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Exploring Self-Regulated Learning Strategies of Turkish University EFL Learners

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Abstract

This study investigated the influences on Self-Regulated Learning (SRL) strategy use among EFL learners. A total of 696 university students completed the Self-Regulated Learning Strategies Scale (Erdoğan & Senemoğlu, 2016). Descriptive results indicated moderate-to-high SRL levels, with the highest scores in motivation-related strategies and after-study regulation. Results of ANOVA revealed significant differences based on study habits ($\eta p2$=.104), weekly English study time ($\eta p2$=.046), and family support ($\eta p2$=.035), with effect sizes ranging from small to moderate. Multiple regression analysis indicated that four variables – study habits (β = .234), English scores (β = .134), family support (β = .131), and weekly study time (β = .085) – significantly predicted SRL scores, explaining the 13.7% of the total variance (R2=.137). Demographic variables explained modest yet significant portion of SRL differences. Findings highlight the importance of structured study behavior and motivational context. These insights may inform language-teaching practices that aim to support learners' self-regulation capacities across diverse learner profiles.

Keywords: self-regulated learning, EFL learners, individual differences