Regulated Learning

Self-regulation is especially critical in online learning since it is a context in which the instructor is less active than they would be in traditional learning (Jonassen et al., 1995). Some of the studies investigating the self-regulation of learners in an online setting within the literature are presented below.

Bradley et al. (2017) investigated the interplay between self-regulation and self-efficacy in an online learning setting at a university in Georgia, with 266 learners from different nationalities and majors. The effect of these two concepts on achievement was also explored. Five different scales that assessed certain concepts related to the research were used in the collection of the data. The researchers discovered findings that exposed both a relationship between the concepts of self-efficacy and self-regulated learning in online settings and the significance of acknowledging the two concepts.

In a quantitative study, Ejubović and Puška (2019) studied the SRL strategies employed by learners and the effect of these strategies on learner satisfaction and performance of learners in the online context with a participant group of 375 students from state and private universities in Bosnia and Herzegovina. A questionnaire was employed in order to collect the data. The results revealed that the satisfaction and performance of the learners were affected by SRL.

In their study conducted within an online learning setting, Cho and Shen (2013) aimed to explain how academic self-efficacy and goal orientation influenced student accomplishment in an online course, as mediated by effort control, metacognitive regulation, and interaction regulation. Working with 64 learners studying Gerontology, they used various data collection means such as questionnaires and items from certain questionnaires. According to the results, they reported that metacognitive self-regulation was directly influenced by academic self-efficacy.

Landrum (2020) examined whether learners' self-efficacy, self-regulation strategies use and ability are factors in predicting their satisfaction with online lectures in a quantitative study. The participants of the study were 88 undergraduate and graduate learners studying in the United States of America. A survey that consisted of 57 items measuring self-regulation, self-efficacy, convenience, and satisfaction with online lectures was employed as the means of data collection. It was found that learning self-efficacy and satisfaction were correlated, whereas self-regulation and satisfaction in online learning were not correlated.

Lim et al. (2020) studied the relationship between peer learning, self-regulated learning, and online learning satisfaction of the learners by analyzing the responses of 347 participants studying in a blended learning context, at a private university in Malaysia. A questionnaire that was adapted from different scales in line with the researched concepts was used in order to collect data from the participants. Data analysis revealed that SRL strategies and satisfaction in online learning were highly correlated. The results of the study implied that the development of SRL strategies in learners should be targeted.

Under the framework of SCT, it is implied that having a significant impact on thinking, motivation, action, and affect, self-efficacy is also covered in the concept of self-regulation (Bandura, 1991).

2.4. Self-Efficacy

Being an essential apparatus for the expression of the self-monitoring processes defined by SCT, self-efficacy also emerges as a significant motivational component in the self-regulated learning framework (Broadbent, Honicke, 2016). Self-efficacy can be described as an individual's belief in their capability in managing and employing

the required actions in order to achieve an objective (Bandura, 1986). Zimmerman (2000) states that self-evaluation, strategy usage, goal setting, and self-monitoring are all self-regulatory procedures that are provided to the students by self-efficacy beliefs, for the learners to manage their learning. Since the achievement of a goal is hampered when the effort is hindered, there is no doubt that a solid belief in one's efficacy is crucial if the individual is to maintain a steadfast effort (Bandura, 1988). Bandura (1997) implies that several elements like "verbal persuasion, social influence, mastery experiences, vicarious experiences, and affective states" can influence self-efficacy. Self-efficacious learners' beliefs about the adequacy of online courses, as well as their perceived learning, are displayed to be higher (Tsai et al., 2020). Self-efficacy is related to the concepts of attention and social anxiety within the social learning framework (Hill et al., 2009). It is implied in the framework of SCT that perceptions of self-efficacy pose an influence on motivation, behaviors, and thought in individuals (Bandura, 2006). There are several studies conducted on self-efficacy within the field of FLL.

Anam and Stracke (2020) studied the self-efficacy perceptions of Indonesian EFL learners in a mixed-methods study with a participant group of 516 primary school students. They intended to reveal the influence of perceived self-efficacy on these learners' language learning. Two questionnaires and semi-structured interviews were employed to collect the data. The results indicated that self-efficacy beliefs correlated with English learning. Furthermore, it was also stated that learners who believed themselves to possess higher self-efficacy tended to work harder and more persistently than those who displayed lower self-efficacy beliefs.

Mills et al. (2007) conducted a study with 303 intermediate-level French learners, in which they intended to observe the effects of self-efficacy and self-beliefs on academic success. They utilized a single survey containing several components involving self-efficacy, learning anxiety, self-concept, and related phenomena. According to their deductions, high capacity in utilizing metacognitive strategies in order to regulate academic work time correlated with academic success in terms of learning intermediate level French. This finding is even more precious, as it was mentioned in the literature that perceptions regarding self-efficacy are indicative of, and can predict, self-regulation (Bandura, 1991).

Mutlu et al. (2019) studied Turkish EFL learners' self-efficacy levels with 50 university students in the department of ELT. Apart from the questionnaire they used for compensatory strategies, they employed another questionnaire which contained 28 items of 5-point Likert type in order to assess the self-efficacy levels of the learners regarding their speaking skills. The findings of their study indicated that Turkish EFL learners displayed high levels of self-efficacy.

In a similar quantitative study, Özer and Akçayoğlu (2021) explored the interaction between the phenomena of "foreign-language self-efficacy, self-regulation, foreign language anxiety, class attendance and academic achievement" with 344 preparatory year EFL learners studying at a state university in Turkey constituting the participant group of the study. The data collection was conducted by the use of three scales. As one of the results of the study, it was mentioned that learners should be supported by instructors in becoming more self-efficacious and autonomous as it reduces their anxiety and improves their academic performance.

2.4.1. Online Learning Self-Efficacy

Self-efficacy represents a crucial concept for the learners getting taught in the online learning environment. Unless the learners possess the required self-efficacy to regulate their learning, they cannot benefit from information technologies, the internet, and internet-based instruction to its full potential (Bandura, 2002). Some of the studies investigating the self-efficacy of learners in an online environment within the literature are presented below.

Following a survey research method, Jan (2015) conducted a quantitative study to examine the concepts of computer self-efficacy, academic self-efficacy, and online learning satisfaction, and the connection between these concepts with 103 graduate learners in online learning contexts. The participants were studying at a university in the United States of America. Three scales concerning computer self-efficacy, academic self-efficacy, and satisfaction with online learning were administered. Certain demographic information involving gender, age, ethnicity, and course-related information were collected. It was concluded that satisfaction with online learning and academic self-efficacy were correlated, whereas there was no relationship between satisfaction with online learning and computer self-efficacy.

Kuo et al. (2014) explored the views of the learners who received lectures online via a web-based tool regarding their satisfaction and the interactions between their peers and instructors, as well as their internet self-efficacy. The participants of the study were 57 learners who were attending a course at a university in Taiwan. Scales assessing internet self-efficacy, interaction, and satisfaction were employed. It was found that students were satisfied with their experiences of learning via the online synchronous platform.

Kuo et al. (2013) studied the effects of interaction and other variables on learners' satisfaction with online learning contexts in a quantitative study with 111 undergraduate and graduate students aged between 26-46. Two scales assessing internet self-efficacy and self-regulated learning were used in data collection, along with a scale developed by the authors to assess satisfaction and interaction. The results indicated that learner satisfaction was correlated with interaction between learners, instructors, and the content. Internet self-efficacy was found to be effective on learner satisfaction, whereas self-regulation was not.

Ergül (2004) investigated concepts like self-efficacy perceptions, self-regulation skills, and achievement goals of distance education learners with a group of 124 freshmen learners studying in the distance learning programs of a state university in Turkey. The participants were enrolled in different programs such as finance, business administration, and so on, and their ages were between 17 and 40. A questionnaire with 5-point Likert scales that was designed by the researcher was used in order to collect the data. Following the data analysis, the results revealed that there was no correlation between the academic achievement of the learners and demographic variables belonging to the learners such as gender, age, and employment status. Contrary to past research, no correlation between self-regulation and academic achievement was found as well. However, it was found that higher self-efficacy beliefs were correlated with higher academic achievement. The results also affirmed the findings of past research by indicating a strong correlation between self-efficacy and self-regulation beliefs.

3. METHODOLOGY

This chapter is designed to provide information on the overall structure of the methods and techniques that were employed in the study. Sequentially, explanations and information about the research design, the research questions, the participants of the study, the context of the study, the socio-demographic variables related to the learners, data collection instruments and procedures, and data analysis procedures are presented.

3.1. Research Design

The use of mixed-methods research has become more popular as it utilizes data collection current within the developed and broadly acclaimed practices of qualitative and quantitative research (Creswell, 2018). Even though it poses limitations, mixed methods research is favored by several researchers since it allows the researcher to blend the strong aspects of both qualitative and quantitative methods (DeCuir-Gunby, 2008). In the light of such entries within the literature, a mixed-method approach was adopted for the study. Among the mixed-methods study designs, the sequential explanatory design was chosen and followed. In sequential explanatory design, the qualitative data is collected and analyzed after the collection and analysis of the quantitative data, and within the interpretation stage of the study, the integration of the two methods is done in most cases (Creswell, 2018). The same procedure and sequence were followed within the study.

3.1.1. Research Questions

There are five research questions present within the study, to which the answers were investigated;

1. What are the perceptions of preparatory year Turkish EFL learners regarding their online self-regulation?

2. What are the perceptions of preparatory year Turkish EFL learners regarding their online learning self-efficacy?

3. Do the demographic variables of the learners' (gender, age at first computer use, total time they spend online daily, and time spent on extra-curricular online language learning environments) affect their perceived online learning self-efficacy and online learning self-regulation?

4. Is there a meaningful relationship between the perceived online self-regulation and online learning self-efficacy of Turkish EFL learners?

5. What are the beliefs and views of preparatory year Turkish EFL learners regarding the current model of teaching and related concepts?

3.2. Participants and Context

In purposive sampling, individuals who are perceived to represent the targeted population and are believed to be convenient to be recruited by the researcher are chosen as participants (Banerjee, 2019). Since the targeted population of the study was preparatory year Turkish EFL learners, a sample that would be representative of this community had to be recruited. Therefore, purposive sampling was deemed appropriate to be used for the quantitative phase of the study. The initial pool of participants for the study consisted of 317 preparatory class Turkish EFL learners studying at the preparatory school of a state university in Turkey. However, after the data cleaning process of the missing or corrupt data was conducted, the number of participants providing appropriate responses decreased to 288. Data cleaning is a practical process in eliminating errors, missing values, and similar undesirable phenomena which may be present in the collected data (Banerjee, 2019). In the study, each participant was personally informed about the aim, scope, and details of the study by the researcher. It was stated numerous times by the researcher that participation in each phase of the study was completely voluntary. Surveys were provided on paper to the participants and collected by the researcher. For the qualitative phase, snowball sampling was utilized by the researcher in acquiring potential, volunteering participants. In snowball sampling, after some participants are included by the researcher, the researcher gains access to more participants with the same attributes through the participants in the first step (Roy, 2019). Following the completion of the quantitative phase of the study, semi-structured interviews were conducted with volunteering participants (N=13) online via the utilization of the Zoom platform.

The participants of the study were being taught within a hybrid education model during the first term of the academic year 2021-2022. In this context and during the first half of the term, they had face-to-face lessons in the classroom for three days, and online lessons for two days during the week.

3.3. Data Collection Instruments

The application of questionnaires presents an opportunity for the learners to provide information like their motivations and beliefs, as well as an opportunity for the researcher to obtain such information, which would not be accessible through production data on its own (Mackey, Gass, 2005). Cross-sectional surveys are commonly used in social science studies, aiming to obtain data regarding several phenomena like intentions, attitudes, knowledge, and opinions of the participants (Connelly, 2016). Being utilized in qualitative research, interviews are ofttimes affiliated with survey-based studies as well (Mackey, Gass, 2005).

Accordingly, both quantitative and qualitative methods were used in collecting the data from the participants. Quantitative data were collected via a cross-sectional survey which was compiled of two scales, whereas the qualitative data which were collected through semi-structured interviews were conducted to clarify and correlate the results further.

3.3.1. Online Self-regulated Learning Questionnaire (Turkish Adaptation)

The Online Self-regulated Learning Questionnaire (OSLQ) was developed by Lan et al. (2004). Initially, the questionnaire involved 86 items and six sub-scale constructs. Barnard et al. (2008) reformed the scale and reduced the number of the items down to 24 while preserving the number of the sub-scales. The Turkish version of OSLQ, which was adapted by Kilis and Yıldırım (2018), was used in this study (see Appendix 1). This version also includes 24 items and 6 sub-scales. It adopts a 5-point Likert response format with values between strongly disagree (1) and strongly agree (5). The subscales of the scale are presented and explained below.

- Goal setting (GS) (Items 1-5): “specifying intended actions or outcomes. “
- Environment structuring (ES) (Items 6-9): “selecting or creating effective settings for learning.”

- Task strategies (TS) (Items 10-13): analyzing tasks and identifying specific, advantageous methods for learning."
- Time management (TM) (Items 14-16): "estimating and budgeting use of time."
- Help-seeking (HS) (Items 17-20): "choosing specific models, teachers, or books to assist oneself to learn."
- Self-evaluation (SE) (Items 21-24): "setting standards and using them for self-judgment." (Zimmerman, 1998, pp. 76-79, as cited in Kilis, Yıldırım, 2018)

In terms of reliability, the Cronbach's alpha coefficient value was found to be .95 for the scale overall, and for each factor of the scale, it was over .70 (.79 for GS, .87 for ES, .67 for TS, .75 for TM, .71 for HS and .81 for SE) with one exception (Kilis, Yıldırım, 2018). Similarly, in the current study the Cronbach's alpha coefficient value was found to be .91 for the whole scale and over .70 for the factors with a single exception (.74 for GS, .78 for ES, .72 for TS, .77 for TM, .66 for HS, and .73 for SE). In order to affirm the reliability of a scale, .70 or a higher value is satisfactory (Salmond, 2008). However, certain studies also revealed Cronbach's alpha values above 0.60 to be acceptable (Griethuijsen et al., 2015; Taber, 2018). Therefore, the subscales were also deemed reliable.

3.3.2. Online Learning Self-Efficacy Scale (Turkish Adaptation)

Intending to evaluate learners' perceptions regarding their self-efficacy in online learning settings, Online Learning Self-Efficacy Scale (OLSES) was developed by Zimmerman and Kulikowich (2016). Originally, the scale included 22 6-point Likert-type items and 3 factors (time management, technology use, and learning in the online environment) within. An adaptation of OLSES into Turkish was done by Yavuzalp and Bahçıvan (2020) and used in the study (see Appendix 2). An item (2nd item) was removed after factor analysis was conducted and the number of the items was reduced to 21 in the Turkish version. The scale was converted to a 5-point Likert scale with values ranging from I completely disagree (1) to I completely agree (5) and a single-factor structure was created (Yavuzalp, Bahçıvan, 2020). Regarding the issue of reliability, Cronbach's alpha coefficient was detected to be .98 within the Turkish adaptation of the scale (Yavuzalp, Bahçıvan, 2020). Cronbach's alpha coefficient for

the overall scale, and the single factor within the scale, was revealed to be .86 in the present study.

3.3.3. Semi-structured Interviews

Researchers are able to gain information regarding aspects such as learners' perceptions or attitudes through the medium of interviews (Mackey, Gass, 2005). Semi-structured interviews were used in obtaining qualitative data for the study (see Appendix 3). Face-to-face interviews possess some advantages such as; increasing the response rate, allowing the interviewer to clarify in case confusions arise, and letting the interviewer ask different questions along with obtaining the respondent's reaction (Banerjee, 2019). The interviews were conducted through the Zoom platform with the respondents face-to-face, in real-time.

3.4. Data Collection Procedure

The data for the study were collected at the end of the first term of the academic year of 2021-2022. By the time the data were collected, the participants had already been receiving lectures through a hybrid education model throughout the term. Even though there were still cases and variants of COVID-19 appearing, it was perceived as if the severity of the pandemic was nearing its end by some people.

After obtaining research ethics approval from the committee, the learners at the state university were informed about the aim and the scope of the study by the researcher. The surveys were handed out on paper to the participants by the researcher and collected back after the participants provided their answers. The participants were also informed on paper that participation was voluntary, their responses would be recorded anonymously, and that no personal information, except certain demographic information which was to be used for descriptive statistics, was to be collected. Finally, the willing participants were asked to share their email addresses so that the researcher could contact them to conduct semi-structured interviews.

Following the completion of the data collection required for the quantitative phase of the study, the willing participants were contacted by the researcher through emails and were informed about the content and the process of the semi-structured interviews. Upon mutual agreement on the time, interviews were conducted with the participants one by one on scheduled dates. The interviews were conducted on the Zoom platform

and recorded by the researcher. The researcher also included the interviewees in the recruitment of further participants by asking whether they knew other learners in the preparatory class who met the research criteria and would be interested in participating in the interviews. After each interview was conducted, the transcription of the interview was done by the researcher.

3.5. Data Analysis

After the data were collected, specific procedures were administered for the analysis of both the quantitative and the qualitative data. In this section, details of these procedures will be explained in depth.

3.5.1. Quantitative Data Analysis

Statistical Package for the Social Sciences (SPSS) version 26.0 was employed for the analysis of the quantitative data within the study. Several resources were referred to while designating and taking the required steps in conducting the analysis of the quantitative data. (Büyüköztürk, 2018; Stockemer, 2019). The following steps were taken in sequence;

- The researcher coded the total of the collected data into a new spreadsheet on SPSS and created a codebook.
- Separate datasets were created in accordance with the pre-designated labels.
- Data cleaning was conducted in order to eliminate missing or corrupt data within the datasets.
- The descriptive statistics and frequencies of each dataset were analyzed and noted.
- Reliability analyses was conducted to check whether the utilized scales reveal a satisfactory Cronbach's alpha value.
- Normality tests were run for the scales, as well as the subscales. Skewness and kurtosis values were employed in interpreting the findings related to the distribution of the data.
- After the findings were studied, it was decided that parametric tests were appropriate to employ in analyzing the data.
- An *Independent Samples T-test* was run to explore the mean differences between the *gender* variable and the research scales.

- A *one-way ANOVA test* was run to analyze the mean differences between the *first computer-use age* variable and the research scales.
- A *one-way ANOVA test* was run to examine the mean differences between the *total time students spent online daily* variable and the research scales.
- A *one-way ANOVA test* was run to analyze the mean differences between the *time students spent on ex-curricular language learning environments* variable and the research scales.
- *Pearson Correlation coefficient* test was conducted in order to analyze whether there were any statistical relationships between online self-regulation and online self-efficacy scores.

3.5.2. Qualitative Data Analysis

In order to analyze the data within the study, the practice of content analysis was employed. "Content analysis is a method of analyzing written, verbal or visual communication messages" (Cole, 1988). Among the content analysis methods defined in the literature, conventional content analysis was employed. Conventional content analysis is often undertaken in research that is designed to examine and outline a concept (Hsieh, Shannon, 2005). The process was conducted in line with the guidelines provided by Erlingsson and Brysiewicz (2017), who outline the steps and key concepts of content analysis with examples in their work. In the current study, the following steps were taken sequentially in order to analyze the qualitative data:

- The transcriptions of the semi-structured interviews were created in Microsoft Word by the researcher.
- The transcriptions of the semi-structured interviews were skimmed and read quickly by the researcher.
- Some notes were taken by the researcher as the transcriptions were being skimmed.
- A visualized coding system was created by the researcher and the coding process was conducted manually.
- The transcription of each interview was read in detail and relevant pieces of statements were tagged following the coding system that was created.
- Themes comprising similar codes were created.

- Only the first instance where a participant mentioned a code-relevant utterance was counted, whereas subsequent utterances of similar or the same code-relevant dialogue by the same participant were disregarded while counting the number of instances and creating the frequency statistics.
- In order to improve reliability, codes and themes were reviewed and evaluated by a second coder.
- Codes and themes were reconsidered and improved by the coders, in line with the suggestions of the second coder.
- The quotes that were presented within the study were translated into English.
- The created themes and translated versions of the data were reviewed for grammatical and lexical errors.
- The findings were examined in accordance with the quantitative findings of the study in the relevant chapters.
- In order to ensure reliability between the coders, Cohen's Kappa value was employed and calculated. The Cohen's Kappa value was revealed to be 0.71, which was interpreted as a substantial agreement being present between the two coders.

3.5.2.1. First Coder

The first coder was the researcher of the study, who created the transcriptions and coded the data. Having graduated from an ELT program, he possessed experience in teaching EFL at the preparatory school of a state university in Turkey for 4 years. The researcher had not had any experience with qualitative data analysis before the study was conducted.

3.5.2.2. Second Coder

The second coder was a colleague of the researcher, who had considerable experience in analyzing qualitative data. At the time of the study, she was also studying to obtain a Ph.D. degree at a state university in Turkey. She had been working at a primary state school for 6 years at the time of the study. She had extensive knowledge of content analysis since she had taken part in studies that employed a qualitative design and were published in several journals.

4. FINDINGS

In the following chapter, the findings of the study are explained in a thorough manner. In order to provide information and explanations regarding the findings in an integrative form, the descriptive analyses and statistics, the results of the normality analysis, hypothesis tests, and related findings are specified in detail.

4.1. Socio-Demographic Variables of the Participants

During the data collection procedure, certain demographic information about the participants was collected with their permission. The main goal in collecting these data was merely for research purposes, as was explained to the participants. After the data were collected, descriptive analyses were run via SPSS-26 software. Distribution of the socio-demographic variables is presented in Table 1 below. The findings reveal that 183 (%63.5) participants were male and 105 (%36.5) participants were female.

Table 1: Distribution of the Socio-demographic Variables

		Frequency	Percent
Gender	Female	105	36.5
	Male	183	63.5
Students' age at first computer use	Toddler (1-5 years)	12	4
	Child (6-11 years)	141	49
	Adolscence (12-18 years)	135	47
Total time students spent online daily	0-2 hours	7	2.4
	2-4 hours	59	20.5
	4-6 hours	105	36.5
	6 hours+	117	40.6
Time students spent on extra-curricular online language learning environments	0-1 hour	180	62.5
	1-3 hours	95	33
	3-5 hours	13	4.5
Total		288	100

4.2. Descriptive Findings

While interpreting the results of both of the scales, the mean values of the participants' answers were examined in several studies (Lai, Hwang, 2016; Kilis, Yıldırım, 2018; Price, 2017; Uzun et al., 2013; Zimmerman, Kulikowich, 2016). The mean values can be seen in Table 2 below.

Table 2: Mean OSLQ and OLSES Scores

Variables	M	Std	Min - Max
Average Self-Efficacy	3,69	0,56	1,62 – 5
Average Self-Regulation	2,98	0,67	1,13 – 4,92
Goal Setting	2,95	0,78	1 – 5
Environment Structuring	3,51	0,90	1 – 5
Task Strategies	2,55	0,89	1 – 5
Time Management	2,61	0,96	1 – 5
Help Seeking	3,27	0,82	1 – 5
Self-Evaluation	2,88	0,93	1 – 5

Learners' self-regulation in online learning correlates with the scores they get on the scale. The higher the score, the better self-regulation the learner displays in online learning (Barnard et al., 2009). In order to measure the overall self-regulated learning, the average of all subscales is to be examined (Price, 2017). The learners' perceived level of self-regulation was found to be 2.98, with .67 standard deviation. This reveals that the participants display medium levels of online self-regulation beliefs. Descriptive statistics regarding the subscales within the OSLQ showed that the lowest mean value among the subscales belongs to the Task Strategies (2.55) subscale. This means that learners are having problems with "analyzing tasks and identifying specific, advantageous methods for learning" (Zimmerman, 1998). Sequentially, Time Management (2.61), Self-Evaluation (2.88), and Goal Setting (2.95) subscales also indicate low to medium levels of Self-Regulation. Help Seeking (3.27) subscale indicates an over average value. Furthermore, the highest mean value belongs to the "environment structuring" (3.51) subscale. Overall, participants tend to use environment structuring, help seeking, and goal setting more than task strategies, time management, and self-evaluation.

When the single factor structure of OLSES is examined, the perceived level of self-efficacy was revealed to be 3.69, with .56 standard deviation. Accordingly, it is interpreted that the learners believe themselves to be self-efficacious in online learning environments since the score is within the range of "neutral" and "confidence" according to OLSES criteria (Ulfatun et al., 2021).

4.3. Normality Analysis

The distribution of the data was examined through the employment of skewness and kurtosis values. When skewness and kurtosis values were checked to acquire insight into the issue of normality, it was revealed that the data were distributed normally. Skewness and kurtosis values between -1.5 and +1.5 are indicators of a normal distribution (Tabachnick, Fidell, 2013). These values are provided in Table 3 below.

Table 3: Normality Analysis of the Research Scales

	Skewness	**Kurtosis**
Average Self-Efficacy	-0,546	0,916
Average Self-Regulation	0,026	0,025
Goal Setting	0,076	-0,144
Environment Structuring	-0,601	0,473
Task Strategies	0,291	-0,327
Time Management	0,065	0,690
Help Seeking	-0,458	0,102
Self-Evaluation	-0,197	-0,333

4.4. Inferential Findings

In order to provide answers to the research questions, tests on SPSS-26 were run. After the affirmation of the normal distribution of the data, parametric tests were employed. These parametric tests included an Independent Samples T-test, One-way ANOVA tests, and a Pearson Correlation Coefficient test, of which the findings are provided within this section. In Table 4 and Table 5, the results of the Pearson Correlation tests are presented.

Table 4: Correlation Analysis Between the Research Scales

		Average Self-Regulation	Goal Setting	Environment Structuring	Task Strategies
Average Self-Efficacy	r	,523**	,525**	,404**	,381**

** = sig<0,01, * = sig<0,05

Table 5: Correlation Analysis Between the Research Scales - 2

		Time Management	Help Seeking	Self-Evaluation
Average Self-Efficacy	r	,366**	,402**	,325**

** = sig<0,01, * = sig<0,05

The results revealed that there were statistically significant correlational relationships between the Average Self-Efficacy values and both the Average Self-Regulation values and subscales of OSLQ. Average Self-Efficacy was found to be correlated with Self-Evaluation ($r = 0,325$; $p<0,05$) Time Management ($r = 0,366$; $p<0,05$), Task Strategies ($r = 0,381$; $p<0,05$), Help Seeking ($r = 0,402$; $p<0,05$), and Environment Structuring ($r = 0,404$; $p<0,05$) at a weak level. Goal Setting ($r = 0,525$; $p<0,05$) and Average Self-Regulation ($r = 0,523$; $p<0,05$) were revealed to display a moderate correlation with Average Self-Efficacy. These results demonstrate that when a learner perceives themselves to be self-efficient in online learning environments, they tend to believe that they can self-regulate their online learning as well, or vice versa.

The results of the Independent T-test that was conducted to analyze the mean differences between the gender variable and the research scales are presented below, in Table 6.

Table 6: Mean Differences Between the Gender Variable and the Research Scales

	Gender	Mean	Sd	t	p
Average Self-Efficacy	Female	3,67	0,57	0,428	0,669
	Male	3,70	0,56		
Average Self-Regulation	Female	3,09	0,67	-2,089	0,038*
	Male	2,91	0,67		
Goal Setting	Female	3,03	0,79	-1,340	0,181
	Male	2,90	0,77		
Environment Structuring	Female	3,70	0,84	-2,702	0,007**
	Male	3,40	0,91		
Task Strategies	Female	2,69	0,90	-1,996	0,047*
	Male	2,47	0,88		
Time Management	Female	2,69	0,95	-1,085	0,279
	Male	2,57	0,97		
Help Seeking	Female	3,38	0,75	-1,657	0,099
	Male	3,21	0,85		
Self-Evaluation	Female	2,94	0,94	-0,839	0,402
	Male	2,85	0,93		

** = sig<0,01, * = sig<0,05

After the tests were run, the results revealed that there were significant relationships between the gender variable and Average Self-Regulation, Environment Structuring, and Task Strategies ($p<0,05$).

Following the analysis of the mean values, it was observed that female participants ($3,09 \pm 0,67$) have higher mean scores than male participants ($2,91 \pm 0,67$) in terms of Average Self-Regulation. Female participants ($3,70 \pm 0,84$) have higher mean scores than male participants ($3,40 \pm 0,91$) in Environment Structuring and they ($2,69 \pm 0,95$) also have higher scores than male participants ($2,57 \pm 0,97$) in Task Strategies. The results also revealed that there were no significant differences between Average Self-Efficacy, Goal Setting, Time Management, Help Seeking, and Self-Evaluation ($p>0,05$).

The mean differences between the Students' Age at First Computer Use variable and the research scales are introduced in Table 7.

Table 7: Mean Differences Between the Students' Age at First Computer Use Variable and the Research Scales

	Students' Age at First Computer Use	Mean	Sd	F	p
Self-Efficacy	Toddler (1-5 years)	4,20	0,57	5,541	0,004**
	Child (6-11 years)	3,69	0,55		
	Teenage (12-18 years)	3,64	0,56		
Self-Regulation	Toddler (1-5 years)	3,17	0,96	2,326	0,099
	Child (6-11 years)	2,89	0,67		
	Teenage (12-18 years)	3,05	0,64		
Goal Setting	Toddler (1-5 years)	3,10	1,16	2,869	0,058
	Child (6-11 years)	2,84	0,76		
	Teenage (12-18 years)	3,06	0,75		
Environment Structuring	Toddler (1-5 years)	3,70	1,24	0,311	0,733
	Child (6-11 years)	3,49	0,89		
	Teenage (12-18 years)	3,51	0,87		
Task Strategies	Toddler (1-5 years)	3,08	1,12	4,314	0,014*
	Child (6-11 years)	2,42	0,91		
	Teenage (12-18 years)	2,64	0,83		
Time Management	Toddler (1-5 years)	2,52	1,19	2,280	0,104
	Child (6-11 years)	2,50	0,96		
	Teenage (12-18 years)	2,74	0,93		
Help Seeking	Toddler (1-5 years)	3,41	1,00	0,181	0,834
	Child (6-11 years)	3,26	0,83		
	Teenage (12-18 years)	3,27	0,79		
Self-Evaluation	Toddler (1-5 years)	3,04	1,08	2,298	0,102
	Child (6-11 years)	2,76	0,98		
	Teenage (12-18 years)	2,99	0,86		

** = sig<0,01, * = sig<0,05

The results exhibited that there were some significant relationships in mean scores when the scales and the subscales were compared with the age that the participants used a computer for the first time. It was revealed that the mean values of Average Self-Efficacy and Task Strategies varied significantly among the age groups. Participants who first interacted with a computer when they were toddlers (4,20 ± 0,57) had the highest mean values, while the ones who first interacted with a computer when they were teenagers (3,64 ± 0,56) had the lowest mean values, with the ones who were children (3,69 ± 0,55) when they interacted with a computer for the first time in between. Similarly, the participants who first interacted with a computer when they were toddlers (3,08 ± 1,12) had the highest mean values, with the ones who interacted with computers for the first time as teenagers (2,64 ± 0,83) following them, while the ones who interacted with a computer for the first time as children (2,42 ± 0,91) had

the lowest mean values in Task Strategies. The results of the One-way ANOVA test that was conducted in order to analyze the mean differences between the total time the participants spend online daily and the research scales are presented in Table 8 below.

Table 8: Mean Differences Between the Total Time Students Spent Online Variable and the Research Scales

	Total Time Students Spent Online	Mean	Sd	F	p
Self-Regulation	0-2 hours	2,79	0,48	0,387	0,762
	2-4 hours	2,93	0,64		
	4-6 hours	3,01	0,63		
	6 hours+	2,98	0,73		
Self-Efficacy	0-2 hours	3,62	0,24	0,978	0,404
	2-4 hours	3,63	0,63		
	4-6 hours	3,76	0,52		
	6 hours+	3,65	0,58		
Goal Setting	0-2 hours	2,94	0,81	0,231	0,875
	2-4 hours	2,97	0,73		
	4-6 hours	2,99	0,70		
	6 hours+	2,91	0,88		
Environment Structuring	0-2 hours	3,57	0,44	0,013	0,998
	2-4 hours	3,51	0,86		
	4-6 hours	3,50	0,93		
	6 hours+	3,51	0,91		
Task Strategies	0-2 hours	2,21	0,69	0,963	0,411
	2-4 hours	2,46	0,87		
	4-6 hours	2,65	0,88		
	6 hours+	2,53	0,92		
Time Management	0-2 hours	3,04	0,86	0,566	0,638
	2-4 hours	2,61	0,90		
	4-6 hours	2,64	0,91		
	6 hours+	2,57	1,05		
Help Seeking	0-2 hours	2,67	0,77	2,789	0,041*
	2-4 hours	3,10	0,80		
	4-6 hours	3,30	0,78		
	6 hours+	3,38	0,84		
Self-Evaluation	0-2 hours	2,35	0,71	0,936	0,424
	2-4 hours	2,82	0,92		
	4-6 hours	2,93	0,89		
	6 hours+	2,91	0,99		

** = sig<0,01, * = sig<0,05

Following the analyses, it was concluded that a statistically significant difference in mean values was found only between the time the participants spend online daily and the Help Seeking subscale ($p<0,05$). When the mean values were inspected, it was found that the participants who spend over 6 hours online daily ($3,38 \pm 0.84$) had the highest mean value among the group, while the participants who spend 0-2 hours daily ($2,67 \pm 0,77$) had the lowest mean value in Help Seeking subscale. No significant

relationships were observed among the rest of the scales. The differences in the mean values and the statistical relationships between the research scales and the time the participants spend on extra-curricular, supplemental online language learning environments and the research scales are presented in Table 9 below.

Table 9: Mean Differences Between the Time Students Spent on Extra-curricular Online Language Learning Environments Variable and the Research Scales

	Time Students Spent on Extra-curricular Online Language Learning Environments	Mean	Sd	F	p
Self-Regulation	0-1 hour	2,87	0,66	6,822	0,001**
	1-3 hours	3,17	0,63		
	3-5 hours	3,09	0,86		
Self-Efficacy	0-1 hour	3,63	0,56	2,023	0,134
	1-3 hours	3,78	0,56		
	3-5 hours	3,73	0,68		
Goal Setting	0-1 hour	2,85	0,75	4,508	0,012*
	1-3 hours	3,12	0,78		
	3-5 hours	3,16	0,95		
Environment Structuring	0-1 hour	3,37	0,89	6,250	0,002**
	1-3 hours	3,75	0,79		
	3-5 hours	3,69	1,22		
Task Strategies	0-1 hour	2,47	0,88	1,979	0,140
	1-3 hours	2,67	0,84		
	3-5 hours	2,76	1,21		
Time Management	0-1 hour	2,47	0,94	5,249	0,006**
	1-3 hours	2,83	0,92		
	3-5 hours	2,97	1,27		
Help Seeking	0-1 hour	3,19	0,82	3,655	0,027*
	1-3 hours	3,45	0,75		
	3-5 hours	3,05	0,97		
Self-Evaluation	0-1 hour	2,75	0,91	5,132	0,006**
	1-3 hours	3,13	0,91		
	3-5 hours	2,84	1,12		

** = sig<0,01, * = sig<0,05

The findings of the One-way ANOVA test indicated that there were significant differences in the mean values of several scales and subscales, when the time spent in ex-curricular online language learning environments is concerned ($p<0,05$). These differences were respectively revealed to be in Average Self-Evaluation, Goal Setting, Environment Structuring, Time Management, Help Seeking, and finally, Self-Evaluation.

After examining the mean values, several deductions were made;

- In Average Self-Regulation, the 1-3 hours group (3,17 ± 0,63) had the highest, 3-5 hours group (3,09 ± 0,86) had the second highest, and the 0–1 hour group (2,87 ± 0,66) had the lowest mean value,
- In Goal Setting, the 3-5 hours group (3,16 ± 0,95) had the highest, the 1-3 hours group (3,12 ± 0,78) had the second highest, and the 0-1 hour group had the lowest mean value,
- In Environment Structuring, the 1-3 hours group (3,75 ± 0,79) had the highest, the 3-5 hours group (3,69 ± 1,22), and the 0-1 hour group (3,37 ± 0,89) had the lowest mean value,
- In Time Management, the 3-5 hours group (2,97 ± 1,27) had the highest, the 1-3 hours group (2,83 ± 0,92) had the second highest, and the 0–1 hour group (2,47 ± 0,94) had the lowest mean value,
- In Help Seeking, the 1-3 hours group (3,45 ± 0,75) had the highest, the 0-1 hour group (3,19 ± 0,82) had the second highest, and the 3-5 hours group (3,05 ± 0,97) had the lowest mean value,
- In Self-Evaluation, the 1-3 hours group (3,13 ± 0,91) had the highest, the 3-5 hours group (2,84 ± 1,12) had the second highest, and the 0-1 hour group (2,75 ± 0,91) had the lowest mean value within the respective scales and subscales.

4.5. Findings of Semi-structured Interviews

To answer the fifth research question, semi-structured interviews were conducted online on the Zoom platform with 13 volunteering learners. The participants were asked six questions about their experiences and views within the specified term of the 2021-2022 academic year, during which they were lectured via hybrid means of education. The codes created from the transcripts are given below in Table 10.

Table 10: Frequency of the Created Categories and Themes of the Interviews

Themes	Categories
Technology Related Issues (22%)	Connection Issues (9%) Lack of Required Equipment (10%) Ability to Replay Recordings (3%)
Environment Related Issues (44%)	Distractions (5%) Health Issues (4%) Socialization (12%) Lack of Physical Interaction (10%) Economy of Resources (5%) Convenience of the Learning Environment (8%)
Student Related Issues (24%)	Learner's Inefficacy (6%) Motivation (6%) Participation (12%)
Instructor Related Issues (%10)	Instructor Incompetency (8%) Teacher Training (2%)

Four themes emerged after the transcriptions were examined and codes were created via the inspection of the learners' answers to the questions. Among the themes, Environment Related Issues (%44) was the most mentioned and repeated, followed by Student Related Issues (%24), Technology Related Issues (%22), and Instructor Related Issues (%10) in sequence. More thorough explanations regarding the themes are provided in each respective section named after the themes themselves in the following pages. The details of the first theme (Technology Related Issues) are presented in Table 11 below. The frequency of the mentioned codes is indicated by the numbers in the brackets.

Table 11: Details and Frequencies of the Findings Related to the 1st Theme - Technology Related Issues

Technology Related Issues	Connection Related Issues	-Experiencing interruptions caused by the internet connection (7) -Experiencing interruptions caused by the platform (4)
	Lack of Required Resources	-Not possessing computers, tablets, and similar devices (4) -Having the means required to access a fast internet connection (9)
	Ability to Replay Session Recordings	-Being able to record and listen to/watch the sessions later (4)

The details of the second theme (Environment Related Issues) are presented in Table 12 below. The frequency of the mentioned codes is indicated by the numbers in the brackets.

Table 12: Details and Frequencies of the Findings Related to the 2nd Theme-Environment Related Issues

Environment Related Issues	Distractions	-Being occupied with leisure time activities during the session (6)
	Health Issues	-Pronunciation not being clear due to the use of masks (3) -Physical inactivity (2)
	Socialization	-Socializing with peers (5) -Interacting with the instructor (10)
	Lack of Physical Interaction	-Interruptions to communication caused by physical distance (9) -Inability to observe the instructor's mimics, body language (3)
	Economy of Resources	-Saving the time spent on transportation (4) -Saving the money spent on transportation (2)
	Convenience of the Learning Environment	-Attending the sessions in a context-appropriate environment (5) -Over-crowded sessions (5)

The details of the third theme (Student Related Issues) are presented in Table 13 below.
The frequency of the mentioned codes is indicated by the numbers in the brackets.

Table 13: Details and Frequencies of the Findings Related to the 3rd Theme - Student Related Issues

Student Related Issues	Learner's Inefficacy	-Adapting to the online learning environment (5) -Use of platforms in online learning (3)
	Motivation	-Problems focusing on the lecture (4) -Lack of motivation (4)
	Participation	-Displaying non-autonomous behavior in participation during the sessions (9) -Low attendance rates due to attendance not being obligatory in face-to-face lectures (3) -Reluctance to participate during the session caused by shyness (3)

The details of the fourth theme (Instructor Related Issues) are presented in Table 14 below. The frequency of the mentioned codes is indicated by the numbers in the brackets.

Table 14: Details and Frequencies of the Findings Related to the 4th Theme - Instructor Related Issues

Instructor Related Issues	Instructor Incompetency	-Inefficacy of instructors with technology (5) -Lack of interest in motivating the learners to participate (4)
	Teacher Training	-Providing instructors with training related to the use of the platforms (2)

4.5.1. Technology Related Issues

When the transcriptions of the interviews conducted with the learners were examined, technology related issues emerged as a dominant theme. The majority of the participants reported that technology related issues were among the most problematic aspects of hybrid and online learning models. Most participants also mentioned the strengths of both learning models.

The codes that made up the theme were categorized in accordance with the learners' answers to the interview questions and were comprised of connection issues, lack of

required equipment, and ability to replay session recordings. Some participants implied the problems they experienced that were caused by the interruptions in the internet connection.

> "Zoom is actually a very good platform, but if you have a slow internet connection, freezes in sound and images occur. Instructors sometimes have difficulty uploading files. It is a good platform but it has its shortcomings. I do not think there is a better platform." (Participant 7, Female)

> "As for myself, I am a student who lives in a dormitory. Therefore, I had problems acquiring access to a fast internet connection. This was also the case for people who did not live in a dormitory. People were having problems with the internet connection. Problems would sometimes occur during the lesson, and most of the time the internet connection we had access to was not decent." (Participant 11, Female)

Some learners expressed problems they experienced that were caused by the platform (Zoom) that was used for the lectures.

> "I did not have prior knowledge of it, of course. There were frequent interruptions, like stuttering. After I learned how to use the platform there were not many problems. Overall, it was good." (Participant 8, Female)

> "Yes, we used Zoom. Some of our friends could not access the system at times, they had trouble doing so. Our instructors were having problems with sharing their screens. Sometimes the system kicked me out of the session for no reason. Similar problems would happen a lot." (Participant 11, Female)

The lack of the required equipment for online and hybrid education models was also emphasized by several participants. Some of them expressed the need for owning the technological devices necessary to attend an online session.

> "Not everybody has the means required for it. For example, not everyone has a computer or access to a fast internet connection. They may experience problems with the connection. Not everyone has an appropriate environment at home to speak during the lessons. After all, we have friends who live in small houses. These are the problems." (Participant 3, Male)

> "For example, in terms of equipment, I do not have a computer. Even if I go to another, more appropriate place, I do not own a computer. The learner can try to improve the conditions they are in, but they may not succeed. As I mentioned, I encountered problems." (Participant 10, Female)

> "First of all, not everyone has access to internet or equipment like a tablet computer, or a computer. They might not display equal interest in the lectures." (Participant 13, Female)

The issue of having access to a fast internet connection was also mentioned by the participants.

> "I have not experienced any problems since I have access to a fast internet connection, but I observed that there are people who still face difficulties in this regard." (Participant 1, Male)

> "When compared with other countries, the speed of the internet connections provided in Turkey turns out to be noticeably slower. I experienced this where I live, in Istanbul. Commonly, the speed of the internet connection is not satisfactory for people." (Participant 2, Male)

As a positive aspect, some learners mentioned that online learning provides the learners with an opportunity to record, and replay the lectures whenever they need to.

> "For example, I did not attend an online session two weeks ago, but it is still recorded within the system. I feel relieved about it because I can replay and watch it today. I can replay it any time I want, but if I had not attended a face-to-face session two days ago, I would not have had the chance to replay and watch it again. This stresses me out." (Participant 1, Male)

> "As an advantage, it saves you time. It is good that there is a feature to record and replay the lectures. Or we do not go to school every day. It is good in saving money and time." (Participant 13, Female)

4.5.2. Environment Related Issues

It was implicated by several participants that another category that they were experiencing problems in was environment related issues. They indicated ideas related to aspects such as distractions, health issues, socialization, lack of physical interaction, economy of resources, and convenience of the learning environment. Numerous learners implied that being occupied with leisure time activities that were not related to the lectures arose as a problem. Some learners explained the cause of this from their perspective.

> "Attendance is important in online sessions as well. However, say that you are sleepy in the morning. You turn the computer on and put it somewhere nearby. You are attending the lesson. Let me tell you the truth, if there are 20 people in that online session, maybe 5 or 6 of them are looking at the screen. The remaining 15 or 14 people are listening to music, or checking out their Instagram feed, doing other stuff." (Participant 1, Male)

> "Personally, I did not attend the online lessons in my bed. I took my stuff to the table when I was going to attend a session. If you do not wake yourself up and attend the lesson in your pajamas, then you do not benefit from any session at all. Some people would do that. However, if you have breakfast and get dressed as if you were going to the school before the session, I think it works." (Participant 12, Female)

> "I get distracted a lot. In the first sessions I used to listen to the instructor during the online lectures, but I started to get distracted a lot lately. I often checked my phone and lingered on social media. I was not able to follow up, I had to study on my own after the sessions. It was just a voice in the background for me. It is the same for most of the people in the class. We chat with each other during the sessions on WhatsApp. No one listens. (Participant 9, Female)

Excerpts taken from some participants who expressed that they could not comprehend the pronunciation of the instructors because of the masks they were wearing in face-to-face sessions are as follows:

> "Of course, in face-to-face lectures, we are wearing masks. We suffer from problems with articulation and pronunciation because we cannot see the mouth or the lips of the instructor, but such a problem does not exist in online sessions. The instructor turns the camera on, and we can see his mouth and lips." (Participant 1, Male)

> "I am in a WhatsApp group with my classmates, and there were times when some of these students expressed that they did not learn anything at all during the online sessions and they did not understand the pronunciation of the instructor because of the mask." (Participant 5, Female)

A participant made remarks which implicated that they were worried about the physical inactivity that occurs during online learning sessions. The excerpt from the interview is provided below.

> "It is better for us to attend some of the lectures in the online learning environment and some of them face-to-face. The duration of the sessions also has a part to play in this. If the duration of the lectures is shortened, it could make it easier for us to focus. Also, being in front of the screen all the time is bad for our health, if the lessons are taught online on that day." (Participant 13, Female)

The restrictions that online learning poses on the social aspects of education were also stated by several learners. The following are the excerpts from these interviews:

> "Online sessions caused us both to experience financial problems (in ensuring an internet connection) and not to socialize with our friends. It made us sit in front of a screen. We were not able to see the instructor, or experience a classroom environment." (Participant 2, Male)

> "Actually, online education is good in terms of saving money and time, but face-to-face education is good in terms of socializing. Because you get to socialize and hang out with your friends when you go to school. You do some activities and it makes you feel good. It makes you feel good psychologically and physically." (Participant 12, Female)

The interruptions that occurred in communication due to the lack of physical interaction, stemming from being in remote places were also mentioned by some participants.

> "I believe it is more important to communicate with the instructor face-to-face. I got more out of face-to-face lectures. I could not focus during the online sessions anyway. Maybe it is because of the session hours, or the crowded classroom. For example, I did not get to ask the things I had not understood. That was a problem for me." (Participant 4, Female)

> "We are learning a different language, a different culture. Some of our instructors are foreigners. That is why I would have liked it if I had the chance to observe their gestures and body language and get to know them face-to-face." (Participant 3, Male)

> "I prefer the classroom environment because I get to see my friends. For example, the lesson ends, we leave the classroom and my friend comes to me and asks me something. He cannot do that in online sessions. Writing a message on WhatsApp is more tedious. He has to write the whole thing. I think it would be demotivating. In a face-to-face environment, it is much easier." (Participant 6, Female)

Some learners articulated the economic aspects of online learning. An example of this is as follows:

> "I think it allows you to save time that you would otherwise spend commuting as well. This is good, both financially and for the environment. Overall, I think it is much better for saving money." (Participant 12, Female)

Others made implications about the over-crowded sessions and how the issue could be resolved.

> "I prefer face-to-face lectures. Online education is not bad, but I learned more during face-to-face sessions because like I said, there are fewer learners in the lesson, and the instructor can speak with each of us separately. We could do the speaking activities." (Participant 5, Female)

> "I think the number of the students in each session could be reduced. When there are 60 or 70 people, the instructor cannot make time for each of the learners. However, when it is a face-to-face session, we receive lectures in classes with 17 people and, as a result, the instructor can observe the progress of each learner and contribute to it." (Participant 10, Female)

Several learners also conveyed the importance of being able to attend online lectures in a convenient environment. The following are given as some samples:

> "I have a lot of friends who cannot talk during the online lectures. Some of them have to attend the sessions in the library, and some of them stay in the dorm. They cannot speak or turn the volume on because their friends are sleeping. It is the same for those who live at home. The majority of my friends say the same. Few people are speaking during the lesson because they do not have a place to themselves alone." (Participant 7, Female)

> "Hybrid education was not productive for me because I live in a dormitory, and sometimes attending the online lectures can be problematic. Because of my friends, because we sleep and wake up at different hours." (Participant 10, Female)

> "As I have just mentioned, specific conditions have to be met to attend the online lectures. The student has to have access to the internet, and a place where she can attend the lesson. She also needs a tablet computer or a computer that she can attend the lessons on. Since I am an only child, I did not have such a problem, but I have seen on the news that it was harder for some people who had siblings, because of the noise they make." (Participant 5, Female)

4.5.3. Student Related Issues

Ironically, it was reported by several participants that some of the issues they experienced were related to the learners themselves. Some learners indicated that learners' inefficacy in adapting to the environment causes certain issues.

> "Online education is easier in terms of attendance, but problems in adaptation are experienced after a while. Both physically and mentally. This may be so because we do not feel any responsibility, since the cameras are turned off and we are not face-to-face." (Participant 4, Female)

> "I enjoy the days that we are taught face-to-face. I try to actively participate during the lesson. I try to adapt myself somehow, but this does not happen in online sessions. I tend to stay quiet." (Participant 11, Female)

Some learners mentioned the issue of motivation. Two samples of such implications can be observed below.

> "Online education is beneficial in terms of accessing it, you can attend the lessons wherever you are. It makes you feel tired to try to keep focused after a while, though." (Participant 4, Female)

> "As the number of the people in the classroom decreases, so does my motivation. For example, I do not feel as motivated as I would be if all of my classmates were attending the lesson when there are only two or three people in the class." (Participant 3, Male)

Many learners reported that problems in participation within hybrid and online education models are a noteworthy issue as well. Some sample statements are as follows:

> "In the face-to-face environment, the instructor can ask a question directly to you. You cannot escape it. In online learning, however, it is easy to resort to excuses like "the internet connection was lost" or similar tricks. Consequently, you cannot improve your language skills. You have to participate in face-to-face learning. Your skills improve. I believe a foreign language is learned when you are forced into such uncomfortable situations." (Participant 3, Male)

> "I think that learners should be kept track of more vigorously. When you let the learners relax too much, they start being absent frequently. As we were already absent in most of the face-to-face lectures, the majority of the people in the class did not get to improve their language skills to a satisfactory level." (Participant 8, Female)

> "When I have a question to ask, I want to be able to ask my teacher without getting shy about it. We do not have this advantage in online sessions. There are a lot of classes, a lot of people that we do not know. We are worried about what they might think of us." (Participant 2, Male)

4.5.4. Instructor Related Issues

The last theme that will be reported is the theme of instructor related issues. Some learners stated certain obstacles they faced that stemmed from the instructor's incompetency in utilizing the necessary technology and software. The following is a sample of his statements:

> "Some instructors are not so good with technological devices. For example, I share my Gmail address so that the instructor can share a file with me, but the instructor should be able to send the file to me via the chat embedded within the platform. The teacher sends the file to me via Gmail, then I share it with my friends one by one. That causes problems sometimes." (Participant 1, Male)

Two learners expressed the ineffectiveness of the instructors in motivating the learners to participate during the lesson as follows:

> "Not many people attend face-to-face lectures. In online sessions, it is only the instructor who speaks, and nobody else. I think it is an unproductive approach." (Participant 9, Female)

> "Students should be more active in online learning. In the online sessions we have, the teacher speaks for two hours, but none of the learners speak. No matter the number of learners in the session, it does not change. It is such a bad thing for only the teacher to speak during the lessons. The learners should speak as well. The instructor should see that everybody is actively attending." (Participant 2, Male)

One learner explained that instructors could be trained in using the technologies required in conducting effective online education.

> "Another problem I observed is that teachers are not effective in using these technologies sometimes. Since their ages vary, the fields and things they are interested in also vary. Some of them are not insightful enough when technology is concerned. In order to eliminate this issue, they could be given training in using these technologies." (Participant 7, Female)

4.5.5. Interview Questions and Distributions of the Answers

To provide a macro perspective regarding the participants' preferences about certain aspects of the learning models and explore their experiences further, the learners' answers given to the questions that were asked during the interviews are illustrated in this sub-chapter. For each question that was asked, a visual depiction of the frequencies of the answers is provided, and the relevant interview question is given under the figure.

The first question aimed to obtain general information about the learner's perspective of the online learning model that was present at the time the study was conducted. The distribution of the answers is shown in Figure 1.

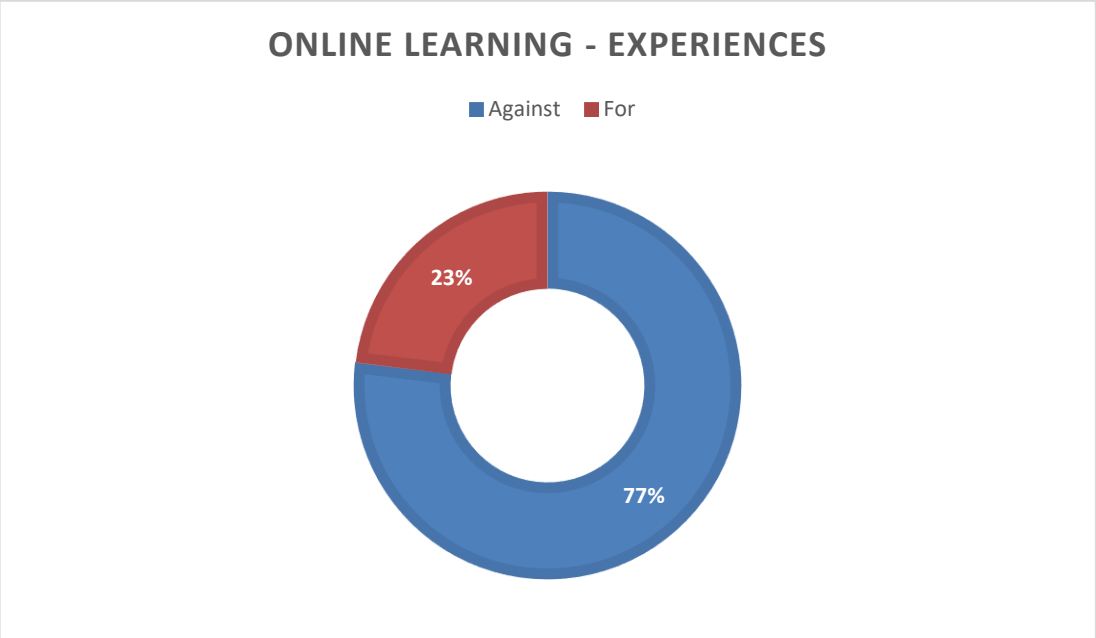


Figure 1: Learners' Answers to Interview Question 1 and Their Distribution

Question 1: As a student receiving education within this period, what are your views about online learning broadly?

Among the 13 participants, 3 (%23) learners made positive statements about the online portion of the hybrid education model adopted during the specified term. The remaining 10 (%77) students' answers indicated that they were not satisfied and experienced problems within this period. The second interview question intended to explore whether learners' performance in learning English was influenced by the hybrid education model. The distribution of the answers is shown in Figure 2.

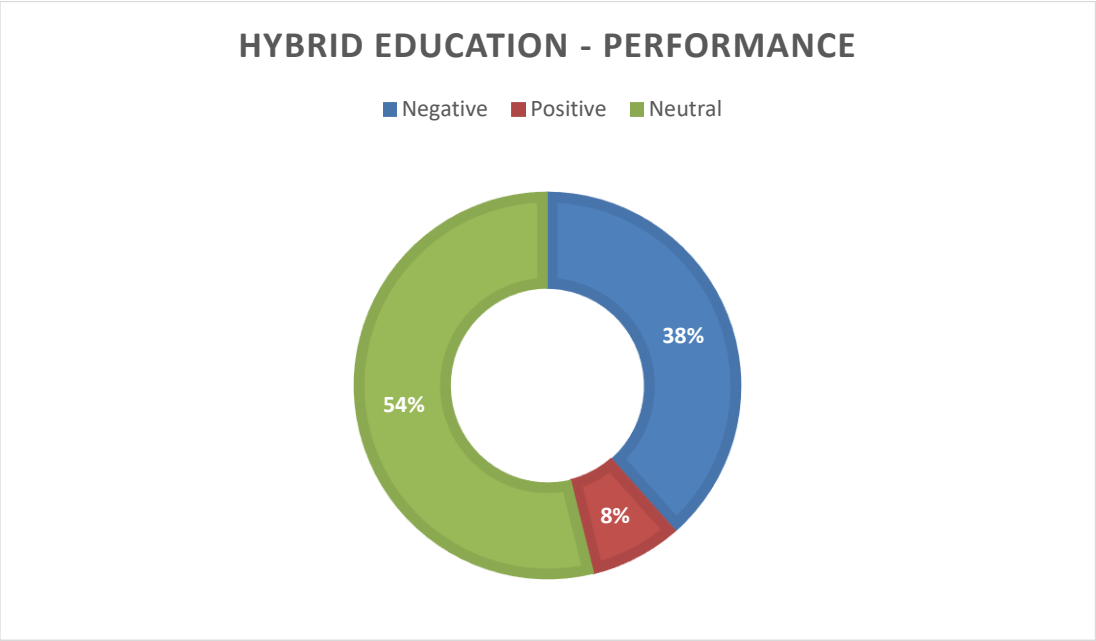


Figure 2: Learners' Answers to Interview Question 2 and Their Distribution

Question 2: Did this process (of hybrid education) affect your performance in terms of foreign language learning? Can you explain?

Among the 13 participants, 1 (%8) learner indicated that the hybrid education model influenced their performance in terms of language learning positively, whereas 7 (%54) learners made neutral remarks that indicated the hybrid education model had no effect on their language learning, and 5 (%38) learners implied that their language learning process was affected negatively. The third interview question was asked in order to reveal whether learners' emotions and feelings about English were affected by the hybrid education model. The distribution of the answers is shown in Figure 3.

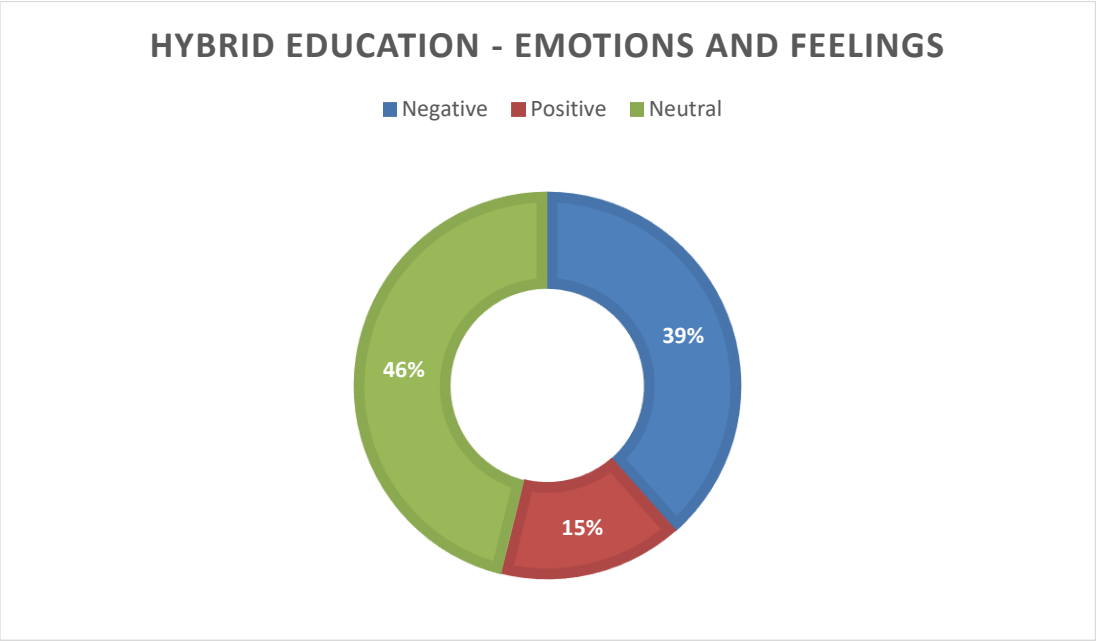


Figure 3: Learners' Answers to Interview Question 3 and Their Distribution

Question 3: Did learning a foreign language within a hybrid education context affect your feelings and attitudes towards that foreign language?

Among the group of 13 learners, 2 (%15) learners indicated that the hybrid education model affected their emotions and feelings about English positively, 6 (%46) learners implied that there were no effects on their emotions and feelings, and 5 (%39) learners' responses indicated that their emotions and feelings were influenced negatively. The fourth interview question aimed to investigate the technical issues and experiences learners encountered related to the use of the platform and software employed throughout the online learning portion of the hybrid education model. The distribution of the answers is shown in Figure 4.

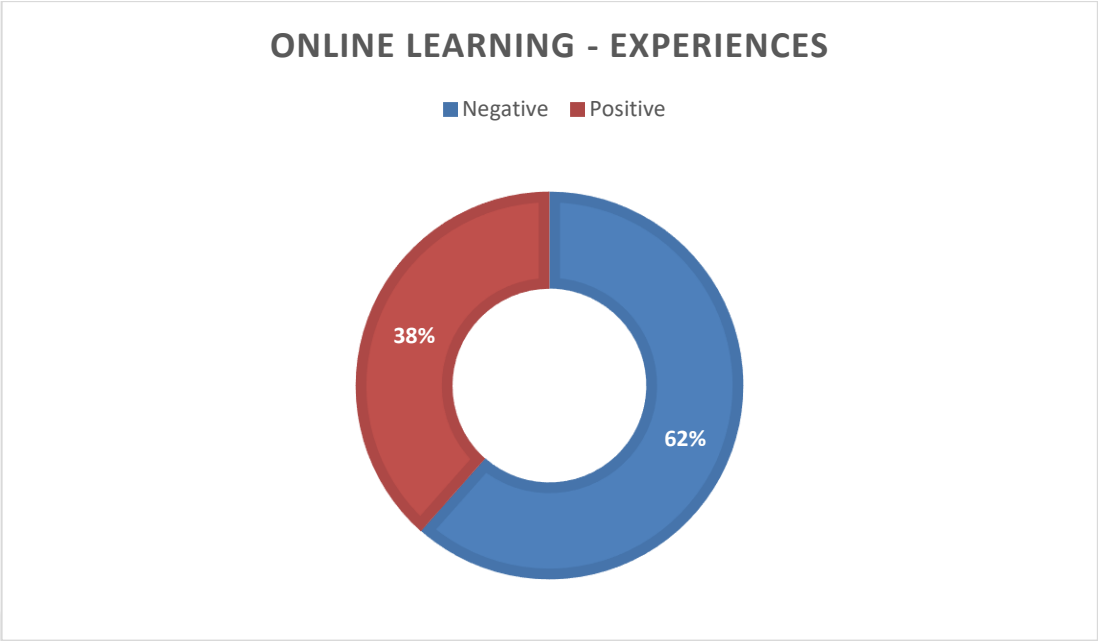


Figure 4: Learners' Answers to Interview Question 4 and Their Distribution

Question 4: What kind of experiences did you have while getting online education? What do you think about the use of these tools or platforms?

When the participants' answers to the fourth interview question were analyzed, it was revealed that 5 (%38) participants' experiences related to the platform and software were positive, while 8 (%62) participants had negative experiences. The fifth interview question was directed at obtaining the learners' choices between the traditional, classroom environment and the online environment for language learning during the present stage and situation of the pandemic. The distribution of the answers is given in Figure 5.

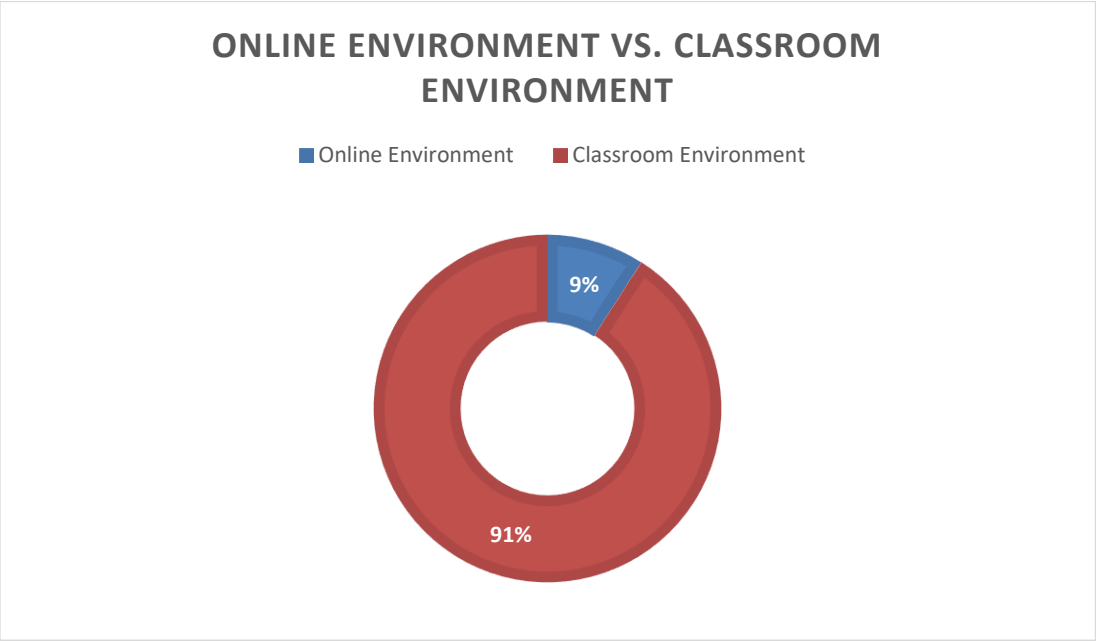


Figure 5: Learners' Answers to Interview Question 5 and Their Distribution

Question 5: Which environment (classroom environment or online environment) would you prefer to be in while learning English during this period? Could you elaborate?

1 learner (%9) implied that they would choose to be in the online learning environment over the classroom environment, while 12 learners (%91) stated that they would rather be in the classroom environment. The sixth and final question inquired about the participants' choices of a learning model among face-to-face learning, online learning, and hybrid learning model concepts during the time of the pandemic. The distribution of the participants' answers is displayed in Figure 6.

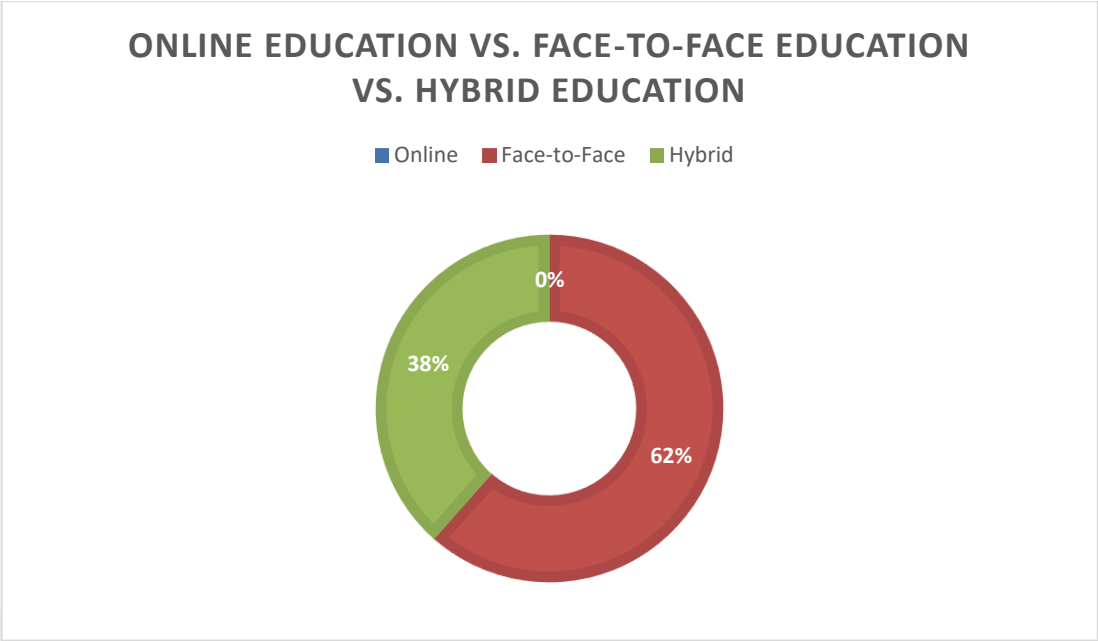


Figure 6: Learners' Answers to Interview Question 6 and Their Distribution

Question 6: If the choice was up to you, which education model among face-to-face education, online education, and hybrid education would you choose during this period?

Among the participants, 5 (%38) people expressed that if the choice was theirs, they would choose to learn English in the hybrid education model, and 8 (%62) people stated that they would rather learn English in the traditional, face-to-face education model, and nobody chose to learn English in the stated term of the academic year when all things are considered.

5. DISCUSSION

In this chapter, the findings related to each research question are explained and discussed in detail. To provide a holistic perspective and to support the points that are made, the findings of the past research in the related areas are also mentioned and included. The discussions regarding each research question are given in sequence.

5.1. Discussion of the Findings Related to RQ1

The perceptions of Turkish EFL learners regarding their online self-regulation were examined via the employment of the Turkish adaptation of OSLQ (Kilis, Yıldırım, 2018). 288 preparatory class Turkish EFL learners completed the questionnaire. Following the analysis of the data, the findings revealed that the participants perceived themselves to exhibit medium levels of online self-regulation overall. The scores on the subscales asserted that learners possess unsatisfactory perceptions about themselves in utilizing task strategies, time management, self-evaluation, and goal setting, whereas the scores on the Help Seeking subscale indicated satisfactory views.

In terms of the self-regulated learning strategies, it was concluded that environment structuring, help seeking, and goal setting were resorted to by the learners more than task strategies, time management and self-evaluation were. This is also in line with the findings of Uzun et al. (2013). No matter their surroundings, online learners are responsible for structuring their learning environment, as this environment lacks the authority and control that is present within the traditional classroom environment (Lynch, Dembo, 2004). In this regard, the finding that the learners' perceptions of their use of environment structuring strategy were satisfactory was desirable.

When the two scores are compared, it was observed that the learners scored relatively lower on OSLQ than they did on OLSES. This can be interpreted as while these learners believed themselves to possess the necessary competence in online or hybrid contexts, they did not believe that they displayed self-regulated behavior, or chose not to exhibit such behavior to the same degree. It should also be regarded that these

students have not been in typical hybrid or online contexts as the other participants in most of the preceding research. The immediate transition to, and the prolonged duration of the online and hybrid contexts in language teaching has led to burnout in the majority of the learners, as can be observed from the semi-structured interview findings.

5.2. Discussion of the Findings Related to RQ2

In order to explore the beliefs of Turkish EFL learners regarding their online self-efficacy, the Turkish adaptation of OLSES (Yavuzalp, Bahçıvan, 2020) was utilized. The results illustrated that as in the study conducted by Mutlu et al. (2019), who found that the participants in their study displayed high levels of self-efficacy, the learners in the current study also perceived themselves to be confident and self-efficacious in online learning environments.

Even though Joo et al. (2020) imply in their study that self-efficacy regarding self-regulation is not a direct means to predict learners' final performance results, there are also several studies where it was revealed that self-efficacy levels influenced learners' success in online learning environments (Ergül, 2004; McGhee, 2010; Zimmerman, Kulikowich, 2016). Hence, it is safe to argue that self-efficacy is an important concept in achieving successful learning of learners in online learning environments.

When the two scores obtained from OLSES and OLSQ were compared, it was detected that the participants' scores on OLSES were higher. This indicates that the learners perceive themselves to have the required competency in online or hybrid learning environments, in spite of the fact that they do not employ self-regulated learning strategies as much. This can be seen as somewhat confusing when the findings regarding the fourth research question, which revealed that there was indeed a correlation between the self-efficacy beliefs and the self-regulatory abilities of these learners in online and hybrid contexts are considered. However, it should be emphasized that since these learners have been studying under the conditions forced by the pandemic, it is not surprising that they may be experiencing burnout that causes them to lose motivation and discipline in learning a foreign language in a virtual environment.

The relationship between self-efficacy beliefs and learner satisfaction in online learning environments has been emphasized in the literature (Jan, 2015; Kuo et al., 2013; Shen et al., 2013) Contrary to these findings in the literature, the majority of the participants in this study made statements during the semi-structured interviews that implied their preference of the face-to-face environments, and dissatisfaction of the online and hybrid learning models. This may be so because of the long duration of the pandemic, as well as the strict regulations that were practiced such as curfews, social distancing, and so on. It should also be regarded that adolescence is a stage in human life where the development of social skills is critical and the energy of the individuals is at its peak. Thus, their preference is not surprising as these individuals feel themselves to be in dire need of socialization with their peers.

5.3. Discussion of the Findings Related to RQ3

In order to answer the third research question, the socio-demographic information gathered from the participants was employed as variables to explore any meaningful relationship or differences between the learners' socio-demographic variables and their perceived online self-efficacy and self-regulation. Each variable is discussed below, under its respective sub-heading.

5.3.1. Gender

The data gathered from the scales were analyzed to check whether gender was a distinctive variable. The results indicated that female learners perceived themselves to be more self-regulated than male participants in online learning environments. They also believed themselves to be more capable of structuring their environment and utilizing task strategies. It was found that there were no significant differences between the groups in perceptions regarding self-efficacy in online learning environments, as well as the subfactors of goal setting, time management, help seeking, and self-evaluation.

Even though some research in the past indicated that females were more self-efficacious when compared to males (Shen et al., 2013; Jan, 2015), there are also studies that have found that there were not any differences in self-efficacy of males and females (Ergül, 2004; Mills et al., 2007), which is in line with the findings of the current study. This might be stemming from the fact that technology is so deeply

embedded into the everyday routines and practices of this new generation of learners that it would be absurd for gender to make a difference in terms of technology related self-efficacy, at least for such individuals who possess the cultural and financial facilities required to maintain education at the university level. In terms of self-regulation however, Mills et al. (2007) found that females had a stronger perception of self-efficacy for self-regulation when compared to males. This is also supportive of the findings of the current study.

5.3.2. Students' Age at First Computer Use

The age at which the learners used a computer for the first time in their lives was designated to act as another variable and was investigated whether it was a peculiar variable. Balasundaram and Avulakunta (2021) categorize human growth into five stages, which are infancy, toddler, childhood, adolescence, and adulthood. Following a similar categorization, in terms of the age when they first started using computers, it was revealed that 12 (%4) of the participants first used a computer when they were toddlers (ages of 1-5), 141 (%49) of the participants started using computers during the childhood stage (ages of 6-11), and 135 (%47) of the participants first used a computer during the adolescence stage (ages 12-18).

The results signified that the participants who interacted with a computer for the first time when they were toddlers reported superior beliefs in all of the scales and subscales when compared with the other groups. This can be explained with the statements of Juhaňák (2019) who stated that when compared to the later ages, the years up to the age of seven are regarded as critical because individuals' experiences with digital technologies during this time have a greater impact on their subsequent development of autonomy and competence related to information and communications technology.

As discussed in the previous sub-heading, these learners are individuals who are born into technology. Practice is what makes confidence grow in people. Hence, it is not surprising that learners who spend more time with technological devices, computers in this case, are more confident, effective, self-efficacious, and self-regulated than those who interacted with technology and technological devices at a later age or stage.

5.3.3. Total Time Students Spent Online Daily

The total time that learners spent online daily was employed as a socio-demographic variable as well. Singh et al. (2016) displayed the total time participants spent online in four different categories in their study. The total time participants spend online daily was found by obtaining a sum of the time they spend doing the activities that were mentioned in the questionnaire. Accordingly, regarding the time participants spend online daily, it was found that 7 (%2.4) of the participants were online for 0-2 hours, 59 (%20.5) of the participants were online for 2-4 hours, 105 (%36.5) of the participants were online for 4-6 hours, and 117 (%40.6) of the participants were online for more than 6 hours daily.

Data analysis was run in order to inspect whether it was a distinguishing variable. While no significant differences were revealed between the groups in the majority of the categories, it was found that learners who spend over 6 hours online daily believed themselves to be more efficient in Help Seeking.

It may be perceived as somewhat contradictory that although it was revealed that the age or the stage when the learners first interacted with a computer makes a difference, the total time they spend online does not matter in terms of self-efficacy or self-regulated behavior in this context. This might be explained by the fact that in this era, technology and online platforms are integrated into each aspect of our daily lives. Spending time on online platforms, websites, and applications such as social media platforms, streaming platforms to watch movies and TV series, multiplayer online games, and online shopping has become a trend and norm for everyone, even more so for teenagers. When the pandemic, its effects, and the new habits we acquired during this time are added into the equation, it is without question that the time people spend online daily has increased much more than before. Contrary to the findings of the current study, Kuo et al. (2013) found that the learners who spent more time online in a week were more self-regulated than others. However, the participants in their study expressed the time they spend online in a week. Almost all of the participants expressed that they are online for more than 2 hours, and nearly half of the participants implied that they are online for more than 6 hours daily in the current study. Hence, it is expected that there would be no significant differences between these groups and individuals.

5.3.4. Time Students Spent on Extra-curricular Online Language Learning Environments

The time that students spent in extra-curricular, online language learning environments was also chosen to act as a socio-demographic variable. It should be regarded that these hours were spent for extra-curricular, supplemental activities in language learning on certain websites and platforms designed with the purpose of language learning. Some examples of the mentioned environments were also presented to learners within the survey. These examples included prominent websites such as Duolingo and Memrise. Learners who desire to learn a new language might benefit from mobile language learning applications like Duolingo and Memrise (Karjo, Andreani, 2018). Tuğtekin (2022) displayed the total time learners spent in online learning environments in four categories. When a similar approach was adopted in order to discover how many hours the learners spent online in extra-curricular language learning environments, it was revealed that 180 (%62.5) of the participants were online for 0-1 hours, 95 (%33) of the participants were online for 1-3 hours, and 13 (%4.5) of the participants were online for 3-5 hours on these platforms daily.

The results showed that learners who spent more time on these platforms and environments displayed more positive perceptions of their self-regulation and self-efficacy in online learning environments. It is often anticipated that learners who are more aware of their capabilities and responsibilities would be spending more time working toward improving their skills. In the current study, the case was also the same as the learners who had more experience with technology and spent more time in online language learning environments indicated more self-efficacious and self-regulated perceptions in comparison to others.

5.4. Discussion of the Findings Related to RQ4

The results of the data analysis that were conducted in order to find out whether there was a relationship between online self-regulation and online self-efficacy perceptions of Turkish EFL learners revealed that the two concepts were significantly related. It was found that learners who perceive themselves as self-efficacious tend to believe themselves to be self-regulated in online learning environments. Hence, it can be deduced that self-efficacy and self-regulation views of learners in online environments are correlated. This is in line with several studies conducted in both face-to-face and

online contexts within the field, where the relationship between the two concepts was examined and reported as correlated. (Artino, Stephens, 2006; Bradley et al., 2017; Cho, Shen, 2013; Ha, 2021; Su et al., 2018; Yazdizadeh et al., 2020).

Since self-efficacy and self-regulation are crucial, related concepts in education and learning, it is important for the interplay between them to be explored and understood further. The two phenomena are ofttimes explained and studied under the same framework in the literature. In the current study, they were also explained and explored under the SCT framework. These concepts are directly relevant for successful learning to occur; therefore, it is important that they are examined in future studies as well.

5.5. Discussion of the Findings Related to RQ5

Among the applications and tools used in distance education during the pandemic, Zoom stands out as a choice that has earned recognition among a broad group of users because of its convenience and user-friendly design (Kristóf, 2020). The participants in the context of this study were also receiving lectures through the Zoom platform at the time of the study. Although some participants stated technical issues they experienced with the platform, others mentioned that it was a good choice to resort to as a platform during this time of emergency.

In a large number of studies, participants expressed their preference for face-to-face learning over online learning or hybrid learning (Akkoyunlu, Soylu, 2008; Chen, Jones, 2007; Evişen et al., 2020; Lowenthal et al., 2015; Valizadeh, Soltanpour, 2021). The majority of the participants in the current study have also stated they would choose face-to-face learning over the hybrid learning and online learning models imposed by the pandemic, in the aftermath of the pandemic. However, considering the conditions imposed by the long pandemic of COVID-19, the state of the disease, and the cases in the country by the time the study was conducted, there is no doubt that this preference of the learners was stated under great stress and burnout caused by these conditions. Unlike those before them, these learners had been deprived of the social aspect of education for over two years because of the effects of the pandemic. It is not surprising that these teenagers are agitated to go back to the old ways in education, where they can develop their social skills while learning.

The issues that have been mentioned by the participants, and used in the formulation of the themes, were mentioned by the participants in several studies in the literature. Research in the past has revealed that learners in online or hybrid learning contexts stated certain issues such as; lecturer related issues (Aboagye et al., 2021; Corcuera, Alvarez Jr, 2021; Muthuprasad et al., 2021), technology related issues (Allo, 2020; Corcuera, Alvarez Jr, 2021; El Mansour, 2007; Mahyoob, 2020; Valizadeh, Soltanpour, 2021), environment related issues (El Mansour, 2007; Elkins, McDade, 2021; Lee et al., 2021; Muthuprasad et al., 2021; Valizadeh, Soltanpour, 2021), and student related issues (Aboagye et al., 2021; Elkins, McDade, 2021; Muthuprasad et al., 2021) in several studies, as well as in the current study. Thus, it is safe to state that the created themes are valid and in line with the literature.

Interestingly, some of the recommendations that were mentioned by the participants were in line with other studies which investigated the perspectives of the instructors within the field. Nayman and Bavlı (2022) explained that there were some suggestions made by the teachers for online teaching during the pandemic which included making attending the lessons and turning on cameras during the sessions obligatory for the learners, as well as a decrease in the number of learners in the classroom. Several participants in the current study made similar or the same statements when asked whether they had any suggestions in order to improve the quality of the learning contexts.

Şendoğan (2020) reported that as it allowed the learners to look at the lectures at different times, the majority of the participants in their study expressed favor for distance learning over the traditional one while learning English. This is also in line with the current study since the ability to re-watch the recorded lectures in online sessions was stated by some learners as a strong aspect of online learning.

Corcuera and Alvarez Jr (2021) also concluded that learners reported both positive aspects regarding hybrid learning such as time saving, convenience, and negative aspects such as technical issues, internet connection related problems, and teacher related issues. These positive aspects were also stated by the participants in the current study as the strengths of the hybrid learning model.

Huang (2016) concluded that the learners in their study believed face-to-face learning to be contributing to their world knowledge and online learning to be useful in

improving their listening skills. This is also in line with the findings obtained here. As the participants of the current study also mentioned their preference for the face-to-face learning context, some of them also implied that due to the obligatory use of masks during the lectures, they were experiencing problems with understanding the pronunciation of the instructor, which affects both the listening and the speaking skills.

6. CONCLUSION

This chapter intends to deliver a conclusion to the investigated and discussed phenomena throughout the past chapters, as well as to indicate the implications that are made. In this final chapter of the study, the limitations of the study are given first, with the implications of the study, and concluding remarks next. Finally, recommendations for future research are mentioned.

6.1. Limitations of the Study

There were certain limitations of the study. First of all, some factors constitute problems with the generalization of the results. The study was conducted with participants from a single university. In order to obtain more accurate and generalizable results, a larger number of participants would be desirable. The findings are confined to the data gathered from preparatory class EFL learners. Also, the data were collected solely from learners studying at a state university. Including students at a private university in the pool of participants would have created diversity. The collected data was confined to the period of the fall semester of the academic year 2021-2022. The practice of hybrid and online learning has been in effect since the beginning phases of the pandemic. Furthermore, because the conditions and regulations in education imposed by the pandemic fluctuate rapidly in line with the state of the dangers caused by the disease, it is highly likely that the perceptions of the students about the learning models and their capabilities might change in time.

6.2. Implications of the Study

There is no doubt that hybrid learning is a concept that deserves attention in the field of education. The fact that blended and hybrid learning will preserve its importance in the future of higher education can be deduced by the way that instructors are focused on internalizing and improving it (Singh et al., 2021). Regardless of the learning environment, students must possess the convenient skills and learning styles in order to achieve their goals (El Mansour, Mupinga, 2007). In a blended learning setting,

where learners have a lot of autonomy and flexibility, their behaviors might be of extreme importance for academic achievement (Jost et al., 2021). Hence, Turkish EFL learners must be equipped with the necessary knowledge of strategies and skills such as confidence, efficacy, and discipline, whether the learning context be face-to-face, online, or hybrid. It is particularly important to teach self-regulated learning processes in today's world, where most learners lack these abilities that are critical for life-long learning (Zimmerman, 2002). Schools must support learners' self-improvement of self-beliefs and self-regulatory capacities by going beyond teaching intellectual qualities so that students will be able to accomplish self-education and educate themselves throughout their lives (Zimmerman, 1995). Klimova et al. (2022) concluded that teachers are responsible for tasks like administering corrective feedback, monitoring their learners' learning process and progress, and ensuring that they have the chance to review their learning in the process of acquiring these metacognitive strategies. In order to establish the occurrence of interaction between students, teachers, the course materials, and among themselves, instructors can motivate learners by integrating online activities and communities that induce discussion and collaboration (Linder, 2017). English language teachers should grasp learners' online self-regulatory mechanisms better and give more suitable and timely instruction in order to help the learners to achieve self-regulatory behavior in online contexts successfully (Zheng et al., 2016). It is also advised for institutions to provide the teachers with trainings intending to teach how to inspire and instill such behavior and motivate the instructors in this regard. Yang et al. (2006) stated that within online learning contexts, social interaction is closely related to learners' self-efficacy. The social aspect should be focused on specifically if self-efficacious behavior is desired in the students. Overall, it is advised for instructors to attempt to promote self-efficacious and self-regulated behaviors in their pupils by modeling and teaching the desired behavior. Self-efficacy perceptions of learners will improve as they employ the self-regulatory strategies that are crucial to be successful in online learning contexts more, which will result in an enhancement in their performance (Bradley et al., 2016).

Finally, as experienced during the past three years, it is possible that a worldwide disease or event may influence the lives of individuals in the future. Although the immediate danger caused by the COVID-19 pandemic is perceived to be over with the

help of the vaccines and the decrease in the number of severe COVID-19 cases, there is no guarantee that a similar situation will not occur in the future again. Hence, it is crucial that instructors and institutions, as well as the learners, are ready for a possible, necessary implementation of online or hybrid learning models by becoming more aware of the requirements of these learning environments and their capacities.

6.3. Concluding Remarks

In their study, Singh et al. (2021) stated that the discoveries of their study could provide aid to academic institutions with the exercise of the hybrid learning practice for the duration of and the aftermath of the pandemic. The present study was designed with the same intent by providing a clear picture of the EFL learners' perspectives within the Turkish context. In an effort to present a macro view of the perceptions and perceived capabilities of these learners in hybrid and online environments for the duration of the pandemic, self-regulation and self-efficacy beliefs of learners, and their opinions of the hybrid learning model were regarded as complementary to each other.

Understanding human behavior is critical in enhancing the process of education. Even so in such a revolutionary field as language education, where it is not a linear or static subject that is being learned, but a dynamic phenomenon. The main requirement for learning to happen is a learner who wishes to learn. Thus, any of the factors that may have an influence over this willingness deserves the recognition and focus it gets. The main approach of this study was one that deemed the human aspect of language learning to be significant. It is hoped that these findings will be helpful for future researchers who attempt to investigate related concepts.

6.4. Recommendations for Future Research

There is a variety of recommendations implied by this study for future studies and researchers. Future studies investigating similar or same concepts can be conducted with a larger group of participants, from different state and private universities. EFL learners from different levels and departments might be included as participants. More area specific instruments can be employed in determining distinct capabilities of the learners. As the data collection procedure of the study was conducted at a time when there were still certain restrictions and regulations were in effect, future studies on the

perspectives and beliefs of the learners in the post COVID-19 era can be focused on to provide comparable findings. Another factor that might have induced the perceptions of relatively low levels of self-regulation might be the issue of motivation in learners. Future research may focus on the motivational aspects during the time of emergencies and how to instill and improve motivation in language learners.

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APPENDICES

Appendix 1

Turkish Adaptation of Online Self-regulated Learning Questionnaire

Aşağıda, çevrimiçi öğrenmede öz-düzenleme stratejileri kullanımı ile alakalı 24 madde bulunmaktadır. Bu ifadelere ne derecede katıldığınızı ya da katılmadığınızı, seçeneğin altındaki kutuyu işaretleyerek (X) belirtiniz.

		1 - Kesinlikle katılmıyorum	2 - Katılmıyorum	3 - Kararsızım	4 - Katılıyorum	5 - Kesinlikle katılıyorum
1.	Çevrimiçi derslerdeki ödevlerim için ölçütler belirlerim.					
2.	Kısa vadeli hedeflerin (günlük veya haftalık) yanı sıra uzun vadeli hedefler de (aylık veya dönem/sömestr boyunca) belirlerim.					
3.	Çevrimiçi derslerdeki öğrenmem için ölçütlerimi yüksek tutarım.					
4.	Çevrimiçi derslerde çalışma zamanımı ayarlamaya yardımcı olması için hedefler belirlerim.					
5.	Çevrimiçi olmasından dolayı çalışmamın kalitesinden ödün vermem.					
6.	Çalışma ortamımı fazla dikkat dağıtacak şeylerden uzak olacak şekilde seçerim.					
7.	Ders çalışmak için rahat bir yer bulurum.					
8.	Çevrimiçi dersler için en verimli çalışabileceğim yeri bilirim.					
9.	Çevrimiçi derslerime çalışmak için dikkat dağıtan şeylerin az olduğu zamanı seçerim.					
10.	Çevrimiçi dersler için daha ayrıntılı notlar tutmaya çalışırım, çünkü ders notları çevrimiçi öğrenmede normal sınıftaki öğrenmeye göre daha önemlidir.					
11.	Dikkat dağıtan şeyleri önlemek için çevrimiçi gönderilen öğretim materyallerini yüksek sesle okurum.					
12.	Sorularımı, çevrimiçi sohbet odasına ve tartışmaya katılmadan önce hazırlarım.					
13.	Ders içeriğini iyice öğrenmek için çevrimiçi derslerde verilen problemlere ek olarak ilave problemlere de çalışırım.					
14.	Zaman alıcı olduğunu bildiğim için çevrimiçi derslerime çalışırken fazladan zaman ayırırım.					
15.	Çevrimiçi derslere çalışmak için her gün veya her hafta aynı zamanı ayarlamaya çalışırım ve bu çizelgeyi uygularım.					
16.	Günlük derslere katılım zorunluluğumuz olmamasına rağmen, yine de çalışma sürelerimi günlere eşit olarak bölmeye çalışırım.					
17.	Ders içeriğine hakim, bilgili birini bulurum, böylece yardıma ihtiyacım olduğunda ona danışabilirim.					
18.	Sorunlarımı sınıf arkadaşlarımla çevrimiçi olarak paylaşırım, böylece hangi problemlerle uğraştığımızı ve onları nasıl çözeceğimizi biliriz.					
19.	Eğer gerekirse sınıf arkadaşlarımla yüz yüze görüşmeye çalışırım.					
20.	Dersi veren öğretim elemanından e-posta yoluyla yardım almada ısrarcıyımdır.					
21.	Çevrimiçi derslerde ne öğrendiğimi anlamak için öğrendiklerimi özetlerim.					
22.	Çevrimiçi bir derse çalışırken ders içeriği ile ilgili kendime birçok soru sorarım.					
23.	Çevrimiçi derslerde nasıl olduğumu anlamak için sınıf arkadaşlarımla konuşurum.					
24.	Sınıf arkadaşlarımın öğrendiğinden farklı ne öğrendiğimi anlamak için onlarla konuşurum.					

Appendix 2

Turkish Adaptation of Online Learning Self-Efficacy Scale

Aşağıda, çevrimiçi öğrenmede öz-yeterlilik seviyeleri ile alakalı 22 madde bulunmaktadır. Bu ifadelere ne derecede katıldığınızı ya da katılmadığınızı, seçeneğin altındaki kutuyu işaretleyerek (X) belirtiniz.

		1 - Hiç katılmıyorum	2 - Katılmıyorum	3 - Kararsızım	4 - Katılıyorum	5- Tamamen katılıyorum
1.	Çevrimiçi (online) ders materyalleri arasında etkili bir şekilde gezinebilirim.					
2.	Çevrimiçi (online) ders izlencesini bulabilirim.					
3.	E-posta yoluyla dersin öğretim elemanı ile etkili iletişim kurabilirim.					
4.	Teknik destek ile e-posta, telefon veya canlı çevrimiçi (online) sohbet yoluyla etkili bir şekilde iletişim kurabilirim.					
5.	Ödevleri çevrimiçi (online) bir depolama alanına (Dropbox, Google Drive, Yandex Disk, One Drive vb) yükleyebilirim.					
6.	Kendi kendime Teknik sorunların üstesinden gelebilirim.					
7.	Çevrimiçi (online) olarak yayımlanan notlarımı (ödev, sınav vb) öğrenebilirim.					
8.	Zamanı etkili bir şekilde kullanabilirim.					
9.	Tüm ödevlerimi zamanında tamamlayabilirim.					
10.	Yeni bir teknolojiyi etkili bir şekilde kullanmayı öğrenebilirim.					
11.	Öğretim elemanı ile aynı sınıf ortamında olmadan öğrenebilirim.					
12.	Sınıftaki diğer öğrenciler ile aynı sınıf ortamında olmadan öğrenebilirim.					
13.	Ders ile ilgili bir sorunun cevabını bulmak için internette arama yapabilirim.					
14.	Ders ile ilgili materyalleri internette arayabilirim.					
15.	Eşzamansız teknolojiler (tartışma grubu, mesaj panosu, e-posta vb) kullanarak iletişim kurabilirim.					
16.	Çok az hatırlatıcı ile çevrimiçi (online) görevlerin son teslim zamanına uyabilirim.					
17.	Bir grup projesini internet üzerinden çevrimiçi (online) olarak tamamlayabilirim.					
18.	Başkalarıyla iletişim kurmak için eşzamanlı teknolojileri (Skype, WhatsApp, Messenger vb) kullanabilirim.					
19.	Dikkat dağıtıcı bir şey ile karşılaştığım zaman okul çalışmalarına odaklanabilirim.					
20.	Gerekli çalışmaların tümünü zamanında tamamlamak için bir plan geliştirebilir ve uygulayabilirim.					
21.	Kütüphanenin çevrimiçi (online) kaynaklarını verimli bir şekilde kullanabilirim.					
22.	Bir problem ortaya çıktığında, uygun bir çevrimiçi (online) tartışma grubunda (e-posta, tartışma panosu, WhatsApp grubu, Facebook grubu vb) problemi sorabilirim.					

Appendix 3

Semi-Structured Interview Questions

(Turkish)

1. Bu süreçte eğitim alan bir öğrenci olarak, çevrimiçi eğitim hakkında genel olarak düşüncelerinizden bahseder misiniz?

2.Bu süreç (hibrit eğitim) yabancı dil öğrenimi anlamında performansınız üzerinde etkili oldu mu? Açıklayabilir misiniz?

3. Hibrit eğitim modelinde dil eğitimi almış olmanız, öğrendiğiniz yabancı dile yönelik hisleriniz ve yaklaşımınız üzerinde etkili oldu mu?

4. Çevrimiçi eğitim alırken teknik konularla alakalı ne gibi tecrübeler edindiniz? Bu araçların/platformların kullanımı ile ilgili ne düşünüyorsunuz?

5. Bu süreçte İngilizce öğrenirken, hangi ortamda (sınıf ortamında mı yoksa çevrimiçi ortam) olmayı tercih edersiniz? Açıklar mısınız?

6. Eğer seçim hakkı sizin olsaydı, bu süreçte yüz yüze eğitim, çevrimiçi eğitim ve hibrit eğitim modellerinden hangisini tercih ederdiniz?

(English)

1. As a student receiving education within this period, what are your views about online learning broadly?

2. Did this process (of hybrsid education) affect your performance in terms of foreign language learning? Can you explain?

3. Did learning a foreign language within a hybrid education context affect your feelings and attitudes towards that foreign language?

4. What kind of experiences did you have while getting online education? What do you think about the use of these tools or platforms?

5. Which environment (classroom environment or online environment) would you prefer to be in while learning English during this period? Could you elaborate?

6. If the choice was upto you, which education model among face-to-face education, online education and hybrid education would you choose during this period?

Appendix 4

KATILIMCILARIN GÖNÜLLÜLÜĞÜ
VE
AYDINLATILMIŞ ONAM FORMU

Sayın Katılımcı,

Katıldığınız bu çalışma bilimsel nitelikte bir araştırmadır. Araştırmanın konusu "Hibrit Eğitim Bağlamında Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrencilerin Çevrimiçi Öğrenmede Öz-Düzenlemeleri ve Öz-Yeterlilikleri"dir. Bu araştırma, Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı'nda akademik eğitimini sürdüren Mehmet Yağız KAPTANOĞLU'nun yüksek lisans tezi kapsamında yapılmaktadır.

Araştırmanın amacı, COVID-19 pandemisi esnasında hibrit öğretim yoluyla İngiliz dili eğtimi alan hazırlık sınıfı öğrencilerinin fikirlerini ve yaklaşımlarını, iki ölçek ve devamında (gönüllü katılımcılarla) yapılacak görüşmeler aracılığıyla öğrenmek ve hem bu kapsamda gelecekte yapılacak çalışmalara katkıda bulunmak, hem de öğrencilerin bu süreçte karşılaştıkları sorunları veya yöntemin olumlu yönlerini ortaya çıkartarak sürecin iyileştirilmesine dair birtakım öneriler sunmaktır.

Araştırma boyunca sizlerden kişisel bilgileriniz istenmeyecektir. Verdiğiniz yanıtlardan ve tamamladığınız ölçeklerden elde edilecek veriler yalnızca araştırmacı tarafından, araştırma kapsamı dahilinde kullanılacaktır. Bu araştırmaya katılmanızda öncül esas gönüllü olmanızdır. Çalışmaya katılmama ve çalışmanın herhangi bir aşamasında, hiçbir yaptırıma maruz kalmaksızın çalışmadan ayrılma hakkına sahipsiniz.

Katkılarınız için teşekkür ederiz.