

Self-regulated Learning Strategies Employed by Regular, Evening, and Distance Education English Language and Literature Students

Ozkan Kirmizi

*Karabuk University, Karabuk, Turkey
E-mail: ozkankirmizi@gmail.com*

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ABSTRACT The aim of this paper was to compare self-regulated learning skills employed by regular, distance and evening English Language and Literature (ELL) students. This paper investigated self-regulated learning in terms of *goal setting, environment structuring, time management, help seeking, self-evaluation, and metacognition*. In order to collect data, Online Self-Regulated Learning Scale (OSLQ) and Motivated Strategies for Learning Questionnaire (MSLQ) were used. These two scales were adapted according to the scope of the paper. The number of participants is 237. Participants of the study are English Language and Literature Department students at Karabuk University. In terms of status, they are from regular, evening, and distance education programs. The results indicate that the three groups have relatively high levels of self-regulation, but evening students have the highest level of self-regulation, and successful students employ more self-evaluation and metacognition strategies compared to other groups.