



T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE EDUCATION PROGRAMME

**PREDICTORS OF ONLINE COURSE SATISFACTION OF TURKISH LEARNERS  
OF ENGLISH AT A TURKISH UNIVERSITY**

MASTER'S THESIS

GÜLSELİ ERDEM

SUPERVISOR

LECT. DR. CEYHUN KARABIYIK

ANKARA

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## BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

† Tezimin 2 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

21.06.2021

Gülsemi ERDEM



**To each member of my precious family...**

## ACKNOWLEDGEMENTS

This thesis would not have been possible without the help and support of a great number of people.

First of all, I would like to express my gratitude to my thesis supervisor Lect. Dr. Ceyhun KARABIYIK for his patience, encouragement, guidance, positive attitudes and genuine interest. His constructive criticism, professional manner and invaluable suggestions greatly contributed to this study.

I am also genuinely grateful to my thesis committee members Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR and Lect. Dr. Faranak Abbaszad TEHRANÍ for their invaluable recommendations and feedback on my thesis.

I also owe a debt of gratitude to my colleagues Feride GÜVEN, Dr. Ladan AMIR SAFAEI and Mine BELLİKLİ for their continuous support and help during the process.

Finally, I would like to thank my beloved grandmother, parents and family for their everlasting love, support and encouragement.

## ÖZ

ERDEM, Gülseli. Bir Türk Üniversitesinde İngilizce Öğrenen Türk Öğrencilerin Çevrimiçi Ders Memnuniyetinin Yordayıcıları, Yüksek Lisans Tezi, Ankara, 2021.

Öğrencilerin geleneksel sınıf ortamı ve zamanına bağlı kalmadan yüksek kalitede eğitim almalarını sağlayan çevrimiçi öğrenme, tüm dünyada artan bir şekilde eğitim ortamlarına dahil edilmekte ve öğrenci memnuniyeti, çevrimiçi öğrenme ortamının kalitesinin önemli bir göstergesi olarak kabul edilmektedir. Alanyazında çevrimiçi öğrenmede öğrenci memnuniyeti ile ilgili pek çok araştırma olsa da, öğrenci memnuniyeti ve bunun yordayıcı değişkenleri hala verimli bir araştırma alanıdır. Bu nedenle, bu çalışmanın amacı, dijital okuryazarlık, akademik motivasyon, çevrimiçi öğrenmeye yönelik tutum ve cinsiyetin İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin çevrimiçi dersten memnuniyetleri üzerindeki yordayıcı değerlerini incelemektir. Çalışma ayrıca öğrencilerin çevrimiçi öğrenmeye ilişkin görüşlerini araştırmayı da amaçlamıştır. Bu doğrultuda karma yöntem araştırma deseni kullanılarak nicel ve nitel veriler sentezlenmiştir. İlk aşamada, Ankara'da bir vakıf üniversitesinde öğrenim gören 311 çevrimiçi İngilizce dersi öğrencisinin oluşturduğu örneklem araştırmanın nicel kısmına katılmış ve Dijital Okuryazarlık, Akademik Motivasyon, Çevrimiçi Öğrenme Tutum ve E-Kurs Memnuniyeti ölçeklerindeki soruları yanıtlamıştır. Veriler SPSS 25 ile analiz edilmiş ve değişkenlerin öğrenci memnuniyeti üzerindeki tahmin değerlerini test etmek için t-testi, korelasyon, çoklu regresyon ve hiyerarşik regresyon gibi çeşitli analiz yöntemleri kullanılmıştır. Elde edilen bulgular, katılımcıların çevrimiçi dersten memnun olduğunu ( $M = 3.48$ ,  $SD = .81$ ) ve dijital okuryazarlık, akademik motivasyon ve çevrimiçi öğrenmeye yönelik tutumun öğrencilerin çevrimiçi dersten memnuniyetinin önemli yordayıcıları olduğunu göstermiştir. Öğrencilerin memnuniyet, dijital okuryazarlık, akademik motivasyon düzeyleri ve çevrimiçi öğrenmeye yönelik tutumlarında cinsiyete göre istatistiksel olarak anlamlı bir farklılık yoktur. Nitel veri toplamak için ankete katılmış 20 gönüllü katılımcı ile röportaj yapılmıştır. Nitel analiz sonuçları, memnuniyet için en çok belirtilen nedenlerin “ders esnekliği, ders içeriği ve öğretmen” olduğunu gösterirken, öğrenciler “bilgisayar becerilerinin yetersizliği, zayıf etkileşim ve teknik sorunlar” gibi önemli konulara da işaret etmiştir.

**Anahtar Sözcükler:** Çevrimiçi öğrenme, çevrimiçi ders, çevrimiçi derste öğrenen memnuniyeti, dijital okuryazarlık, akademik motivasyon, çevrimiçi öğrenmeye yönelik tutum

## ABSTRACT

ERDEM, Gülseli. Predictors of Online Course Satisfaction of Turkish Learners of English at a Turkish University, Master's Thesis, Ankara, 2021.

Online learning, which enables learners to receive high quality education without relying on traditional classroom space and time, is increasingly being incorporated into educational settings around the globe and learner satisfaction is considered to be a significant indicator of the quality of the online learning environment offered. While there is a lot of research in literature that provides illuminating insight into learner satisfaction with online learning, learner satisfaction and its predictor variables are still a fruitful field to investigate. Hence, the aim of present study was to examine the predictive values of digital literacy, academic motivation, attitudes towards online learning and gender on satisfaction of Turkish EFL students with online course. The study also aimed to investigate the students's views about online learning. Accordingly, mixed-method research design was used by synthesizing quantitative and qualitative data. In the first phase of the study, a sample of 311 online EFL course students studying at a foundation university in Ankara participated in the quantitative part of the study and answered the questions in Digital Literacy Scale, Academic Motivation Scale, Online Learning Attitude Scale and Satisfaction with E-Course Scale. Data were analyzed using SPSS 25. Several analysis methods, including t-test, correlation, multiple regression and hierarchical regression were utilized to test the predictive values of variables on learner satisfaction with online course. Students rated the online course as satisfactory ( $M = 3.48$ ,  $SD = .81$ ) and digital literacy, academic motivation and attitudes of the participants towards e-learning emerged as significant predictors of students' satisfaction with online learning. There were no statistically significant differences in students' satisfaction, digital literacy, academic motivation and attitudes towards online learning based on gender. As for the qualitative data collection phase, an interview was performed with 20 volunteer participants. The qualitative analysis results showed "course flexibility, course content and instructor" were the most cited reasons for satisfaction, while they noted valuable concerns, namely, "lack of computer skills, poor interaction and technical problems" to be addressed.

**Keywords:** Online learning, online course, learner satisfaction with online course, digital literacy, academic motivation, learner attitude towards online learning

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# CHAPTER 1

## INTRODUCTION

The present study probes to ascertain the predictive values of digital literacy, academic motivation and learner attitudes towards online learning on learner satisfaction with online course. It also aims to determine whether the effect of gender on these variables is significant. First, statement of the problem that the study seeks to figure out is presented. Thereafter, the main motivation and the reasons lying behind the intent to conduct the current study is presented. Afterwards, the research questions that the study will address are introduced. Following the research questions, limitations that the current study takes for granted are presented. The chapter concludes with defining the basic terms included in the study.

### 1.1. Statement of the Problem

Advancement in computer technology, communication systems and technological devices, and the widespread accessibility and use of the Internet have led to innovations and important changes in many areas and especially education. Today Information Communication Technology (ICT) has a rapidly increasing significance in educational settings, as agreed by many scholars and researchers (Al-Hunaiyyan, Al-Huwail & Al-Sharhan, 2008; Oh & Park, 2009; Plomp, Ten Brummelhuis & Rapmund, 1996; Volman & Van Eck, 2001) and making use of ICT in teaching is beneficial in many ways (Michau, Gentl & Barrault, 2001). One of the biggest areas that has been affected by these drastic changes in education is distance education.

It is widely known that distance education is nothing new. Moore and Kearsley (1996) divide distance learning into three generations. According to them, the first was launched by traditional correspondence and study courses that were independent. It was followed by open universities in the 1970s. The last generation refers to using broadcasting and teleconferencing tools with computers. A lot of research has been conducted on distance education (DeBourgh, 2003; Hartnett, George & Dron, 2011; Moore, Dickson-Deane & Galyen, 2011, Odabaş, 2003; Scalese, 2001) and many researchers have attempted to define it. Moore and Kearsley (1996) define distance learning as a learning environment where “students and teachers are separated by distance

and sometimes by time” (p. 1). According to Simonson (2009), distance education is “institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors”. Odabaş (2003) views distance education as the interactive exchange of data between learners and teacher that are distant from each other and it relies on the web and high-technology tools and equipment. Distance education is also described as a mode of teaching in which the teacher and learners are physically separated using a variety of technologies such as computer and the Internet (Roffe, 2004). In *Cambridge Online Dictionary*, distance education is defined as “a way of studying in which you do not attend a school, college, or university, but study from where you live, usually being taught and given work to do over the Internet” (n.d.). Similarly, in *Merriam-Webster*, distance education is defined as “a method of study where teachers and students do not meet in a classroom but use the Internet, email, mail, etc., to have classes” (n.d.). Therefore, distance education, the earliest models of which were only pre-printed correspondence courses based system, according to Dean (1994), is now widely associated with the mode of learning where the learner and teacher is physically separated and instruction is delivered mainly through computers and the Internet. Online education is the new form of distance education, which uses computers and the Internet to deliver the course content and minimum 80% of the content is online (Smith & Brame, 2014). In addition, in many studies, it can be seen that the term e-learning is used to refer to online learning. Goyal (2012) defines e-learning as learning in which paper instructional materials are not used and teaching via technology and he refers to several terms that are used to cover e-learning. Some of them are online learning, e-learning, virtual learning, network-based learning and web-based learning. Therefore, within this current study, distance education, online education, online learning and e-learning will be used as synonyms hereafter.

Particularly since the beginning of the 21<sup>st</sup> century, the Internet and web-based technologies have had a great influence on how we conduct our daily life, communication, business activities, industry, entertainment and shopping. With the commercialization of the Internet and the development of information communication technologies (ICT), online or e-learning environments provide a variety of opportunities to communicate, interact and deliver multimedia material which boost learner-directed learning (Wu, Tennyson, Hsia & Liao, 2008). To keep up with the dramatic changes that the Internet

has brought in general and especially in distance learning (Holsapple & Lee-post, 2006), educational settings have also adopted new teaching methods and approaches that have decreased or even eliminated dependence on traditional classroom practices. The growing literature on online learning also demonstrates how technology, economy and science are enhancing the expansion of a new educational panorama (Kirschner & Kester, 2007) and the significant role of e-learning and how effective it has been in connecting people and resources, enabling learning actively, broadening understanding, helping learners to develop critical thinking skills and promoting communication in a creative way (Khan, Hasan & Clement, 2012; Romero-Frias & Arquero, 2013).

As online learning is offered in various educational settings at many levels of education today, a growing number of higher learning institutions today throughout the world are increasingly shifting to online learning to supplement and improve their learning and teaching activities (Decman, 2015; Glenn, 2008). Online education has not only influenced the framework of distance education but it has also enormously influenced higher education as a throughout the world. (Allen & Seaman, 2011). While online learning is blooming, it makes contributions to learners by enhancing access to education, offering new learning environments and individual progress (White, 2005). They can access the information they need at any time and place and save time and money (Yavuzalp, Demirel, Taş & Canbolat, 2016). E-learning is suitable especially for students who study and work at the same time (Bhuasiri, Xaymoungkhoun, Rho & Ciganek, 2012). On the other hand, with e-learning, universities can reduce costs of physical teaching and learning infrastructures, become more digitized, which enables learning and gaining knowledge simply and fast at anytime and anywhere, and further integrate into the global educational environment (Arbaugh, 2005; Lee, 2010; Taylor, 2007). Therefore, with the benefits of online learning for both the students and the universities, the number of online courses offered in higher education is on the rise.

Students are considered to be customers of universities and they expect from the universities the best e-learning service quality (Martinez-Arguelles & Batalla-Busquets, 2016). With the above mentioned popularity of online learning, learner satisfaction emerges to be one of the crucial determinants of the quality of online learning experiences (González-Gómez, Guardiola, Rodríguez & Alonso, 2012; Ilgaz & Gülbahar, 2015; Parahoo, Santally, Rajabalee & Harvey, 2016; Sun, Tsai, Finger, Chen & Yeh, 2008; Yükseltürk & Yıldırım, 2008). Astin (1993) defines learner satisfaction as learners'

perception of their experience at college and the value of the education offered while they attend an educational institution, and as Bolliger and Martindale (2004) suggests, it is a fundamental variable that demonstrates the success or failure of the online learning experience.

Researchers have attributed learner satisfaction with online learning to numerous factors, such as assessment, different forms of online interaction, technology, technical support, technical support, course design, internet self-efficacy, relevance to real-life and learning outcomes (Amoroso & Cheney, 1991; Giray, 2021; Harsasi & Sutawijaya, 2018; Kirtman, 2009; Turhangil Erenler, 2019). Sun et al. (2008), on the other hand, developed a more comprehensive framework in order to examine the effect of critical aspects like instructor, learner, course, design, technology and environment on students' satisfaction with their experience in online learning environment.

While online learning opportunities are increasingly offered by educational institutions, learner satisfaction, which is a significant indicator of the effectiveness of an online program (Eom, Wen, & Ashill, 2006; Zhang, Zhao, Zhou & Nunamaker, 2004), deserves a better understanding as they cannot be effective and flourish if learners' needs and preferences are not taken into consideration. Getting feedback from learners about their experience is critical in order to successfully design and implement this environment (Sahin, 2007). Determining learner perceptions and identifying the factors that have an influence on student satisfaction with online learning can help all the parties that have a role in the design, development and implementation of online courses to improve online courses (Chute, Thompson & Hancock, 1999; Gonzalez-Gomez et al., 2012; Kurucay & Inan, 2017; Piccoli, Ahmad & Ives, 2001).

Although there are numerous studies conducted to explore learner satisfaction with online course, there is still a huge gap in literature about the relationships between the variables and this key element. Therefore, the present study intends to make a contribution to fill the gap a bit more.

## **1.2. Aim and Significance of the Study**

Literature review demonstrates that there is a limited number of studies that scrutinised e-learning in language learning and investigated the relationship between

digital literacy, academic motivation, learner attitude towards online education and satisfaction with online EFL course. Hence, this study aims to contribute to literature and field by exploring digital literacy, academic motivation, attitudes of online EFL course students at a Turkish university and the relationship of these variables with course satisfaction. The research also aims to determine the effect of gender on digital literacy, academic motivation, learner attitude towards distance education and satisfaction of learners. It also aims to investigate the students' views about online learning. The findings that will be reported might be of great interest to researchers, administrators, academics, decision-makers and practitioners involved in planning, developing and implementation of future online courses, especially at university level, both in Turkey and across the globe.

### **1.3. Research Questions**

In order to fulfil the aims of the current study, the answers to the following research questions will be investigated:

1. What are the digital literacy levels of online EFL course students?
2. What are the academic motivation levels of online EFL course students?
3. What are the attitudes of online EFL course students towards e-learning?
4. What are the satisfaction levels of online EFL course students?
5. Does gender have a significant effect on digital literacy, academic motivation, satisfaction levels and attitudes of online EFL course students?
6. Can learner satisfaction in online course be predicted by digital literacy, motivation or attitudes towards e-learning?
7. What are the students' views about online EFL course?

#### **1.4. Limitations of the Study**

As no research is without limitations, they need to be pointed out. The data was self-reported and it was gathered from Turkish students studying at a single faculty at a foundation university; therefore, it is unknown to what extent the findings are generalizable to students from other faculties, state universities and other countries from different parts of the world. Furthermore, the sample consisted of respondents only, in other words, the students. The data collected in this study was cross-sectional in nature. Another limitation can be related to the data collection process. Although quantitative data were collected just before the coronavirus outbreak in Turkey, the number of interviews conducted with students was lower than the intended number. At the beginning of the study it was aimed to reach about 40 students for interviews; however, this number remained at 20. In addition, the online course that was evaluated was implemented for the first time and the study considered only learner satisfaction as dependent variable.

#### **1.5. Organization of the Thesis**

The first chapter starts with a brief introduction to distance education and learner satisfaction with it. Then statement of the problem that the study aims to solve is presented. The chapter continues with the aim and significance of the study. Then the questions that the study probes to investigate are presented. Following the research questions, limitations of the study are reported. The chapter ends with giving definitions of the basic terms that are used in the study.

Chapter 2 presents the literature review part of the thesis. The present chapter starts with the conceptualization of distance education. In the second part, the variables, namely digital literacy, motivation, satisfaction levels and learner attitudes towards online learning are introduced.

Chapter 3 constitutes the methodological part of the study. Within this chapter, information about the research design, sample of the study, data collection and data analysis procedures are presented.

Chapter 4 presents the findings of the analysis will be presented. Findings are classified under two main categories: preliminary analyses findings and main findings

related to RQs. Accordingly, descriptive statistics for background variables and the results of normality tests are presented as preliminary analyses. Remaining results, including t-test and hierarchical regression analyses, are associated with RQs and presented in this chapter.

The last chapter, chapter 5, offers a brief summary of the study and continues with a discussion part in which the results of the study are held in detail. The chapter ends with providing some pedagogical implications and recommendations for future research.

## **1.6. Definition of Terms**

**Distance Education:** It is institution-based, formal education in which the learning group is separated and interactive telecommunications systems are utilized to connect learners, resources and instructors (Simonson, 2009).

**E-learning:** It is using advanced information and communications technology and computers in order for delivery of information, instruction and learning content (Selim, 2007).

**Online Course:** The course in which the delivery of the course content is based on a course web site and characteristically there are no face-to-face meetings (Cinkara & Bagececi, 2013).

**Learner Satisfaction:** It is learners' perception of their experience at college and the value of the education offered while they attend an educational institution (Astin, 1993).

**Digital Literacy:** It is the skill to retrieve information from a digital format (Ozden, 2018).

**Motivation:** It is the inner urge that encourages a person to perform some tasks and reach a goal at the end (Harmer, 2001).

**Academic Motivation:** It is the "production of the energy required for academic works" (Bozanoğlu, 2004, p.84).

Attitude: It is “a psychological tendency that is expressed by evaluating particular entity with some degree of favour or disfavour” (Eagly & Chaiken, 1993, p. 1).



## CHAPTER 2

### LITERATURE REVIEW

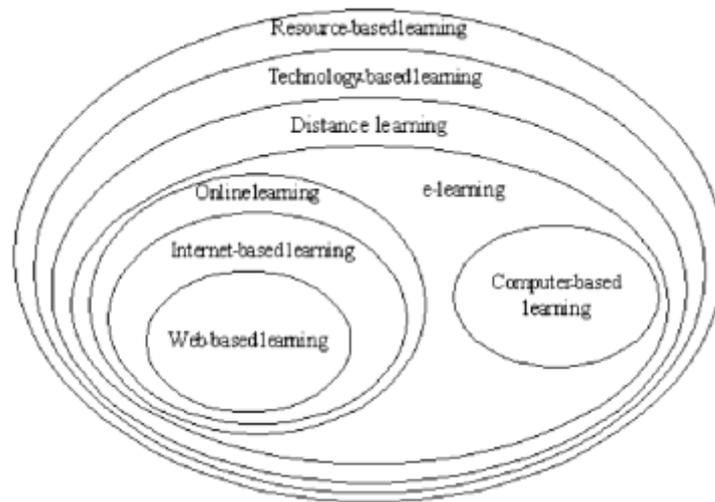
#### 2.1. Introduction

The present chapter starts with distance education. Then the variables, learner satisfaction with online course, digital literacy, academic motivation and attitudes towards online learning and are introduced.

#### 2.2. Distance Learning

In the information age of science, technology and the Internet affect human lives in every field as well as in education. The learning activities take place through all kinds of electronic devices and technology. It is obvious that the technology is integrated into education. Although the integration of information technologies may seem like a new concept, Willis (1997) mentioned an advertisement which used to be sent by mail and suggested that distance learning dates back to 17th century. Similarly, Wand and Woo (2007) discussed that integrating technology into education is as old as technologies like radio and television. Therefore, it can be said that distance learning is not a new phenomenon and with the integration of technology into education, many terms like distance education, web-based training, e-learning, technology or computer-based learning, etc. have emerged.

Anohina (2005) defined the need of distinguishing these terms and also a hierarchy that determines the relationship between these terms. He also indicated that the mostly used ones of these terms were distance education, web-based learning, on-line learning and e-learning. He found that distance education is a sub-set of resource based and technology-based learning; and it also covers e-learning, on-line learning, internet-based, web-based and computer-based learning processes. Anohina summarized the hierarchy of the terms related with distance learning as shown in Figure 1.



**Figure 1.** The subset relationships between the groups of the terms

**Source:** (Anohina, 2005, p. 100)

In the light of these, distance education can be defined as an umbrella which covers the generally used terms about learning. The common feature of these terms is the separated geographies. The literature shows that simplest definition of distance education is a kind of education where learners and instructors are in separated geographies. Nonetheless, Moore (1993) opposed this definition and mentioned that the term of “distance” was determined as "not simply a geographic separation of learners and teachers, but, more importantly... a pedagogical concept" (p.20). The separation can be defined as a physically free space and free time.

It is known that students were educated by mail many years ago and these students were involved in distance education. Henkhell (2007) stated that with the development of technology, firstly, the delivery system and many other aspects in distance education have changed. As the advantages of the distance learning increased with these changes, the number of learner who preferred distance learning increased too. Moskal and Dziuban (2001) defined three reasons for choosing distance learning for the students. These reasons are flexibility, curiosity to manage online lessons and to avoid guided discussions in a traditional face-to-face class.

The distance learning process is possible both in real-time where the learners and instructors are physically free (synchronous) and pre-recorded way where the learners and instructors are free of space and time (asynchronous). Therefore, distance education

can be categorised as synchronous and asynchronous. The students and teachers have the opportunity of feeling social interaction like in the real classrooms as they can see each other in synchronous type of distance education. However, it is very difficult for students to feel themselves actively participated or physically existing in the digital classroom as they do in the real classroom. Although it is obvious that time and space limitations are eliminated by these two different kinds of education via the Internet, there are some difficulties for both instructors and students with respect to active participation.

Garrison and Anderson (2003) state the role of technological tools in triggering learning. There are many technologies used for distance education. It is known that technological tools maintain flexibility of place and time. These tools are big opportunities that enable students to easily and quickly access the courses and materials without being limited to time or space (Reyneke & Shuttleworth, 2018). In addition, these technological tools increase the active participation of the students. Although the technological tools mostly include the offline ones, and these offline tools are commonly used, there is a tendency to increase the integration of online ones. The audios, videos, texts and graphics are the examples of online media mediums which are used commonly. For example, the creation of real time audio and oral communication, online role-plays and chatting tools help the instructors to increase student engagement. It is known that using this kind of materials motivate and it attract the students much more than written-based assignments. Moreover, the interaction in the distance learning may increase by using these materials.

Moore (1989) mentions three types of interaction in distance education. These are learner-learner interaction, learner-instructor interaction and learner-content interaction. The learner-learner interaction occurs between learners and the instructors do not have role in this interaction. Many of the distance learning systems do not include this type of interaction because it is very difficult to have learners interact with each other without instructor. Moreover, learners are not permitted to interact with each other in these learning systems. In the second interaction type, the learner-instructor interaction, the instructors are responsible to teach, evaluate and provide materials in the education process. However, in distance learning, this does not mean that it is a kind of education process where the instructors are active and the students are passive. In this type of interaction both the instructors and the students are active because while the teachers are active for teaching, the students are responsible to their own learning. Lastly, the learner-

content interaction is learner-centred. This type of distance learning enables learners to choose the texts, audios and other activities according to their interests and cognitive level.

It is important that delivery system and interactivity are the important features of distance education. Vrasidas (2002) discussed that distance education is popular in educational setting because of the high quality of the mentioned features. Distance education is an important concept because the learners can develop deeper learning experiences in this kind of education setting. Moreover, the learners do not waste time acquiring knowledge which they are already familiar with. The students can define what they need to know and what is unknown easily (Kirtman, 2009).

### **2.2.1. Digital Classes**

As mentioned before, information and communication technologies (ICT), which enables fast access to information from anywhere, have become very crucial in our lives. All kinds of visual, audio, printed and written tools, which can be defined as ICT, provide access to information (Çavaş, Çavaş, Karaoğlan & Kışla, 2009). It is clear that the rapid development and the opportunities provided by the ICTs make it possible to develop education sector. In this context, ICTs have started to take their place in education. The classes in which ICT facilities can be used have started to be called as digital class.

There are two different approaches to define digital classrooms in literature. Some researchers define digital classrooms as the classes equipped with technology in which all the alternatives of ICT are used, while others define it as a virtual learning environment because of the virtual opportunities it uses. Moore (1990) defined the digital classroom as an asynchronous learning environment where hardware and software equipment are supported by the Internet. Parallel to this, Postman (1995) defined digital classrooms as the virtual environment in which the teacher interact with students through a website. Roberts (2007) defined digital classroom as a real environment equipped with digital technologies where learners participate actively and take responsibility of their own learning.

Digital classrooms have many advantages when compared to face-to-face classes. First of all, digital classrooms offer the opportunity to easily access stored resources with computer when needed. In this way, both teachers and students do not have to carry bags full of books with them. It is obvious that to access the information and resources stored in digital classrooms is easy. In today's world, virtual libraries, which are used widely, have also made accessing information immediately very easy. Students are expected to critically consume and produce information in this environment in which they are active.

The rapidly changing environment and the rapid developments in science have its impact on the existing information sources. It is impossible for printed materials to quickly track this information exchange and accumulation. On the other hand, the information accumulation obtained in the virtual environment is spreading very fast. In this sense, it is an expected and desired result for students to obtain the most up-to-date information in the fastest way in digital classrooms (Payton & Hague, 2010).

The digital classroom can benefit virtual classroom technologies enable learners to access information, communicate and participate in the learning environment from anywhere (Postman, 1995). In contrast to traditional classrooms, the digital classroom is a class equipped with ICT and other technologies. Students have access to the Internet, computers and other equipment in this environment. The devices used for applications can range from mobile phones to personal digital assistants, from computers to electronic dictionaries (Liang, Goodman, Tummala-Narra & Weintraub, 2005). The use of technological products creates new behavioural patterns. Internet technology and digital media enable individuals to effectively use flexible and multiple networks. Unlike traditional classrooms, students can be educated via a wide variety of content and services that help them to interact frequently with others. In other words, the latest technological developments have created a new digital environment (Onursoy, 2018).

#### **2.2.1.1. Digital Classrooms in EFL**

There is a very rapid change in foreign language teaching brought by advances in technology. The developments in technology and the Internet have offered many opportunities for language teaching and learning.

In 1998, Siekman determined the positive and negative influences of using technological tools in language learning. Motteram and Sharma (2009) mentioned the importance of using web tools in enhancing language teaching. There are some different webtools which can be used in English Language Teaching. Akyuz and Akyuz (2015) mentioned that 'Webquest' is one of the most widespread and effective tools in language teaching. There are studies in literature which provides the potential role and examples of using Webquest in EFL. For example, Tsai and Wu (2006) found that learners displayed a positive attitude and perception of their performance on not only vocabulary acquisition but also reading comprehension when Webquests are integrated into their classroom learning practice. Moreover, Laborda (2009) mentioned the importance of using Webquest for enhancing the understanding of theoretical concepts. The total amount of time spent in English language environments might not have changed quantitatively; however, the sorts of things which have been done in them have changed dramatically. At the beginning, the instructors used to send e-mails and upload class materials on digital environments in order to conduct an online course. However, nowadays the use technology in digital classes is much more facilitated. Tilfarlioglu (2011) mentioned the effect of using technology in English classes on students' attitudes. Parallel to this, Sundqvist and Sylvén (2012) claimed that students make an effort to learn vocabulary, but they do not have any concern to develop themselves in written and sometimes oral production and interaction in EFL classes. Henry (2013) suggested that there is "a new type of student" in the English classroom in recent years. Gonzalez-Vera (2016) mentioned the term of e-generation, and she also said that in order to adapt learning considering the needs of new students, the instructors use technology in their courses. Prensky (2001) defined e-generation as "a new group of students that has spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" (p. 1). They receive information quickly, rely on communication technologies and multitask, do not have much tolerance for lectures and favour active learning (Tapscott, 2009; Oblinger & Oblinger, 2005). Moreover, Little (1991) define the learners who accept their responsibilities as autonomous learners. The new e-generation students want to take control of their own learning process so as to create activities which facilitate learning (Reinders & Balciakanli, 2011).

Gabriel et al. (2012) conducted surveys and focus group interviews to freshman students at a university in Canada. Their study showed the positive relation between using digital technologies and information transmission. Gonzalez-Vera (2016) studied the influence of new technologies on EFL classes in higher education and 200 Spanish freshman students participated in the study. The study revealed that the use of technology and the Internet in English classes is a very effective way to motivate students as it offers a considerable amount of information and innovative resources and helps to make the learning process more attractive. Yordming (2017) conducted a semi-structured interview to five Thai EFL teachers working in an educational office. The results indicated that the participants “needed to use the Internet in the EFL classroom, felt confident about digital media using in the classroom, and felt that their school administrators encouraged technology use” (p. 47).

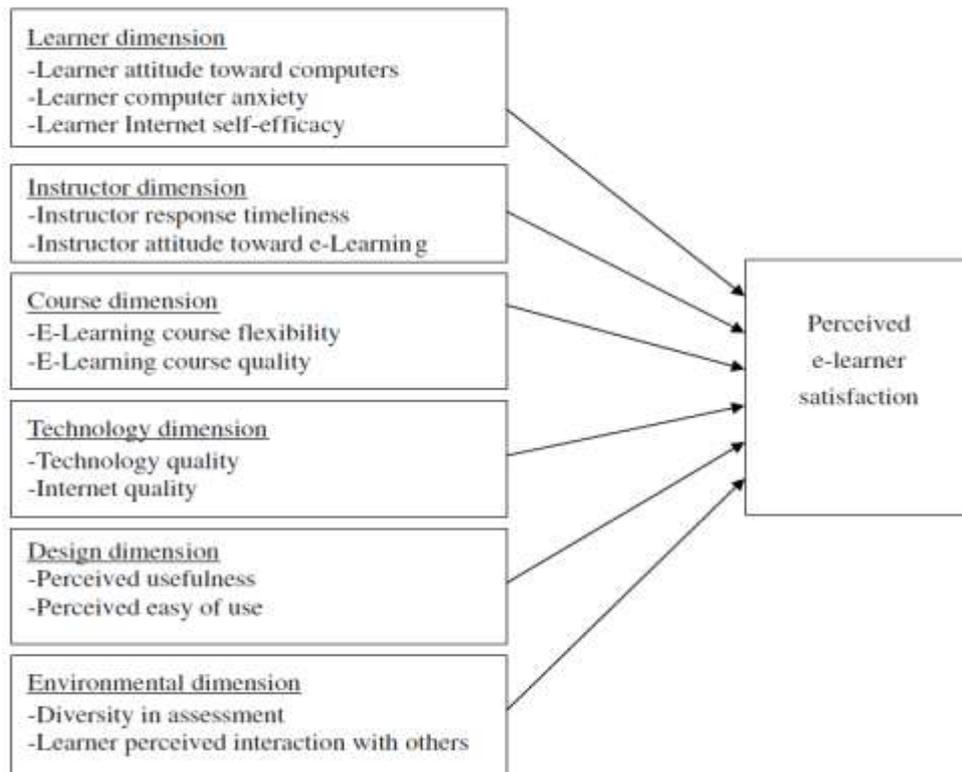
The studies in the literature showed that students attend the digital classrooms without limiting time, space and with various favourable technological materials. The systematized digital development in education reveals the concept of digital literacy.

### **2.3. Learner Satisfaction with Online Learning**

Wu, Tennyson and Hsia (2010) defined learner satisfaction as the attitudes, perceptions and expectation of learners from learning process. Bedel (2015) made a similar definition and defined it as the learners’ feeling about and their attitude towards the learning process, which is formed by learners’ perceived pleasure in the learning process and which satisfies their both physiological and psychological needs. Huang and Wang (2012) argued that the learner has satisfaction when their expectations of the learning environment, course design, teaching practices and learner achievement are met. Parallel to this, Rashidi and Moghadam (2014) defined learner satisfaction as the relationship between learners’ expectation and actual gains, whereas Wu et al. (2010) defined it as obtaining all the benefits that learners want from learning according to their behavioural beliefs and attitudes. Astin (1993) referred to student satisfaction learners’ perception about their college experience and perceived value of the education they received while attending an educational institution and he identified the most important predictors of learner satisfaction as accessibility of career advisors, contact time with the faculty, social life on campus and interactions with the faculty. Satisfaction of learners and experiences are decisive elements as they contribute to online learning quality and

acceptance of online learning at higher education institutions (Sampson et al., 2010; Dziuban et al., 2015) argue that satisfaction with online learning has a central role in higher education for numerous reasons because of the quick adoption of this instruction mode in higher education.

Literature shows that different factors has a significant role in learner satisfaction in online learning environments. Sahin and Shelley (2008) suggest that it is difficult to meet learners' needs and make improvements in their learning environment without finding out the factors that satisfy them in distance education courses. In the study of Chapelle in 2001, the learners' satisfaction with a computer-based learning program is identified by some factors like potential in language learning, learner fit, focus on meaning, authenticity, positive influence and ease of use. Dang (2010) defined independent learning as the process controlled by the learner according to learning activity and suggested that in the online learning process, independent learning positively contributes to the satisfaction level of the learners. In their study, Prahtibha (2017) and Kizil (2017) affirmed that the self-regulated computer-based language learning activities increase learners' not only satisfaction but also motivation level. Learners that have satisfaction with their online learning experience participate more, benefit more positive learning outcomes and continue to enrol in online classes (Allen et al. 2007), which would probably result in achievement. Sun et al. (2008) argued that the past studies identified the main factors that determined the effectiveness of an e-learning, but they contributed to examining e-learning process only to some extent as they focused mainly on technology. They argued that they covered almost every feature of e-learning environments but did not integrate them into a single framework to be examined for validation and relationship. Hence, they developed a framework as shown in Figure 2, which enabled the examination of the influence of critical aspects that affect learner satisfaction with e-learning.



**Figure 2.** Dimensions and antecedents of perceived e-Learner satisfaction.

**Source:** (Sun et al., 2008, p.1185)

“Obtaining ‘feedback’ from students about the design and implementation of the learning environment provided is an essential part of identifying what has worked, and where improvements could be made in the future” (Pearson & Trinidad, 2005, p. 396). Therefore, there are several studies in literature that aimed to measure learner satisfaction with their e-learning experience and identify the factors which determine the success of an online learning program based on learner satisfaction.

Kanuka and Nocente (2003) carried out a study with 204 real estate practitioners that joined a Web-based course on professional development. They aimed to examine whether there is a significant relationship between learner personality types and learner satisfaction with the course. The researchers made use of an instrument called “Millon Index of Personality Styles” instrument and a survey to explore the relationship between personality type and satisfaction. The results did not indicate any significant relationship between personality types and satisfaction when using instruction based on web. It was also found that most of the participants (97%) had satisfaction irrespective to their personality characteristics.

Tasocak, Kaya, Senyuva, Isik and Bodur (2014) conducted a cross-sectional and descriptive study to examine the relationship between learners' opinions about a web-based course and anxiety. 48 students participated in the study and data was collected using "Information Form", "Patient Education Course Assessment Form" and "State-Continuous Anxiety Scale." Most of students were female and average age was  $20.30 \pm 1.24$ . Most of the students joined in a distance education course for the first time. The findings suggested that although the students were nervous due to the fact that they had a new experience, they held positive views about the course and they reported that the web-based education could be used mainly in theoretical courses in nursing education. Sahin (2007) aimed to analyse the characteristics of online learning environments. He employed a survey to examine the relationship between student satisfaction and six dimensions. He surveyed 917 higher education learners in Turkey. The study showed that learner satisfaction differ significantly with respect to instructor support, personal relevance, active learning and authentic learning. Aixia and Wang's study in 2011 found that the large majority of students that had satisfaction with an e-learning experience reported positive perceptions and attitudes towards it. Maheshwari and his colleagues (2015) found that online learning increased students' satisfaction level in the study. The study revealed that university students were generally satisfied with their online learning experience.

Azeiteiro, Nicolau, Caetano, and Caeiro (2015) studied on undergraduate, graduate and doctoral students and their study demonstrated that students were highly satisfied with online learning. Korkmaz, Çakır and Tan (2015) in their study to examine the satisfaction levels of higher education learners in online learning found that students were moderately satisfied with the communication features and usefulness of the e-learning environment, highly satisfied with the learning processes and content used in the online learning environment. There are also studies which show the linguistically and communicatively satisfied learners in the target language. The study of Yunus, Hasim, Embi and Lubis (2010) showed the impact of digital learning on learner satisfaction and found that learners are satisfied with the learning when they achieve improvement in their communication, grammar and lexical skills. Moreover, the study emphasizes the learners' perceptions of the usefulness and easiness of digital learning. Espinoza (2013) suggested that the users experienced in a digital learning platform in EFL are satisfied with the improvement of some language skills like. Furthermore, Perez (2014) reported the

satisfaction level of the learners with the digital learning experience is related with the improvement of the students' communication skills.

However, despite being scarce, there are some studies in which the students' satisfaction level was categorized low. Ali (2012), for instance, found that more than half of the students studying at university had dissatisfaction with their online learning experience and variables such as learner attitude towards computers, course flexibility and course quality were found to be significant factors that have influence on learners' perceived satisfaction. On the other hand, Cole et al. (2014) carried out a three year study on 553 students' satisfaction with e-learning at a university in the USA. The data were collected using a web-based survey. 58.8% of participants reported that they were very satisfied and satisfied, 14.6% said that they were very dissatisfied and dissatisfied, and 26.7% were "neutral" with their experience with the fully online courses. Surahman and Sulthani (2020) found that in general 60% of 224 undergraduate students in Indonesia were satisfied with online learning environment in higher education. However, 40% of the participants reported dissatisfaction. The items with the lowest level of satisfaction were online learning service, unclear material and insufficient instructor guidance. The researchers pointed out that barriers to access, challenges of using the management system, unclear material and assignments from instructors, lack of instructor guidance and positive feedback on the work of students were some of the reasons that resulted in learner dissatisfaction.

As proven by relevant literature, there are contrasting results with regard to learner satisfaction with online learning. Configuring learner satisfaction with online learning precisely is difficult and this can be due to various context dependent variables such as college, field of study, course level, institution, and, certainly, instructor (Dziuban et al., 2015). Technology barriers, quality and the nature of the course offered, technological infrastructure, technical support provided by the institution and the unique qualities of learners could also be related to possible critical factors that result in differences in learners' satisfaction level with their e-learning experience.

### **2.3.1. Learner Satisfaction with Online Learning and Gender**

Achtemeier, Morris, and Finnegan (2003) associate learner satisfaction with online learning to student characteristics. Allen, Bourhis, Burrell and Mabry (2002) also

highlighted that personal variables could have an impact on learner satisfaction. The relevant literature on learner satisfaction with online learning shows that there are a lot studies which aims to shed light on satisfaction based on demographic variables, including gender.

Garland and Martin (2005) suggested that identifying differences helps to improve teaching and make suggestions so as to plan with regard to gender and they conducted a study accordingly. In their study, the population consisted of 168 students enrolled in online courses at a higher education university in the USA. The researchers used the Kolb Learning Style Inventory in order to investigate differences between the learning styles of participants in face-to-face and online classes. In addition, they divided the data by gender to determine if it is a significant predictor. The findings showed that male students' valuation of e-learning and satisfaction are higher than those of females. Fredericksen, Pickett, Shea, Pelz and Swan (2000) conducted a study with 1406 students and measured their level of satisfaction with an online training. The researchers found a significant difference for gender and it was revealed that females had higher satisfaction than males.

Mohamad, Hashim, Azer, Hamzah and Khalid (2020), on the other hand, investigated the impact of gender on students' satisfaction and intention to continue online distance learning. The analyses of data collected from 742 participants from 19 programs of study from 8 faculties who responded to the online survey did not find a significant difference in learners' satisfaction and intention to continue online distance learning. Lim (2000), similarly, conducted a study on 235 people who took web-based courses from five different universities and he examined the predictive values of various predictors, including gender, on learner satisfaction with online course. The study carried out by Chua and Montalbo (2014) aimed to evaluate the satisfaction of learners in virtual learning environments and the study revealed that participants were satisfied with the system, regardless of gender. Shayan and İşçioğlu (2017) stated in their study that most of the learners are satisfied with online learning and there is no significant difference based on gender. Karataş and Üstündağ (2008) conducted a study to examine the relationship between students' satisfactions with web-based course using survey method. The study indicated no significant relationship between demographic variables (age, gender and general average) and satisfaction scores.

## 2.4. Digital Literacy

There is a misinterpretation of digital literacy as defining the term as the ability to use computer. However, being digitally literate is more complex than knowing the use of computers, smart phones, and/or social media. First of all, one can be defined as digitally literate if s/he has the ability of using various types of technological tools for many kinds of purposes. Jones and Flannigan (2006) refer to digital literacy as the ability to understand and use information in several formats from numerous sources when presented via computers. Mantiri, Hibbert and Jacobs (2019) defined digitally literate person as one who uses technology strategically in order to discover and evaluate information, has the ability of communicating and collaborating with others, can produce and share original contents and uses technology and Internet for academic, professional and personal success. It is obvious that they did not only focus on acquiring knowledge but also using this knowledge effectively.

In today's world of technology where we are surrounded by Internet technologies, smartphones, computers, laptops, tablets and many other devices, this skill appears to be essential for students so that they can survive both in daily life and educational settings and get prepared for professional life. Therefore, as digital literacy skills of students, especially of those who are taking on online course, is very important in many aspects, it has been an area of interest to researchers. Fieldhouse and Nicholas (2008) conducted a study with university students. Their study revealed that the digitally literate students are able to think critically so that they can determine the information received is reliable. These students have the ability to contextualize, analyse and synthesize any information they retrieved from the Internet. Belshaw (2011) emphasized the complexity of determining digital literacy because of the difficulties in conceptualization and measurement. In order to solve this problem, he defined some several critical elements of digital literacy. He called these elements as *The eight Cs of the Digital Literacies*, as cognitive, constructive, cultural, communicative, confident, critical, creative and civic learners. Furthermore, Broens, Guldbaek & Vinkel (2011) underlined that being creative, experimenting, communicating, disseminating, taking responsibility, working together, exchanging and respectfully discussing opinions are the other elements which need to be involved in defining the concept of digital literacy.

From a different point of view, Spires and Bartlett (2012) argued that today's students are digital natives; however, they are not completely digitally literate. They mentioned that these students fail to recognise how the actual use of technology has affected the way they learn. Moreover, Supratman and Wahyudin (2017) concluded that lack of digital literacy in educational setting has prevented many Indonesian students from using digital platforms in a wise and responsible manner. Considering the results of these studies, it is apparent that digital literacy is essential for learners in this digital era.

#### **2.4.1. Digital Literacy in EFL**

Nowadays, it is very important to be digitally literate. Most of the learners are digital natives because of the widespread availability of digital media. These digital media are everywhere and the importance of these on language can be seen very clearly. There are some applications available on computers, smartphones, and tablets. These apps offer students many opportunities. For example, students acquire knowledge about what they are really interested in, they can communicate with each other by discussions and they have the opportunity to make cultural connections with their peers. Many of these applications which facilitate language learning by games, music videos, popular songs and etc. For example, vocabulary can be learned by animated video clips. The students customize these features according to their own needs and preferences. They have a chance to assess their knowledge by quizzes and feedbacks or they can make revisions. Mantiri, Hibbert and Jacobs (2019) suggested that teachers also have a chance to have learners both create and annotate videos by using their favourite songs or create their own songs and music in order to meet the components of Belshaw's Digital Literacies.

The EFL teachers can use digital technology in order to develop students' language skills. Teaching and learning can be taken beyond the classroom. Moreover, these activities can be shared through different kinds of platforms like Facebook, Twitter, WhatsApp, YouTube, Instagram, etc. It is obvious that four language skills can be integrated into these facilitated platforms considering the learners with different learning styles, needs and preferences. Eryansyah, Erlina, Fiftinova, and Ari Nurweni (2020) emphasized the need for being digitally literate for teachers and students. Chu, Reynolds, Tavares, Notari, and Lee (2017) argued that EFL teachers and learners need to possess information literacy (IL), information and communication technology (ICT) skills and media literacy (ML). IL is defined as "the ability to effectively and ethically select,

evaluate and use information to gain, apply and share their knowledge...”, ICT skills are “the ability to use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate and create bodies of information” and ML refers to the “ability to access, analyse, evaluate and communicate messages in a variety of forms” (Chu et al., 2017, p. 22).

In order to teach in or out of the classroom, the teacher can take the advantage of ICT, which enriches the process. However, to be able to take advantage of this, the EFL learners also should possess information and communication skills.

It is very challenging for EFL teachers to have their students specialized in using technology. For example, to use technology when learning a language in which they are not proficient enough is very challenging for students. Moreover, because of some economic problems, students may have barriers to accessing technology and also the infrastructure of the schools may not be enough to give the service. The number of these challenges can be increased but it is important for an EFL teacher to be overzealousness in order to take the advantages of digital learning (Robertson, 2008).

In their documentation review, Houcine (2011) and Azmi (2017) deduced from the related literature that the use of technology in EFL classes has a positive relation between the digital literacy of the students. Papadima-Sophocleous et al. (2014) studied with second language university students with Special Learning Difficulties at Cyprus University of Technology. Students had two must English courses in addition to their university courses. She investigated the use of tablets and concluded that the digital literacy and learning performance of the students increased by the help of technology. Hussain (2018) conducted a study with seventh graders of a junior high school in Bandung. This study is an experimental study and the sample consisted of 50 students. When the results from the experimental group and control group was compared, it was seen that making use of ICT in language learning positively contributes to students’ digital literacy levels and their learning performance.

The related literature also shows that students can develop their critical thinking, problem solving, communication and team-building skills when engaged in the learning process (Belshaw, 2011; Broens, Guldbaek, & Vinkel, 2011; Madden, Ford, Miller, & Levy, 2005; Robertson, 2008; Tapscott, 2008). These skills are the important learning

skills that can be gained by student-centered or student-directed learning. Students may have the opportunity to personalize their own learning process in digital literacy software. Hence, the teachers need to enhance their use of digital literacy software. Eryansyah et al. (2020) pointed some fundamental characteristics of digital literacy software for an easier and funnier learning process that intrinsically motivates the students. Technology-enhanced vocabulary acquisition is an example of these features. It is obvious that vocabulary is very crucial for language learning. Communicative skills can be enhanced by vocabulary and digital programs may help learners acquiring new vocabulary. Also, by text-to-speech applications students have the opportunity to develop their pronunciation. Secondly, the multimedia features like images, sounds and videos may also make important complex concepts easier. At last, students can personalize tasks and materials, so the students can experience the process according to their own abilities.

To sum up, as digital literacy is a crucial concept in language learning, the EFL teachers need to focus on to help their students become digitally literate. The developing technology not only helps learners to improve their creative thinking skills but also motivates them in the learning process. In the light of these, teachers need to be adaptable and up to date towards technology use to enable learners to willing take every opportunity to use the English language outside the classroom environment.

#### **2.4.2. Digital Literacy and Satisfaction with Online Learning**

Califf and Brooks (2020) suggest that facilitating literacy decreases the impact of techno-stressors and according to Aljanabi and AL-Hadban (2018), information literacy can reinforce learners' satisfaction. Similarly, Mohammadyari and Singh (2015) propose that digital literacy is especially significant in online learning environment use as it allows information technology use to be conceptualized as an evolving skill. To be more specific, users that feel comfortable with using information technology are more likely to accept innovations in online learning and continue with them with much more ease than those who are less competent with information technology. In this sense, learner satisfaction with online learning can be attributed to digital literacy and studies on the relation between digital literacy and learner satisfaction with online learning prove that researchers have sought to find whether satisfaction can be predicted by digital literacy of learners.

Hong's study in 2002, in which he examined the relationship between learning, satisfaction and educational variables in a web-based course proved that some variables such as gender, age, learning style and course activities are not predictors of satisfaction and learning. However, he found that users that have experience with computer are more satisfied with the web-based course. Çakır (2014) examined the predictive values of computer literacy levels, internet accessibility, age and computer experience on learner satisfaction with the online course in which content and exams were given online. In addition, the relationship between student achievement and satisfaction scores was investigated. The findings of the study revealed insignificant difference between students' satisfaction and computer literacy levels, internet accessibility and age. However, learner satisfaction differs significantly with regard to their experience with the internet.

### **2.4.3. Digital Literacy and Gender**

There are many studies in literature that viewed gender variable significant and examined whether it is a predictor of digital literacy. Extended research on literature shows mixed results with regard to gender and its association with digital literacy. The sample of the research conducted by Güngör and Kurtipek (2020) consisted of 205 higher education students in Turkey. When the analysis results considering the gender variable were examined, it was concluded that there is significant difference in favour of males. The study that was conducted by Çetin (2016) with a sample of 202 preservice teachers also revealed that the digital literacy levels of male teacher candidates were higher than female teacher candidates. Korkmaz and Mahiroğlu (2009) investigated the digital literacy level of 157 newly enrolled university students and they found there is significant difference with regard to gender. Finally, the study carried out by Göldağ and Kanat in 2018 with 305 teacher candidates indicated that the level of digital literacy of male participants was significantly higher than that of female participants.

On the other hand, Jan (2018) aimed to assess the digital literacy level of private secondary school students in Pakistan and 344 students of grade 9 and 10 from three private schools participated in the study. The study revealed insignificant difference between male and female participants with respect to digital literacy. Sarıkaya (2019) measured the digital literacy level of 257 students from state universities in Turkey and similar to the results of Jan's study, he did not find a significant difference in digital literacy with regard to gender. In addition, Kazu and Erten (2014) surveyed 818 students

studying at Firat University to examine their digital literacy level. The results of their study demonstrated that gender is not a predictor of digital literacy. The International Association for the Evaluation of Educational Achievement (IEA) conducted International Computer and Information Literacy Study (ICILS) in 2013 with the aim to determine the preparedness level of students for study, work and life in the digital era. The data were gathered from almost 60,000 grade eight (or equivalent) students and 35,000 teachers of grade eight students from more than 3300 schools in 21 countries. Despite popular beliefs and contrary to the results of the studies above, an important finding of ICILS 2013 was that internationally females tended to score more highly than males (Gebhardt, Thomson, Ainley & Hillman, 2019).

When the results of these studies which aimed to examine the predictive value of gender on digital literacy are taken into consideration, it can be said that the predictive value of gender on digital literacy is controversial.

## **2.5. Academic Motivation**

Motivation is one of the most popular concepts that has been an area of interest to scholars and it is considered to be one of the most significant factors that contribute to learner achievement. Brophy (2010, p.3) defined motivation as “a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behavior”. According to Brewer and Burgess (2005), motivation is proven to be a major aspect of learning. Intended direction and activity are the essentials of motivation, which means that the impulse for a purposeful action can be provided by motivation. However, it should be noted that motivation is a kind of process rather than an end outcome. Schunk, Meece and Pintrich (2014) suggested that motivation cannot be observed; it can rather be understood by the effort, success and persistence of the individuals. They also emphasized the important role of social and contextual factors in facilitating or constraining the interactive relationship between the learner and the learning environment by linking motivation with individual’s emotions, beliefs, thoughts and goals. The level of a learner’s persistence in a course, engagement to a task, achievement, and the quality of his/her performance can be the indicators of this learner’s motivation. Bandura (1997) and Eccles and Wigfield (2002) mentioned the role of learners’ beliefs in performing a task. The value component is associated with the beliefs a learner holds about the task itself.

Motivation is a very complex context. Understanding the nature of motivation and its association with learning, which is affected by personal factor like experiences, circumstances and social factors, is very difficult. In their study in 1994, Paris and Turner called motivation as the “engine” of learning. There are also studies which argued the predictability of motivation on the effort of learners. That is, if the learner is not motivated, there will not be any effort to learn (Ellis, 1986; Brown, 2001). Moreover, De Bot, Lowie, and Verspoor (2005) compared the motivated learners and learners without motivation in their study and they found that the more motivated learners can learn better. Schunk and Usher (2012) studied the effect of motivation on what it is learned, how it is learned and also when it is learned. Ryan and Deci (2000b), on the other hand, defined the behaviours of motivated learners as undertaking challenging activities, actively engaging in learning process, enjoying, showing high performance, being persistent and creative.

Academic motivation is defined as “production of the energy required for academic works” (Bozanoğlu, 2004, p.84) and it determines the behaviors that learners display in education process (Güdül, 2015). Schunk, Pintrich and Meece (2008) refer to academic motivation as the reason for learner behaviours that are in a way connected to academic functioning and success like the amount of effort students put into their academic studies, how effectively they regulate their work, what goals they pursue and how determined they encounter problems. A lot of research conducted on academic motivation has shown that it is one of the critical factors in academic performance and achievement (Alderman, 2004; Green, Nelson, Martin, & Marsh, 2006; Linnenbrink & Pintrich, 2002; Rakes & Dunn, 2010). Therefore, a deeper understanding of academic motivation would provide invaluable information for educators, researchers and learners.

Ryan and Deci (2000a) categorized motivation into two: intrinsic and extrinsic motivation. He defined intrinsic motivation as “doing of an activity for its inherent satisfactions rather than for some separable consequence” (p.56) and the extrinsic motivation as a “construct that pertains whenever an activity is done in order to attain some separable outcome” (p.60). The research showed that both of these types of motivation have effect on learning (Lepper, Corpus, & Iyengar, 2005). The important thing is the degree to which a learner has intrinsic or extrinsic motivation. However, it can be seen that many of the studies on the relation between motivation and learning focuses on the intrinsic motivation.

The intrinsic motivation is related to undertaking an activity for joy or interest inherent in it. As mentioned before, the motivated learners, who undertake challenging activities, actively engage to learning process, enjoy, show high performance persistently and creatively, are the ones intrinsically motivated (Amabile, 1985; Brophy, 2010; Ryan & Deci, 2000b). In contrast, the activities outside the individual like gaining good grades, focusing on future career, passing the course can be undertaken by the learners who have extrinsic motivation (Ryan & Deci, 2000a). Vallerand, Blais, Bri  r  , and Pelletier (1992) suggest that intrinsic motivation has three types: intrinsic motivation to know, intrinsic motivation towards accomplishment and intrinsic motivation to experience stimulation. Intrinsic motivation to know is the most important component for effective learning and high achievement as one takes part in an activity to have joy and get satisfaction while learning something new. Intrinsic motivation towards accomplishment refers to satisfaction and joy felt by the individual as a result of the successful completion of the task or learning process. Intrinsic motivation to experience stimulation refers to performing a behaviour to feel excitement or to experience stimulation. The feeling of excitement as a result of the performed or desired behaviour leads the person to perform the behavior (Vallerand et al., 1992).

Vallerand et al. (1992) suggest that extrinsic motivation also has three types: external motivation, introjected motivation and identified motivation. Extrinsic motivation directs an individual to act for personal benefit. It is the most autonomous type of extrinsic motivation. It occurs when a behavior is valued by the individual because it is liked even if it is not done. Introjected motivation directs the person to behaviors with internalized aim. The activity done here is not done because it gives joy but because it is compulsory. External motivation occurs when a person engages in a behaviour to gain an external reward or to avoid a punishment. Ryan and Deci (2000b) assert that with this type of motivation people are not only aware of the causes of the task they are supposed to perform, but they also grasp the value of it.

Amotivation- which constitutes the third type of motivation according to Deci and Ryan (1985), is the absence of motivation to develop behaviour and to take action. It is the situation of people who are neither internally nor externally motivated. An amotivated person does not have the intention or urge to perform an activity due to the inability to establish a possible relationship between his/her behavior and the activity to

be performed. In other words, it is the state of the individual not feeling the competence to do an activity (Deci & Ryan, 2000b).

Beside the classifications of motivation made by Deci and Ryan (2000) and Vallerand et al. (1992), there is another classification which is widely used in language learning. First of all, the most well-known conceptualization of motivation in language learning belongs to Gardner. In his study which proposed a motivation model in second language acquisition in 1985 and referred to motivation to learn a second language as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". More recently, Ortega (2009) referred to motivation in language learning as the "desire to initiate second language learning and the effort employed to sustain it" (p. 168). Gardner (1985) classified motivation into two as instrumental and integrative and integrative motivation is "a favourable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language" (p. 54). It is in the center of this model and has a crucial role in second language learning. The model pointed its direct impact on language acquisition. According to this model, the learners with high integrative motivation need to know about the culture, society and history because they are curious about the things which are related to the language learned. Therefore, these learners are happy to find new things in their language learning adventure. In order to learn about the target culture, the language learners try to visit the countries where they can practice the language, to read literature or to listen music in the target language. In addition to this, the model defined some instrumental reasons which affect the language learning process. For example, the learners may have some motivation sources like the desire to have good grades, pass the exams, enroll a prestigious school, have a job with a high salary, or a better social status. It can be seen that these are not the motives which can be defined as the integrative ones. Gardner (1985) differs instrumentally motivated learners from the learners with integrative motivation as accepting to acquire a language as a necessity or satisfaction. In other words, the learners satisfied because of acquiring a second language are the ones who have integrative motivation. In contrast, the learners that feel the need to learn a second language are the ones who have instrumental motivation.

In contrast to the statements of Garner's model, Belmechri and Hummel (1998) and Dörnyei (1990) found negative correlation between integrative motivation and

proficiency, which affects success in second language learning. Dörnyei (1990) argued that foreign language learners lack knowledge and experience about the society who speaks the target language. He also added that most of the language learners do not have this chance, especially in the early stages of the language learning process. The study of Dörnyei (1990) indicated that there may be some situations where integrative motivation does not have any significant effect. Moreover, the study argued that instrumental motivation may have more important effects on foreign language learning than the integrative motivation.

Brophy (2010) mentioned that the literature on the underlying factors that affect motivation in the learning process is limited. Moreover, Keller (2010) pointed the focus on the design of the learning environments which motivates learners. Although the related literature on the relationship between motivation and learning mostly focuses on the traditional learning situations (Deci & Ryan, 2008; Guay, Ratelle, & Chanal, 2008; Reeve, Ryan, Deci, & Jang, 2008; Van Etten, Pressley, McInerney, & Liem, 2008; Reeve, 2009; Brophy, 2010; Schunk, Meece, & Pintrich, 2014), there are also studies which focuses on the role of motivation in online context (Bekele, 2010). Furthermore, there are comparative studies between online and traditional settings which found that the online learners are more intrinsically motivated than the learners in face-to face education (Hiltz, 1994; Wighting, Liu, & Rovai, 2008). Moore (1989) and Shroff, Vogel, Coombes, and Lee (2007) referred to intrinsic motivation as an essential feature of distance learners. The comparative studies between distance learners and the learners of face-to-face education found that the distance learners have higher levels of intrinsic motivation compared with others (Huett, Kalinowski, Moller, & Huett, 2008; Wighting, et al., 2008; Shroff & Vogel, 2009).

Lepper and Malone (1987) mentioned that technology intrinsically motivates the learners by its qualities like being challenging, attractive, and fantastic. Martens, Gulikers, and Bastiaens (2004) found that the reason for this is the design of the learning environment which motivates the students intrinsically by engaging students with curiosity and self-regulation. In addition to these, Egan and Gibb (1997) pointed the novelty effect of using new technology that helps to create curiosity. To sum up, the distance learning motivate the students by the effects of novelty, curiosity, fantasy and being challenged.

It is known that technologies used in distance learning influence the learning process. Besides, there are some humanistic factors which affect learners' perceptions of these technologies. For example, skills, attitudes and also personalities of the learners influence their reactions to communication technologies used in distance learning process. The learners who show extra effort, may achieve high scores because of their high levels of motivation in technology. Moreover, the learners who are skilled at using technology may have a high level of motivation, which results in success in the distance learning process (Allen, Mabry, Mattrey, Bourhis, Titsworth, and Burrell, 2004).

In their study, Tremblay and Gardner (1995) states that the motivation to foreign language learning has three stages as (a) a desire to learn the target language, (b) satisfaction of learning the language successfully, (c) effort to realize a goal in learning. It is clear that motivation has a considerable contribution to second language learning. Dörnyei (1990) also highlighted the importance of different kinds of motivation in second language learning process. Brown (2000) stated that the number of the second language learners who select only one type of motivation is very low. These learners usually have combinations of different types of motivation. In fact, integrative and instrumental motivations should not be mutually exclusive. There are studies in the related literature which show the important impact of both instrumental and integrative motivation on language learning process (Tamimi & Shuib, 2009; Yu, 2010; Tahaine & Daana, 2013).

In the light of these, it is important to define the different types of combinations of motivation types in second language learning. Also, it is clear that with many different variables as individual factors and social-psychological differences, identifying the nature of the motivation is very difficult. There are different theories from different points of view which try to outline the nature of motivation (Fernandez & Canado, 2001). The individual reasons, objectives and goals, effortful behaviours, the desire to achieve a goal and attitudes are the concepts which are studied in order to define motivation in second language learning (Gardner, 1985; Gass & Selinker, 2001; Engin, 2009). Although it is hard to define motivation and types of motivation, motivation apparently has a crucial role in second language learning process.

There are studies in EFL context which show the considerable impact of instrumental motivation on the English language learners (Özgür & Griffiths, 2013). According to these studies, learners are strongly motivated by some instrumental

purposes like learning English to get a better job or go abroad to study. However, Brown (2000) proposed that the students want to learn English not just for academic purposes but also to integrate with different cultures and countries. This shows that integrative and instrumental motivations can exist mutually (Jin, 2014).

There are some other studies which proved that the mentioned four motivation types (intrinsic, extrinsic, integrative, and instrumental motivation) affected the English language acquisition. In addition, different motivation styles were studied in the related context. For example, Tamimi & Shuib (2009) determined an additional motivation type as personal motivation beside the instrumental motivation and integrative motivation. Moreover, Yu (2010) reported nine different motivation type which influence the success of EFL learners.

Whatever the type of the motivation is, it is obvious in the English language learning literature that there are many studies showed using technological tools has an significant influence on the motivation level of language learners (Dodge, 1995; Warschauer, 1996; 1998; Joyce, 1998). In her published workbook, Reksten, 2000 define some strategies for the English Language Teachers to have the opportunities of using technology which motivates the students. The study that Lam (2000) carried out demonstrated using Web 2.0 tools contributed positively to the motivation of learners. In addition, Peng, Tsai and Wu (2006) examined the role of a Webquest module use in a Taiwanese institute. The sample consisted of 44 college students enrolled in an EFL course participated in the study. The researcher found a significant positive correlation between the use of Webquest and learner motivation. Stanley (2005), O-Bryan and Hegelheimer (2007), and McMinn (2008) studied on the effect of podcasting in EFL on the student motivation. These studies showed that podcasting creates intrinsic and extrinsic motivation in learners. Naba'h, Hussain, Al-Omari and Shdeifat (2009) studied the impact of the use of an instructional software program of English language on the achievement of Jordanian secondary school students. It was a kind of experimental study in which 212 students participated and were randomly distributed on four experimental groups and four control groups. Their study found that the use of the software program increases the motivation level of the students. Wachob (2011) studied with undergraduate and graduate students to show how the videos can develop students' motivation. It was concluded that making use of videos in EFL classroom increased students' motivation and autonomy by giving an opportunity to experience.

As shown by many studies in literature, academic motivation is a critical determinant of student performance and achievement (Green et al., 2006). Harnett et al. (2011) similarly highlight the significance of motivation in learning, indicating that this it is a key element for students' development, whether in on-site educational environments or in virtual settings. Keskin and Korkutata (2018) suggest that the concept of motivation has multi-directional, non-cognitive psychosocial pattern. Academic motivation, on the other hand, is related to cognitive, behavioural and affective education factors such as study and creative thinking skills, satisfaction from school and drives for attending school or performances in doing homework.

### **2.5.1. Academic Motivation and Satisfaction with Online Learning**

Satisfaction in learning environment enables learners to build up confidence and this results in gaining knowledge and developing valuable skills (Letcher & Neves 2010). Therefore, a lot of researchers investigated the relationship between satisfaction and various aspects of educational process and one of these aspects is learner motivation (Filak & Sheldon, 2008; Hassan, Malik, & Khan, 2013; Karadag, Acikgoz, Alparslan, Unsal, Kosgeroglu, Kaya, Guven & Yilmaz, 2012; Myers & Goodboy, 2014).

With the growing acceptance of online learning, learner satisfaction with online learning and its association motivation have also been investigated by many researchers. According to Dörnyei (1990) and Ur (1996), online learning looks very attractive and it may motivate learners to study more than they do in traditional learning settings. This can be due to various reasons, such as flexibility in time and space, the type, variety and availability of materials used and cost-effectiveness of the process. Considering the fact that motivation has a considerable effect on learner attitudes and learning behaviours in educational environments (Fairchild et al., 2005), it can be said that motivated learners are more satisfied with online learning environments, as it is the case with traditional learning settings. Horzum, Kaymak & Gungoren (2015) found out that academic motivation increases perceived learning in online learning. Yılmaz (2017) explored the role of e-learning readiness on learner satisfaction and motivation in flipped classroom and he concluded that when learner motivation towards e-learning increases and when students have more self-directed learning skills, the level of their satisfaction with the technology based course will increase. Similarly, his research showed that as the motivation of the learners towards e-learning increases, they will achieve more

meaningful results from learning environments supported by technology. Otherwise, learners could stop e-learning and get unsuccessful results (Demir, 2015; Gülbahar, 2009; Saade, Nebebe & Tan, 2007; Teo, 2008; Teo et al., 2010). Todorova and Karamanska (2015) aimed to investigate motivation and learner satisfaction in online learning environment in a higher education setting. Researchers found that learners with higher levels of intrinsic motivation and positive self-evaluation showed more positive emotions in class, more enjoyment of academic work and more satisfaction with their work than those who had less autonomous motivational profiles.

To sum up, the literature has put forward a strong relationship between learner motivation and an effective technology-based learning environment where learners are not only satisfied with their learning experience but also get positive results.

### **2.5.2. Academic Motivation and Gender**

Gender variable, which has been of interest to numerous researchers across the globe, has also been studied in relation to academic motivation. Eymur and Geban (2011) conducted a study to study the relationship between academic achievement and motivation of 168 university teachers. In addition, they investigated motivational differences according to gender. The participants responded to the Academic Motivation Scale (AMS), which was developed by Vallerend (1992) to measure intrinsic motivation, extrinsic motivation and amotivation for going to 'college'. In all motivational subscales, females were found to be more motivated than their male counterparts. Moreover, intrinsic motivation to experience stimulation subscale differs significantly in favour of females. The study of Spittle et al. (2009), in which a total of 324 undergraduates participated, found that females were significantly more intrinsically motivated than males in two separate measures of intrinsic motivation. According to the results of the study conducted by Tasgin and Coskun (2018) with 260 university students, academic motivation differs significantly with regard to gender variable. The study demonstrated that participants' levels of academic motivation differ significantly in favour of female students in each dimension and in total based on gender. Brouse, Basch, LeBlanc, McKnight and Lei (2010) aimed to describe 856 college students' gender, year in school and source of tuition funding in relation to their academic motivation and they used the AMS to measure participants' intrinsic and extrinsic motivations and amotivation. The female participants were found to have higher levels of overall motivation in addition to

intrinsic and extrinsic motivation. Gupta and Mili (2016) surveyed 995 secondary school students studying in India. The study revealed that in the high achievers group, both males and females are equally motivated towards academics. However, in the low achievers group males have lower motivation than females. Koseoglu (2013) found that female university students are more extrinsically and intrinsically motivated than males and males score higher on amotivation compared to female students. Adao, Bueno, Persia and Landicho (2015) aimed to examine the effect of gender on academic motivation of university students in Philippines. Their study also demonstrated that motivation differ significantly in favour of females. However, in the studies carried out by Arıoğul (2009), Husain (2014), Şahin and Çakar (2011), Titrek, Çetin, Kaymak, and Kaşıkçı (2018) no differences were revealed in any dimension of academic motivation across genders.

A review of the related literature shows that although there are few contradictory findings, most of studies that explored the effect of gender on academic motivation showed that female students are generally more motivated than males.

## **2.6. Students' Attitudes towards Online Learning**

According to Eagly and Chaiken (1993), attitude is “a psychological tendency that is expressed by evaluating particular entity with some degree of favour or disfavour” (p. 1) and learner attitude towards online learning can be defined as learners’ impression of engaging in online learning activities, which depend chiefly on the use of computers (Piccoli et al., 2001). With ICT being increasingly incorporated into education during the last decades, many research studies have been carried out to examine the attitudes of users, both educators and learners, towards online learning (Aixia & Wang, 2011; Berteau, 2009; Egbo, Okoyeuzu, Ifeanacho & Onwumere, 2011; Gasaymeh, 2009; Hussain, 2007). Liaw, Huang and Chen (2007) suggest that “no matter how advanced or capable the technology is, its effective implementation depends upon users having a positive attitude toward it” (p. 1069). Workman (2005) suggested that people that have positive attitudes towards a specific technology, then they are more likely to accept and use it. Chen and Huang (2012) highlighted the significance of gaining insight into learner attitudes as it can contribute to the expansion of e-learning system functions and meeting learner needs, which should further increase the influence of learning and increase satisfaction with the e-learning experience. Moreover, as per Rosenberg (2001), to be able to develop a beneficial e-learning environment, it is crucial to examine the attitude of learners.

Liaw, Huang and Chen (2007) explored instructors' and learners' attitudes toward online learning usage and they found that students hold positive attitudes towards e-learning if tools are self-paced, teacher-led and multimedia instruction are well-designed. Wenden (1991) emphasized that certain attitudes may encourage students to adopt certain learning behaviours. According to him, students present learning behaviours after a cognitive evaluation and the cognitive, evaluative and behavioural components belong to attitude. Soon (2008), similarly, found some critical aspects that impact learners' satisfaction in e-learning and one of them is learner attitude towards e-learning. Mehra and Omidian (2011) carried out research to examine the predictive factors on students' attitude to adapt e-learning in Iran. The findings imply that there are five essential factors that can be used to model students' attitude to adapt online learning.

The studies also show the positive and strong relationship between the language learning process and the attitudes of the learners towards the languages (Csizér & Dornyei, 2005; Starks & Paltridge, 1996). The study conducted by Inman, Kerwin and Mayes (1999) indicated that the students have positive attitudes towards distance courses. Haas and Senjo (2004) indicated the positive views of the students towards the use of technology. They also mentioned that the learners prefer the integration of technology-based teaching methods into their courses. In line with this, Hannay and Newvine, (2006) reported the positive reaction of the learners towards online learning environment. They also found that the reactions of the students may differ according to their attitudes.

Parallel to these studies, the EFL context presents similar findings about the attitudes of the students towards on-line courses. Thompson (2005) investigated the attitudes of the second language learners towards online learning and the study indicated that the learners held positive attitudes towards online learning process. They emphasized that they enjoyed easily sharing resource, keeping record and accessibility of the discussion board most. Csizér and Dornyei (2005) define attitude as a critical predictor in language learning and pointed that the attitudes affect the choice of target language and learning effort. Drennan, Kennedy, and Pisarski (2005) declared English language learners have positive attitudes toward technology and an autonomous learning mode.

In addition, the related literature shows that positive attitudes of the language learners affected the motivation and satisfaction level of the students in English language learning processes. Gardner (1985) defines attitudes as elements of motivation in

language learning. In his study, he proposed that “motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (p.10). The study of Csizér and Dornyei (2005) indicate the significant relationship between positive attitudes towards digital courses of the EFL students and their motivation level. In the same way, Drennan, Kennedy and Pisarski in their study in 2005 concluded that student satisfaction differs significantly with positive perceptions toward technology and an autonomous learning mode.

In their documentation review, Motteram and Sharma (2009) declared that technology use is changing many aspects of language learning. They mentioned that using technology increases the positive attitudes of the language learners. Tilfarlioglu (2011) conducted a study with the purpose of investigating undergraduate and high school students' attitudes towards using technology as a learning tool. The participants consisted of 534 high school and university students in Turkey and Iraq. It was demonstrated that technologies serve as a helpful learning tool when learners practise language in a real-like atmosphere, which strengthen the positive attitudes of language learners.

### **2.6.1. Students' Attitudes towards Online Learning and Satisfaction with Online Learning**

Learner attitude towards online learning is one of the critical issues associated with taking advantage of online learning. It also determines learners' willingness to take responsibility for their own learning (Tallent-Runnels et al., 2006). When learners have more positive attitudes towards use of information technologies in educational settings, positive outcomes are produced. For instance, when they are not worried about the complexity of using computers, the result is that they will be more satisfied and effective learners in an online learning environment (Piccoli et al., 2001). According to Bertea (2009), measuring attitudes helps to analyse consumer behaviour since a strong connection exists between attitude and behaviour, and when it comes to e-learning, positive learner attitude results in acceptance of the new learning system and get satisfaction from it. Therefore, some researchers aimed find the connection between learner attitude and satisfaction in online learning environments.

Navimipour and Zareie (2015) aimed to study how to increase employee's satisfaction using online learning systems and to determine suitable training or teaching

activities that would help to enhance their satisfaction with learning. The target sample of the study consisted of 240 employees at a company in East Azerbaijan. The researchers provided a model and framework to examine the effect of online learning on employee's satisfaction and the findings of the study indicated that participants' attitude towards online learning significantly affects employee's satisfaction toward e-learning and attitude is the most critical element to implement e-learning effectively and successfully. Malkawi, Bawaneh and Bawa'aneh's study (2021), which aimed at exploring the satisfaction level and attitudes of 532 undergraduate students at United Arab Emirates University towards online learning and virtual classes, revealed that participants both held positive attitudes towards online learning and were satisfied with their online learning experience.

Giannousi et al. (2010) conducted a study to investigate the relationship between learner attitudes and perceived satisfaction of learners with a blended course. 32 undergraduate students aged between 18-23 participated in the study. The researchers collected data through a questionnaire with 3 sections. The findings indicated a significant positive correlation between perceived e-learner satisfaction and students' general attitude towards blended learning. Hiltz (1993) concluded that students that hold positive attitudes had higher levels of satisfaction with their online learning experience and spent more time actively engaged online.

### **2.6.2. Students' Attitudes towards Online Learning and Gender**

Rhema and Miliszewska (2014) suggested that the factors which influence learner attitudes towards online learning can be divided into two main groups as demographic (age and gender) and computer skills. A better understanding of the effect of gender on learner attitude towards computers will help teachers more effectively encourage and improve learning processes for learners. Although studies that address gender differences in online learning are scarce, they generally conclude that male students demonstrate more willingness to use and learn about computers than female students (González-Gómez et al., 2012).

Li and Kirkup (2007) examined differences in use and general attitudes towards the Internet and computers for 465 students (220 Chinese and 245 British). The results revealed significant gender differences in both groups. Both Chinese and British males

were more likely to use e-mail or chat rooms than female students. Male students in both groups played more computer games than females, had more self-confidence about their computer skills and were more likely to say that using computers was a "male" activity and skill than were females. The British group indicated higher gender differences than the Chinese group. Liaw and Huang (2012) conducted a study to investigate learners' attitudes towards the Blackboard e-learning system. A survey was conducted to a sample that consisted of 424 students. With respect to e-learning attitudes, the study indicated a significant gender difference on perceived self-efficacy of using e-learning, perceived enjoyment of using e-learning and behavioural intention to use e-learning. The findings made it clear that males had more positive attitudes towards e-learning than their female counterparts. Ong and Lai (2006) obtained data mainly from 156 employees in six international companies in Taiwan and each company had implemented their own online learning program. It was reported that male employees rated computer self-efficacy, perceived usefulness, perceived ease of use and behavioural intention to use online learning higher than female employees. Kay (1992) and Wong (2012) similarly concluded that males had higher levels of positive attitudes and perceptions of the use of e-learning tools than females. Parallel to the results of these studies, Fidan (2016) surveyed 330 students enrolled in distance education courses in a university in Turkey to investigate differences in attitudes towards distance education and their epistemological beliefs. Significant difference was revealed between learners' attitudes towards distance education based on gender and the difference was in favour of males.

There are also studies in literature which found females to have a better perception of online learning. Sanders and Morrison-Shetlar's study in 2001 aimed to examine 110 students' attitudes towards the use of Web component in a general biology course for undergraduate nonmajors at a midsized rural university in the USA. Their study revealed difference in learner attitudes with regard to gender. Females were found to be significantly more positive toward Web-based instruction than males. Al-Fadhli (2008) examined the factors that may influence student perception of online courses at Kuwait University. At the end of the study, he found that there is a significant difference in learners attitudes toward online learning based on gender variable. The mean score of female learners outscored that of their male counterparts in all areas. In addition, females were found to be obviously positive in evaluating the online components of the course. Seyal, Ali, Mohamad and Roman (2010) carried out a study that examined 220 students

studying at a technical and vocation institution in Malaysia to measure their attitudes towards online learning with respect to demographic variables such as gender and age. There was no difference in the attitudinal scores for the males and females. In addition, Suri and Sharm's study in 2013 in India with 477 students found that there was not relationship between learner attitudes towards online learning and gender difference.



## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the methodological part of the study. Within this chapter, information regarding the research design, target population and instruments used to collect relevant data are provided. The chapter continues with the description of data collection procedure and data analysis procedures used in the study.

#### **3.2. Research Design**

This study adopted a mixed method research. In other words, it combined quantitative and qualitative data collection methods in order to enhance the validity and reliability of the results. Researchers that make use of approach aim to take advantage of the strengths and diminish the weaknesses of the quantitative and qualitative research approaches (Johnson & Onwuegbuzie, 2004). In order to gather quantitative data, first, surveys that consisted of closed-ended questions were distributed. Quantitative research methods help to explore a phenomenon by making use of numerical data collected from several data collection tools or generalize results that are gained from a study group to larger populations (Babbie, 2020). Additionally, interviews were carried out to collect the qualitative, or narrative, data (Williams, 2007). In other words, the data gathering procedure was completed in two phases. In the first phase, the participants completed a questionnaire and in the second phase, interviews were conducted to a smaller sample within the same sample group.

#### **3.3. Setting and Participants**

Fraenkel and Wallen (1990, p. 75) refer to convenience sampling as “a group of individuals who (conveniently) are available for study” and this study employed convenience sampling. The sample consisted of students studying at the Faculty of Law at a foundation university in Ankara because at the university, the must English courses are offered in online mode only to the students studying at the Faculty of Law. In addition, with the total count sampling method, entire population enrolled in the Faculty of Law

and taking the online English courses was reached. Therefore, the survey instrument was given to all the students. Out of 355 students enrolled in the online courses, 321 students filled the questionnaire completely, with a return rate of 90.42%. 10 questionnaires were not included in the analysis process because of the missing values and same answers. Hence, at the end of the data collection procedure, the data collected from 311 students were analysed. To summarize, the number of the participants in the quantitative design of the study is 311 students, which makes 87.6% of the total number of students. The participants' ages range between 18 and 47 and the average age of the participants is about 22 (SD = 3.87).

The participants for the qualitative data gathering procedure were selected from the same university and same department. 20 students were interviewed within the scope of the study. The interview was a semi-structured interview. 4 questions were constructed before the interview and they were asked to the students by the researcher.

### **3.4. Instruments**

#### **3.4.1. Instruments for Quantitative Data Collection**

In the first phase of the study, quantitative data were gathered using a composite survey instrument (Appendix C). There were three main reasons to make use of surveys in the study to collect data. First of all, it is not only easy to conduct and score surveys but also time saving both for the researcher and participants. Moreover, participants probably feel safe in their own environment when answering the questions in a correct way. Last but not least, with the promise of anonymity, they are likely to provide full, honest and accurate responses to questions as they do not fear feeling embarrassed or being exposed. The first part of the survey collected the background information of the participants. In the second part, the data about the digital literacy level of the participants, in the third part the data about the academic motivation level of the students, in the fourth part the data about the satisfaction level towards online courses and in the last part the data about the attitudes of the students towards online learning were gathered.

### **3.4.1.1 Background Information Form**

With the background information form, data about the gender, age, hometown and working status of the participants were collected. Furthermore, the form questioned whether the participants have children, how long they have been studying at the university, whether they hold a degree from another university, whether they attended an online course/education before, whether they have a personal computer and also the duration of their daily internet usage. The data gathered from the background information form is aimed to be used to investigate if the digital literacy, motivation, attitudes and satisfaction levels of online EFL course students differ according to background variables.

### **3.4.1.2 Digital Literacy Scale**

The Digital Literacy Scale that was developed by Ng (2012) and adapted to Turkish by Hamutoğlu, Güngören, Uyanık, and Erdoğan in 2017 was conducted to collect data. The scale is composed of 4 components which are attitude, technical, cognitive and social dimension. The survey includes 17 items with 5-point Likert-type by rating from *1 = Strongly disagree* to *5 = Strongly Agree*. The Cronbach Alpha value for the scale was calculated as .93, which, according to Hulin, Netemeyer and Cudeck (2001), is considered a very high level of reliability.

### **3.4.1.3 Academic Motivation Scale**

The original version of the scale named “Echelle de Motivation en Education-EME” was developed by Vallerand, Blais, Brière and Pelletier in 1989. However, the English version, “Academic Motivation Scale-AMS”, was developed by Vallerand and his colleagues in 1992 in Canada. The scale has versions for students from different levels as high school and university. The English and university-students oriented version was adapted to Turkish by Karagüven (2012). The scale has 28 items with 7-point Likert-type by rating from *1 = Does not correspond at all* to *7 = Corresponds exactly*. The Cronbach Alpha value for the scale was calculated as .87, which indicates a very high level of reliability (Hulin et al., 2001).

#### **3.4.1.4 Online Learning Attitude Scale**

The Online Learning Attitude Scale was developed by Usta, Uysal, and Okur (2016). The scale aims to measure the attitudes of university students towards online learning, which may be helpful for managers and teachers for better preparation in terms of open and distance learning for the future. The scale has 20 items with 5-point Likert-type by rating from *1 = Strongly disagree* to *5 = Strongly agree*. The Cronbach Alpha value for the scale was calculated as .90, indicating a very high level of reliability (Hulin et al., 2001).

#### **3.4.1.5 Satisfaction Scale for E-Course**

Kolburan Geçer and Deveci developed the Satisfaction Scale for E-Course in 2015 to determine the satisfaction level of university students for the e-course. The scale has 35 items with 5-point Likert-type by rating from *1 = Strongly disagree* to *5 = Strongly agree*. The Cronbach Alpha value for the scale indicated a very high level of reliability (Hulin et al., 2001) with .97.

#### **3.4.2. Instruments for Qualitative Data Collection**

To collect qualitative data, a semi-structured interview, a widely used qualitative data tool, was used. The researcher conducted every interview conversationally with one interviewee at a time and employed a blend of closed- and open-ended questions, often accompanied by why or how questions (Adams, 2015). They allow the researcher to cover a variety of topics (Lindsay, Dockrell, Letchford & Mackie, 2004) and help to get accurate and reliable responses (Ericsson & Simon 1980, 1993). Considering these benefits offered by semi-structured interviews, 4 questions were constructed before the interview. The questions aimed to help to explore participants' views and experiences about the online learning and better understand and explain the source of their satisfaction or dissatisfaction with online learning. Each interview question was asked by the researcher to the participants one-by-one. The questions are as follows:

*1 - What did you like most about this course?*

*2- What did you like least about this course?*

*3- What are your suggestions to improve this course?*

*4- In the upcoming semesters, would you like to take English courses in online or face-to-face mode? Why/Why not?*

### **3.5. Data Collection**

As the first step of data collection procedure, “ethics committee approval” from Ufuk University Social and Human Sciences Scientific Research and Publication Ethics Committee and the necessary permissions from the university administration where the study was to be conducted were received so as to apply the instruments to the sample. Furthermore, all participants were informed that it is voluntary to participate in the study, they may withdraw from the study at any point and their responses will be used for scientific purposes only and will be kept confidential.

Data collection process was performed at the end of 2019-2020 Fall Semester. As for the quantitative part, the total number of the students enrolled in online English courses in 2019-2020 Fall Semester was 355 and 321 of them responded to the survey. The questionnaire was conducted in participants’ own classes and took about 10-15 minutes. For the qualitative data collection, 20 participants were interviewed and they were also chosen among the volunteers for the questionnaire. Each interview, which took about 5 minutes, was conducted privately. To make the participants feel safe and relaxed to answer the questions, the aim and nature of the research was explained a bit. During the interviews, the participants’ voices were recorded by their permission. Also, in order to avoid any confusion considering the samples’ inability to express themselves in English due to their language level and help them respond to the questions truly and sincerely, all the interviews were conducted in Turkish. The questions and answers were then translated into English for data analysis. Both the questionnaires and the interviews were applied by the researcher.

### **3.6. Data Analysis**

This study aims to scrutinize the predictors of Turkish EFL learners' satisfaction with online course at a Turkish university. In the light of this aim, six research questions were asked in the quantitative part to explore the possible relationship among EFL learners' digital literacy, motivation, satisfaction levels and their attitudes towards online learning. Furthermore, the differences among these variables based on gender were examined.

It is known that the data analysis procedure is important for the determination of the analysis methods suitable to data. For instance, if data show normal distribution, then the parametric analyses can be performed. Otherwise, non-parametric analyses should be used. In addition to this, using scales with proven reliability and validity is also important (Taguchi et al., 2009). Although all of the scales were conducted to university students, the reliability of the scales were tested once more to show their appropriateness to this study's sample.

In the light of the aim of the study, the first four research questions were addressed in order to understand participants' levels of digital literacy, academic motivation, satisfaction with e-course and attitudes towards online learning. In this context, descriptive analysis was conducted to check their normal distribution using mean, median, standard deviation, maximum, minimum, skewness and kurtosis. The next question aimed at understanding whether there is a significant difference between the digital literacy, academic motivation, attitudes and satisfaction levels of online EFL course students regarding gender. Several t-test analyses were conducted to figure out the effect of gender on these variables. The 6th research question tried to figure out whether learner satisfaction with online course can be predicted by students' level digital literacy, academic motivation or attitudes towards online learning. Hierarchical regression analysis was used to find out whether course satisfaction with online education can be predicted by digital literacy, academic motivation or attitudes towards online learning or not. In this context, several analysis methods, including descriptive analysis, t-test and hierarchical regression were employed in the study by means of 25th version of Statistical Package for the Social Sciences (SPSS) software.

In order to analyse the qualitative data, thematic analysis method was used. With thematic analysis, the researcher aims to identify themes and use them to address the study. Thematic analysis is much more than making a summary of the data because a well-conducted thematic analysis helps the researcher to make interpretations and makes sense of it (Clarke & Braun, 2013). Every step in the analysis of the qualitative data was covered with the collaboration of another reviewer, an academician experienced in qualitative data analysis, and the results of both were compared to ensure reliability. In other words, a peer reviewing process was conducted with the support of a colleague who taught the online course that the participants took. She contributed to the research as “someone who is familiar with the research or the phenomenon explored” (Creswell & Miller, 2000, p. 129). Therefore, first, the responses of the interviewees’ were transcribed and then translated into English by the researcher and her colleague and then each version was read over and compared. Then the participants were asked to read over the English translation to make sure there was any loss in meaning. As the next step, the data were categorized into three themes. The first theme consisted of responses holding positive views about online course and the second theme included negative views of the respondents about online course. The last theme consisted of respondents’s suggestions to improve online course. Afterwards, the themes were divided into sub-themes and the frequencies of them were analysed.

### **3.7. Conclusion**

In this chapter, the methodology of the study with regard to the design, participants, instruments for both quantitative and qualitative data collection, procedure and data analysis was thoroughly explained. In the next chapter, findings will be discussed in this chapter.

## CHAPTER 4

### FINDINGS

#### 4.1. Introduction

In this part of the study, the findings of the analysis will be presented. Findings are classified under two main categories: preliminary analyses findings and main findings related to research questions. Accordingly, descriptive statistics for background variables and the results of normality tests are presented as preliminary analyses. Remaining results, including t-test and hierarchical regression analyses, are associated with research questions and presented in this chapter.

#### 4.2. Preliminary Analyses

The preliminary analyses were conducted to present descriptive statistics for background variables and the results of the normality tests.

##### 4.2.1. Descriptive Statistics for Background Variables

There were ten background variables used in the study. While most of the background variables are categorical variables, two variables (age and hometown) are continuous variables.

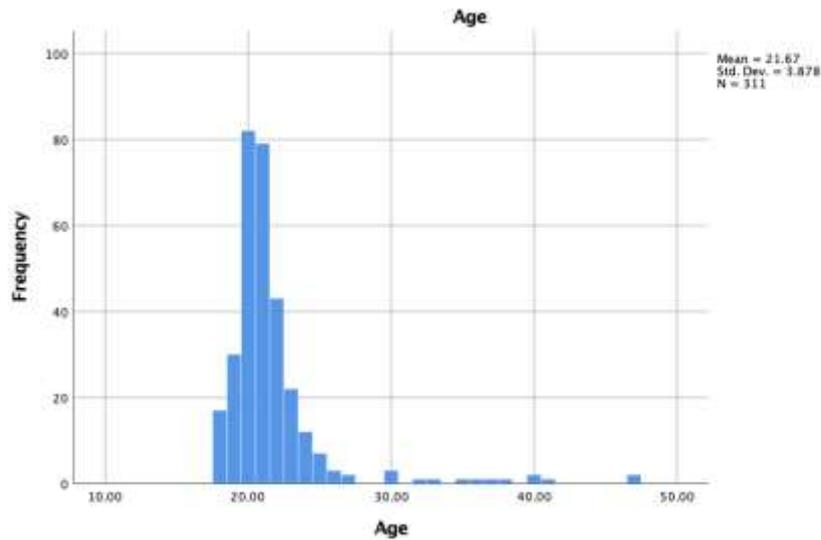
Descriptive statistics for participants' gender are presented in Table 1.

**Table 1.**  
**Descriptive Statistics for Gender**

	Frequency	Percent	Cumulative Percent
Female	171	55.0	55.0
Male	140	45.0	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

As reported in Table 1, 55% of the participants were female and the remaining 45% were male. In other words, there are 171 female and 140 male learners who participated in the study.

Descriptive statistics related to participants' age show that the participants' ages range between 18 and 47. The average age of the participants is about 22 (SD = 3.87). The histogram illustrates the ages of the participants in Figure 3.



**Figure 3.** Histogram of Age of Participants

Participants' place of residence was asked and the collected data were continuous. However, in the phase of analysis, the variable coded as a categorical variable and the categories defined as the participants living in Ankara and in different cities. Descriptive statistics for participants' place of residence are presented in Table 2.

**Table 2.**  
**Descriptive Statistics for Place of Residence**

	Frequency	Percent	Cumulative Percent
Ankara	264	84.9	84.9
Other Cities	47	15.1	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

As reported in Table 2, about 85% of the participants (N=264) live in Ankara, whereas the rest of the participants (N=47) live in other cities like Eskişehir, Diyarbakır, Elazığ, Erzurum, Adana and Antalya.

Participants' work status was also asked and descriptive statistics are presented in Table 3.

**Table 3.**  
**Descriptive Statistics for Work Status**

	Frequency	Percent	Cumulative Percent
Working	12	3.9	3.9
Not working	299	96.1	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

It can be seen from the table that most of the participants, 96%, are not working (N=299) and only 12 participants of them are employed.

Another question regarding background information of the participants was whether they have children or not. Descriptive statistics related to this item are presented in Table 4.

**Table 4.**  
**Descriptive Statistics for Having Children or Not**

	Frequency	Percent	Cumulative Percent
Yes	15	4.8	4.8
No	296	95.2	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

The results show that only 15 participants (4.8%) in the study have a child, 95% of the participants (N=296) do not have any children.

The next question about participants' background information was the length of studying at the university. The data is categorical and the responses of the participants are presented in Table 5.

**Table 5.**  
**Descriptive Statistics for the Length of Studying at University**

	Frequency	Percent	Cumulative Percent
1 year	74	23.8	23.8
2 years	89	28.6	52.4
3 years	103	33.1	85.5
4 years	44	14.1	99.7
5 years	1	.3	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

The results show that 33.1% of the participants (N=103) have been studying at the university for 3 years, 28.6 % of them (N=89) have been studying at the university

for 2 years, 23.8% of them (N=74) have been studying at the university for one year, and 14.1% of the participants (N=4) at the university at the university for 4 years. There is only one participant who has been studying at the university for 5 years. The categorical data were gathered by six categories and the results show that none of the participants has been studying at the university more than 5 years.

The data about graduating from a different university before were also collected as a background variable. The responses of the participants are shown in Table 6.

**Table 6.**  
**Descriptive Statistics for Holding a University Degree**

	Frequency	Percent	Cumulative Percent
Yes	29	9.3	9.3
No	282	90.7	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

The participants were also asked whether they hold a degree from a different university or not. The results showed that most of the students (90.7%, N= 282) did not hold a degree from another university. Only 9.3% of the participants (N=29) graduated from a different university before their enrolment to this university.

Another background variable investigated whether the participants have a personal computer or not. Related descriptive statistics are presented in Table 7.

**Table 7.**  
**Descriptive Statistics for Having a Personal Computer**

	Frequency	Percent	Cumulative Percent
Yes	275	88.4	88.4
No	36	11.6	100.0
Total	311	100.0	

About 89% of the participants (N=275) stated that they had a personal computer. On the other hand, there were 36 participants (11.6%) in the study who did not have a personal computer.

There are also background variables about participants' experiences with the Internet and online education. First, the participants mentioned how many hours they spend on the Internet daily. Related descriptive statistics are summarized in Table 8.

**Table 8.**  
**Descriptive Statistics for Daily Internet Usage**

	Frequency	Percent	Cumulative Percent
1 hour	26	8.4	8.4
2 hours	57	18.3	26.7
3 hours	95	30.5	57.2
4 hours	66	21.2	78.5
5 hours	22	7.1	85.5
More than 5 hours	45	14.5	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

In addition to frequencies, the results showed that the mean value is 3.437 with a standard deviation of 1.459. The participants spend more than 3 hours on the Internet. About 31% of the participants (N=95) spend 3 hours on the Internet, 21.2% of them (N=66) spend 4 hours, 18.3% of them (N=57) spend 2 hours, 14.5% of them (N=45) spend more than 5 hours, 8.4% of the participants (N=26) spend 1 hour on the Internet, while 7.1% of the participants (N=22) spend 5 hours on internet.

Lastly, the participants were asked whether they attended an online course or education before. The responses of the participants were shown in Table 9.

**Table 9.**  
**Descriptive Statistics for Online Learning Experience**

	Frequency	Percent	Cumulative Percent
Yes	132	42.4	42.3
No	179	57.6	100.0
<b>Total</b>	<b>311</b>	<b>100.0</b>	

The results show that 57.6% of the participants (N=179) did not attend an online course/education before, while 42.2% of them (N=132) attended an online course or education before.

#### **4.2.2. Descriptive Statistics for Variables of Digital Literacy, Motivation, Attitudes and Satisfaction Levels of Online EFL Course Students**

As mentioned before, the first four research questions were about the descriptive statistics for the variables of digital literacy, motivation, attitudes and satisfaction levels

of online EFL course students. The descriptive statistics for these variables are presented in Table 10.

**Table 10.**  
**Descriptive Statistics for Digital Literacy, Motivation, Attitudes and Satisfaction Levels of Online EFL Course Students**

	DL	MOT	ATT	SAT
Mean	3.53	4.75	3.39	3.48
Std. Deviation	.93	1.02	.93	.81
Minimum	17.00	27.00	20.00	35.00
Maximum	85.00	189.00	100.00	175.00

The first research question (RQ1) of the study is “*What are the digital literacy levels of online EFL course students?*” As reported in Table 10, the mean score of digital literacy of online EFL course students is 3.53 with a standard deviation of .93. This mean value demonstrated that the students digitally literate. The total scores of the students from the digital literacy scale range from 17 to 85.

The second research question (RQ2) is “*What are the motivation levels of online EFL course students?*” The mean, standard deviations, minimum and maximum scores of the participants’ motivation levels were calculated. Descriptive statistics revealed that the participants reported high academic motivation ( $M = 4.75$ ,  $SD = 1.02$ ).

The third research question (RQ3) of the study is “*What are the attitudes of online EFL course students towards online learning?*” The mean, standard deviations, minimum and maximum scores of the participants gathered from the attitude scale were calculated. Descriptive statistics revealed that participants moderately have positive attitudes to e-courses ( $M = 3.39$ ,  $SD = .93$ ).

The fourth research question (RQ4) also asked “*What are the satisfaction levels of online EFL course students with the online course?*” In order to answer the question, the mean, standard deviations, minimum and maximum scores of the participants were calculated. The results show that participants are satisfied with the online course ( $M = 3.48$ ,  $SD = .81$ ).

### 4.2.3. Test of Normality Assumption

It is necessary to detect whether the variables are normally distributed or not so that the researcher can conduct the relevant analysis. Normal distribution means that most of the observations are centered around the mean and there is a symmetry according to the center. Kolmogorov-Smirnov and Shapiro-Wilk tests can be conducted to check the assumption of normal distribution (Hair et al., 2010; Tabachnick & Fidell, 2013). The non-significant results gathered from these tests can be concluded as the data is normally distributed. Another normality test suggested by Tabachnick and Fidell (2013) is to check skewness and kurtosis Statistics for the variables. If variables show Skewness and Kurtosis statistics between +1 and -1, then the data is assumed to have normal distribution. There are also some visual inspections like checking Q-Q plots and histograms for testing normality. In the light of these aforementioned findings, mentioned methods were included to test the normality of variables in this study. As the first test to check normality distribution of the data, Kolmogorov-Smirnov and Shapiro-Wilk tests were performed and documented in Table 11.

**Table 11.**  
**Normality Test Results of the Variables Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
tot_DL	.11	311	.00	.96	311	.00
tot_ATT	.06	311	.10	.97	311	.00
tot_SAT	.06	311	.00	.98	311	.00
tot_MOT	.04	311	.20*	.99	311	.00

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Results presented in Table 11 demonstrated that except the variable of academic motivation in the Kolmogorov Smirnov test, the variables used in the study were not distributed normally ( $p < 0.05$ ).

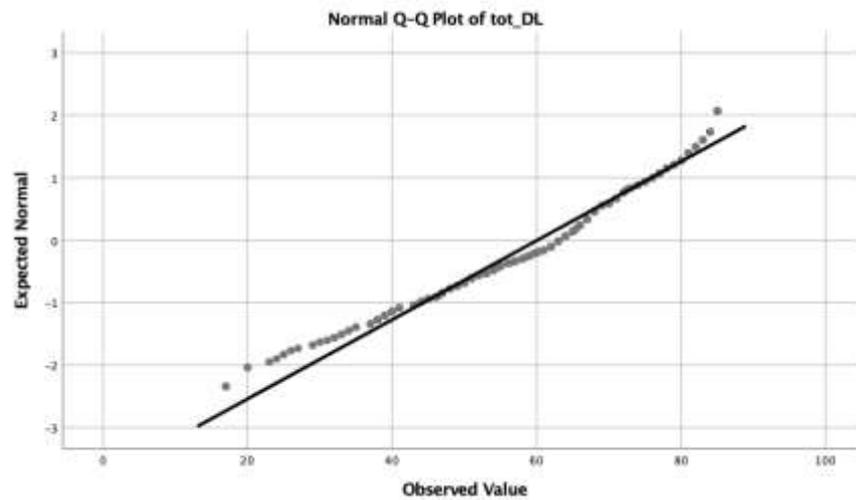
Skewness and Kurtosis values were also checked for normal distribution. The results showed that the variables of digital literacy, academic motivation, attitudes and satisfaction were normally distributed. The skewness and kurtosis values ranged between -1 and 1. Table 12 demonstrates the Statistics for Skewness and Kurtosis for the variables of digital literacy, academic motivation, attitudes and learner satisfaction.

**Table 12.**  
**Statistics for Skewness and Kurtosis**

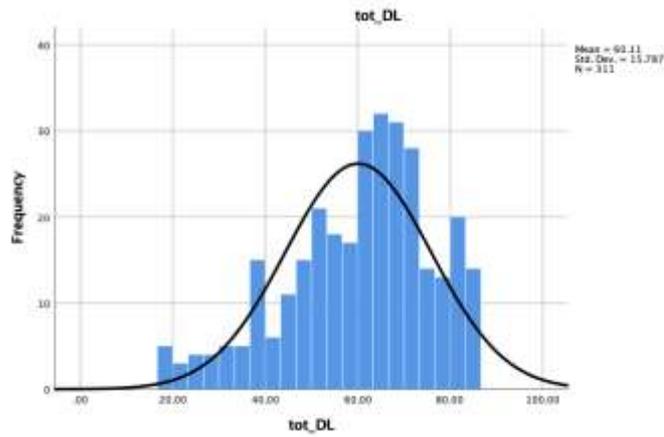
Variables	Skewness	Kurtosis
Digital Literacy	-.63	-.03
Attitude	-.56	-.11
Academic Motivation	-.42	.69
Satisfaction Level	-.47	.08

In addition, the visual inspection was completed and the Q-Q plots and histograms are evaluated to check the normal distribution. As in the previous analysis, the visuals of the variables of digital literacy, academic motivation, attitudes and learner satisfaction show normal distribution in Q-Q plots and histograms.

In other words, the digital literacy of the online EFL course students is normally distributed. The following figures of Figure 4 and Figure 5 demonstrate the Normality histogram of the variable and the Q-Q plot respectively, which reveals that the variable has normal distribution.

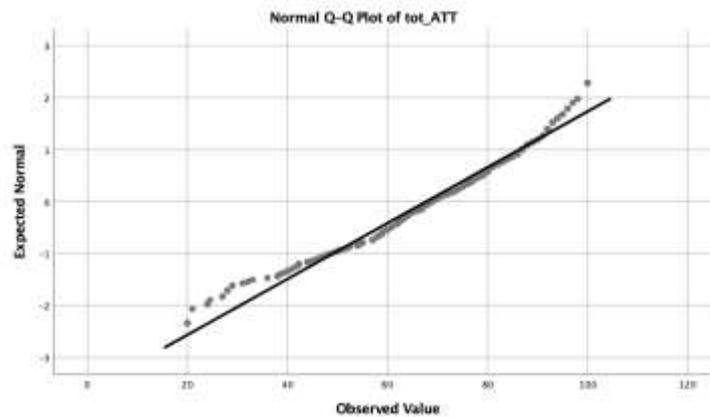


**Figure 4.** Q-Q Plot of Digital Literacy

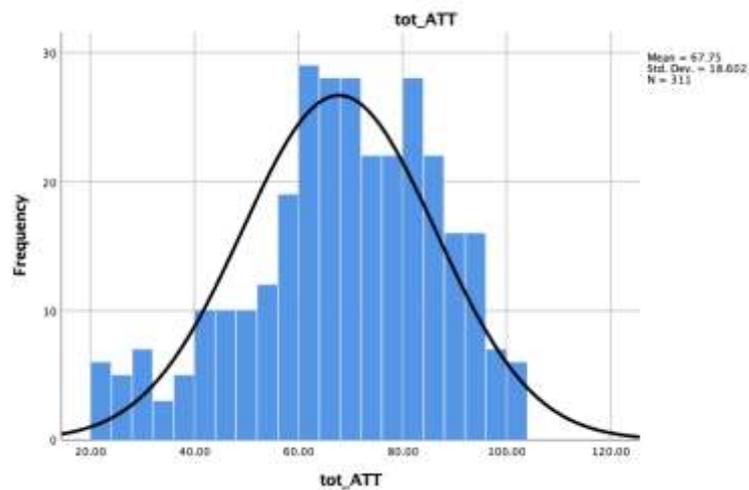


**Figure 5.** Normality Histogram of Digital Literacy

The attitude of learners towards e-learning is normally distributed. The following figures demonstrate the Normality histogram of the variable and the Q-Q plot respectively, which supports that the variable has normal distribution.

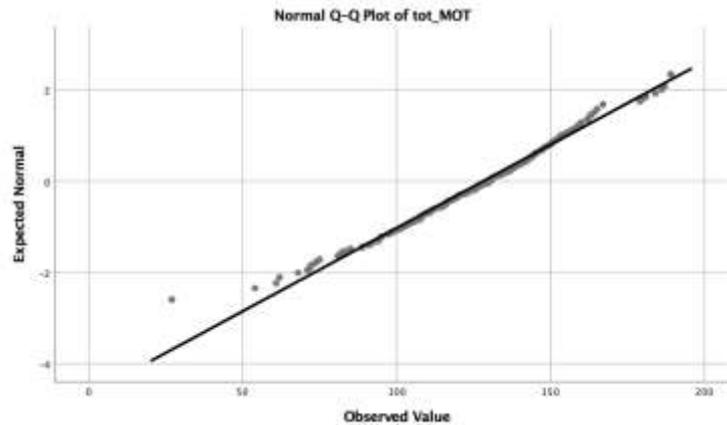


**Figure 6.** Q-Q Plot of Attitude

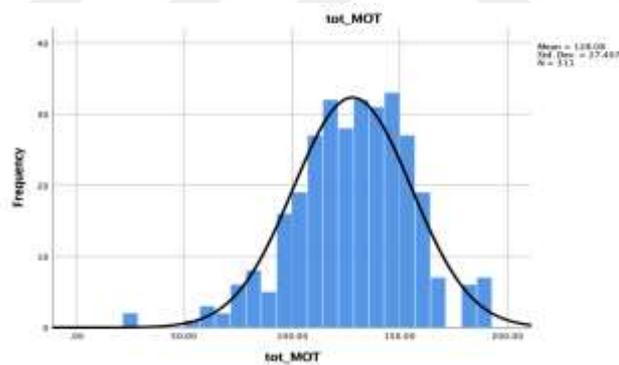


**Figure 7.** Normality Histogram of Attitude

The academic motivation of the online EFL course students is normally distributed. The following figures demonstrates the Normality histogram of the variable and the Q-Q plot respectively, which supports that the variable has normal distribution.

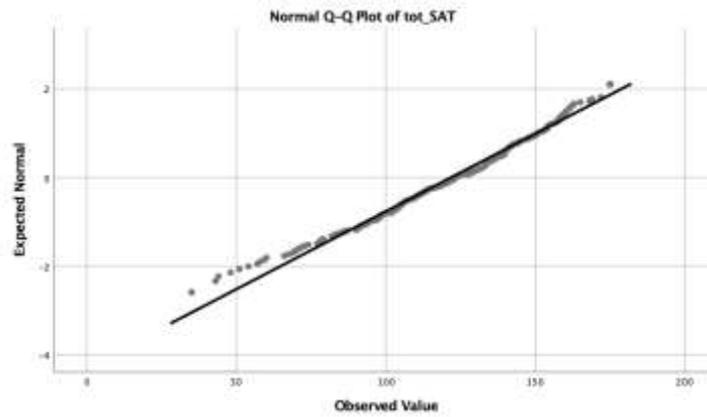


**Figure 8.** Q-Q Plot of Academic Motivation

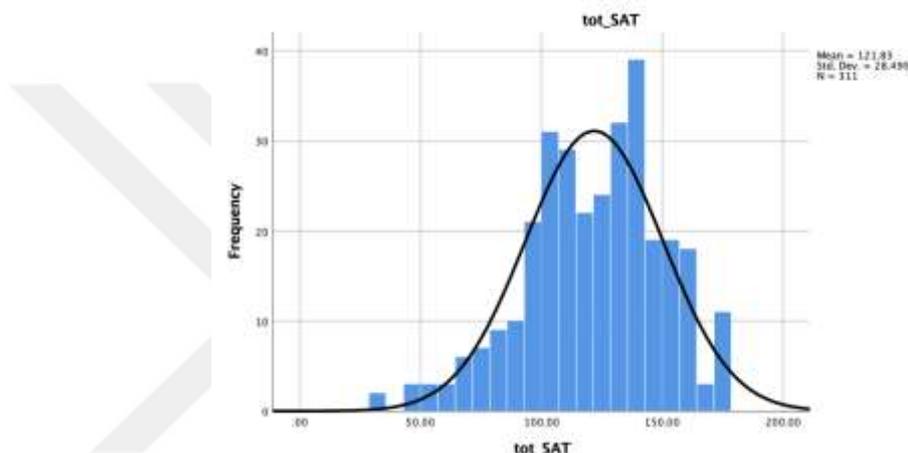


**Figure 9.** Normality Histogram of Academic Motivation

The satisfaction level of the participants is normally distributed. The following figures demonstrate the Normality histogram of the variable and the Q-Q plot respectively, which shows that the variable has normal distribution.



**Figure 10.** Q-Q Plot of Satisfaction Level



**Figure 11.** Normality Histogram of Satisfaction Level

The Normality Assumption check procedure showed that nonparametric analysis needs to be conducted to define whether the background variables have significant effect on the variables of digital literacy, academic motivation, attitudes and satisfaction level of the participants. In contrast, in order to define whether the satisfaction level of students are predicted by their digital literacy, academic motivation and attitudes towards e-learning or not, parametric analysis can be used.

### **4.3. Findings Related to Research Questions**

Under this heading, findings related to research questions are presented respectively.

#### **4.3.1. Research Question 1 (RQ1) “What are the digital literacy levels of online EFL course students?”**

As reported above, the mean score of digital literacy of online EFL course students is 3.53 with a standard deviation of .93. Considering the mean value, it appears that most students that participated in the study were digitally literate.

#### **4.3.2. Research Question 2 (RQ2) “What are the motivation levels of online EFL course students?”**

As reported above, the mean, standard deviations, minimum and maximum scores of the participants’ motivation levels were calculated. Descriptive statistics demonstrated that the participants reported high academic motivation ( $M = 4.75$ ,  $SD = 1.02$ ), which means that they have the energy that is required to achieve their academic goals.

#### **4.3.3. Research Question 3 (RQ3) “What are the attitudes of online EFL course students towards online learning?”**

As reported above, the mean, standard deviations, minimum and maximum scores of the participants that was collected from the attitude scale were calculated. Descriptive statistics demonstrated that the participants moderately had positive attitudes to e-courses ( $M = 3.39$ ,  $SD = .93$ ).

#### **4.3.4. Research Question 4 (RQ4) “What are the satisfaction levels of online EFL course students?”**

As reported above, the calculation of the mean, standard deviations, minimum and maximum scores of the participants in the study revealed that they were satisfied with the online course ( $M = 3.48$ ,  $SD = .81$ ).

**4.3.5. Research Question 5 (RQ5) “Does gender have a significant effect on digital literacy, motivation, satisfaction levels and attitudes of online EFL course students?”**

One-way ANOVA for normally distributed data tests were performed to find out whether there is significant difference in digital literacy, motivation, satisfaction levels and attitudes of participants between females and males. The descriptive statistics according to gender are illustrated in Table 13.

**Table 13.  
Descriptive Statistics According to Gender**

Gender	N	Variable	Mean	Standard Deviation
Female	171	Digital Literacy	3.53	.88
		Academic Motivation	4.84	.99
		Attitude	3.31	.96
		Satisfaction	3.43	.83
Male	140	Digital Literacy	3.54	.99
		Academic Motivation	4.66	1.06
		Attitude	3.48	.88
		Satisfaction	3.53	.79

The mean values for the digital literacy according to gender is 3.53 (SD=.88) for females and 3.54 (SD=.99) for males. One-way ANOVA was conducted to analyse if the difference between mean values is statistically significant or not. The One-way ANOVA test results showed that there is not any statistically significant difference between the digital literacy scores of online EFL course students regarding gender ( $F(1,309) = .00, p > .05$ ).

The mean values for the academic motivation regarding gender is 4.84 (SD=.99) for females and 4.66 (SD=1.06) for males. One-way ANOVA was conducted to analyze whether the difference between mean values is statistically significant or not. The One-way ANOVA test results show that there is not any statistically significant difference between the academic motivation scores of online EFL course students regarding gender ( $F(1,309) = 2.50, p > .05$ ).

The mean values for the attitudes towards online learning regarding gender is 3.31 (SD=.96) for females and 3.48 (SD=.88) for males. One-way ANOVA was

conducted to analyse whether the difference between mean values is statistically significant or not. The One-way ANOVA test results show that there is not any statistically significant difference between the academic motivation scores of the participants regarding gender ( $F(1,309) = .99, p > .05$ ).

Lastly, the mean values for the satisfaction level of the online EFL course students regarding gender is 3.43 ( $SD = .83$ ) for females and 3.53 ( $SD = .79$ ) for males. One-way ANOVA was conducted to analyse whether the difference between mean values is statistically significant or not. The One-way ANOVA test results show that there is not any statistically significant difference between the academic motivation scores of the online EFL course students regarding gender ( $F(1,309) = 2.23, p > .05$ ).

#### **4.3.6. Research Question 6 (RQ6) “Can learner satisfaction in online course be predicted by digital literacy, motivation or attitudes towards online learning?”**

To answer this question, correlation and multiple regression analyses were performed in the study. The correlation analysis showing relationships between variables are presented in Table 14.

**Table 14.**  
**Correlation Coefficients of Variables**

Variables	1	2	3	4
(1) Digital Literacy	1			
(2) Academic Motivation	.25**	1		
(3) Attitude	.65**	.31**	1	
(4) Satisfaction	.48**	.47**	.70**	1

As reported in Table 14, the satisfaction level has positive and significant correlation coefficients with digital literacy ( $r = 0.48, p < 0.1$ ), academic motivation ( $r = 0.47, p < 0.1$ ), and attitudes ( $r = 0.70, p < 0.1$ ) of learners. These findings demonstrate that the participants' the satisfaction levels have a positive linear relationship with their digital literacy level, academic motivation level and attitudes towards e-learning.

To inquire whether digital literacy level, academic motivation level, and attitudes of the participants predict their satisfaction level, a stepwise multiple regression analysis was performed. The satisfaction level of the participants was entered as the

dependent variable and digital literacy level, academic motivation level and attitudes as the independent variables. Table 16 illustrates the findings of the regression analysis.

**Table 15.**  
**Stepwise Multiple Regression Analysis**

Model	R	Adjusted R Square	R Square Change	F Change	df1	df2	Sig. F Change
1	.48 <sup>a</sup>	.23	.23	93.97	1	309	.00
2	.70 <sup>b</sup>	.50	.49	160.34	1	308	.00
3	.75 <sup>c</sup>	.57	.56	50.98	1	307	.00

a. Predictors: (Constant), tot\_DL

b. Predictors: (Constant), tot\_DL, tot\_ATT

c. Predictors: (Constant), tot\_DL, tot\_ATT, tot\_MOT

The results showed that digital literacy level, academic motivation level, and attitudes of the participants emerged as significant predictors of satisfaction level, explaining 58.8 % of the total variation all together ( $R^2 = .57$ ; Adjusted  $R^2 = .56$ ). As the first predictor of the satisfaction level towards e-learning, digital literacy was entered in the equation and it explained 23.3 % of the total variation ( $R^2 = .23$ , F change = 93.97,  $p < .05$ ). Attitudes of the students towards e-learning learning was the second variable in the model with an additional 26.3% variation explained and it increased the total variation explained to 49.6 % ( $R^2 = .50$ , F change = 160.34,  $p < .05$ ). Academic motivation emerged in the equation in the third place and increased the total variation explained to 56.8 % with a contribution of 7.2 % ( $R^2 = .57$ , F change = 50.98,  $p < .05$ ).

#### 4.4. Findings Related to Qualitative Analysis

In this part of the study, qualitative data were analysed in order to answer the last research question that aimed to examine participants' perceptions about the online course and support the quantitative data. 20 students participated in the interview which was composed of 4 questions. The data collected were separately analysed. After the analysis of interview data, the comments were identified as related to views about online course. Table 17 demonstrates the distribution of the themes emerged from the interviews.

**Table 16.**  
**Distribution of the Themes on the Views of Students' About Online Course**

<b>Positive Views about Online Course</b>	<b>f</b>	<b>%</b>
<b>Themes</b>		
Flexibility in online learning		
Free time & space	14	35
Reduced costs	6	15
Course Content		
A variety of activities	3	7,5
Meaningful activities	4	10
Enjoyable activities	2	5
Instructor		
Positive	7	17,5
Timely responses	4	10
<b>Negative Views about Online Course</b>	<b>f</b>	<b>%</b>
<b>Themes</b>		
Lack of technological competence		
Learner	4	19,04
Instructor	2	9,52
Poor interaction	10	47,61
Technical problems	5	23,8
<b>Suggestions for Improvement</b>	<b>f</b>	<b>%</b>
<b>Themes</b>		
More enjoyable activities	4	30,76
More interaction	4	30,76
Platform use	2	15,38
More extra sources on the platform	2	15,38
Choice for face-to-face learning	1	7,69
<b>Willingness to Take Online Course</b>	<b>f</b>	<b>%</b>
Yes	15	75
No	3	15
Neutral	2	10

In the following part, the statements of participants related to these themes will be presented. The answers of the participants are coded as P1 to P20 (Participant Number).

#### 4.4.1. Positive Views of Learners about Online Course

Positive views of participants were categorized into three themes: flexibility in online learning, course content and dimension.

##### 4.4.1.2. Free Time and Space

P1 “... *I don't have to come to school for English course. I don't have a car. You know the campus is far from the city centre. ...*” (Okula gelmeme gerek kalmıyor İngilizce dersi için. Biliyorsunuz okul şehir merkezinden uzak.)

P2 “... *Commuting to school normally takes a lot of time. It sometimes takes about two hours to arrive at the campus and then get back home. This online course helped me a lot...*” (Okula gidip gelmek çok zaman alıyor normalde. Bazen kampüse gidip dönmek iki saatimi alıyor. Bu online ders bana çok iyi oldu.)

P5 “...*I didn't have to get dressed and leave home for class. A big facility...*” (Kalkıp giyinip derse gitmek zorunda kalmadım. Büyük kolaylık.)

P6 “... *I remember once I took this course in another building on the top floor. I had to travel from my faculty to another during break time. It was too tiring. It was perfect to be at home and listening to the instructor...*” (Bir dönem İngilizce dersini başka bir binada en üst katta aldığımı hatırlıyorum. Tenefüs arasında bir binadan diğerine giderdim. Çok yorucuydu. Evde olmak ve hocayı evde dinlemek mükemmeldi.)

P7 “...*We joined the lesson in our own room. Couldn't be better! Thanks! ....*” (Derse evde kendi odamızda girdik. Daha ne olsun? Teşekkürler.)

P9 “...*Since I study and work in our company at the same time, I always had difficulties in English lessons. I failed twice due to absenteeism. This semester I attended almost all of the online classes from the company...*” (Ben hem okuduğum hem bizim şirkette çalıştığım için İngilizce derslerinde hep sıkıntı yaşadım. İki kez devamsızlıktan kaldım. Bu dönem online derslerin hemen hemen hepsine şirketten girdim.)

P10 “...*I felt better in front of the computer in my own environment...*” (Bilgisayar karşısında, kendi ortamımda kendimi daha iyi hissettim.)

P12 “...It’s very difficult for me to get to the campus. When I have classes on the campus, I drive 18 kilometers. Online classes made it easier...” (Kampüse gitmek benim için çok zor. Kampüste dersim olduğunda 18 kilometre yol gidiyorum. Online dersler işimi kolaylaştırdı.)

P13 “...I had only English courses on Monday and I didn’t have to go to the campus for only English course...” (Pazartesi günleri sadece İngilizce dersim vardı ve sırf İngilizce dersi için okula gitmek zorunda kalmadım.)

P14 “...We should make use of technology for such good purposes. You regulate your work at your own pace...” (Teknolojiyi böyle iyi şeyler için kullanmalıyız. İşini kendine göre ayarlayabiliyorsun.)

P15 “...It was good for me. I don’t like going to school...” (Benim için iyiydi. Okula gitmeyi sevmiyorum.)

P16 “...I have two kids. I quite liked being with them during class...” (İki çocuğum var. Derste onlarla olmayı çok sevdim.)

P17 “...Of course it was more comfortable than being in class. I think everybody liked it this way...” (Tabii ki sınıfta olmaktan daha iyiydi. Bence herkes böyle daha çok sevdi.)

P20 “...I think at least two or three classes should be delivered online. We will have to come to school less...” (Bence en az iki üç ders online olmalı. Okula daha az gelmek zorunda kalırız.)

#### **4.4.1.3. Reduced Costs**

P2 “...For me, getting to the campus is difficult and it also puts extra financial pressure on me. When I didn’t have to get to the campus, I not only saved transportation fee but also the money I spend on meals...” (Benim için kampüse ulaşım çok zor ve bana ayrıca fazladan maddi getiriyor. Ders için kampüse gitmeyince sadece yol parası değil yeme-içme maliyetinden de kurtuldum.)

P9 “...Going to school is a big cost for me in every aspect...” (Okula gelmek bana her anlamda çok masraf.)

P12 “...I don't live in Ankara. I took only two courses this semester. In the other course attendance is not obligatory. I didn't have to spend money to get to Ankara...” (Ankara'da yaşamıyorum. Bu dönem sadece iki ders aldım. Diğer derste devam zorunlu değil. Ankara'ya gelmek için para harcamak zorunda kalmadım.)

P15 “...Last year I used to wait three hours for my English lesson after my departmental course finished. I spent too much during that time...” (Geçen dönem bölüm dersimden sonra üç saat İngilizce dersini beklerdim. O esnada çok para harcardım.)

P16 “...Not coming to class had financial benefits too of course ...” (Derse gelmemenin maddi yararı da oldu tabii.)

P20 “...My house is too far from the campus. I spend a lot of time and money to get to the campus...” (Evim kampüse çok uzak. Bir sürü zaman ve para veriyorum kampüse gelmek için.)

#### **4.4.1.4. A Variety of Activities**

P2 “...We did a lot of different activities. The instructor shared videos and quizzes on the screen. We did kind of competitions...” (Farklı bir sürü aktivite yaptık. Hoca ekranda videolar ve quizler paylaştı. Yarışma gibi şeyler yaptık.)

P7 “...In class, I mean the class in the school, we always covered the book. The instructor did different activities here. We watched videos in almost every lesson. Kahoot, for example. It was great...” (Sınıfta, yani okuldaki sınıfta, hep kitabı işliyorduk. Burada hoca farklı şeyler yaptı. Hemen hemen her ders videolar izledik. Kahoot mesela. Süperdi.)

P13 “...I normally don't like English, but this was fun indeed. The instructor always did different activities. She worked really hard for us...” (Normalde İngilizce'yi sevmem ama bu gerçekten eğlenceliydi. Hoca sürekli değişik aktiviteler yaptı. Çok uğraştı bizim için.)

#### 4.4.1.5. Meaningful Activities

P2 “...To me, what we did in class was very helpful. I think they will help me in the future...” (...Bence sınıfta yaptığımız şeyler çok faydalıydı. İleride işime yarayacağını düşünüyorum...)

P7 “...Especially listening. I think the activities helped me improve...” (Özellikle dinleme. Bence aktiviteler gelişmeme yardımcı oldu.)

P12 “...I’m planning to stay abroad next year. What I have learnt here in the course will definitely help me...” (.Seneye yurtdışında kalmayı planlıyorum. Burada derste öğrendiklerim kesinlikle işime yarayacak.)

P17 “...I have difficulty learning vocabulary. Maybe that’s why I can’t speak English. We studied a lot of vocabulary in class and I think it worked a lot ...” (Kelime öğrenmekte çok zorlanıyorum. Belki de bu yüzden İngilizce konuşamıyorum. Derste çok kelime çalıştık ve bence çok işe yaradı.)

#### 4.4.1.6. Enjoyable Activities

P1 “...I had fun in class. Especially speaking activities were a lot fun ...” (Ben derste eğlendim. Özellikle konuşma aktiviteleri çok eğlenceliydi.)

P7 “...Vocabulary activities were always like kind of a game. I never got bored...” (Kelime aktiviteleri hep oyun gibiydi. Hiç sıkılmadım.)

#### 4.4.1.7. Positive Instructor Attitude

P1 “...An incredibly positive person. She always treated us well ...” (İnanılmaz pozitif biri. Bize hep iyi davrandı.)

P6 “...She always encouraged us to learn...” (Sürekli öğrenmeye teşvik etti bizi.)

P9 “...She has a smiling face and I think she teaches very effectively ...” (Gülyüzlü ve bence çok iyi öğretiyor.)

P10 “...It was clearly evident that she came to class well-prepared...” (Derse çok hazırlıklı geldiği çok belliydi.)

P14 “...I visited her a few times during office hours. A great person. She answers all questions without getting bored...” (Ofis saatlerinde birkaç kez yanına gittim. Harika biri. Her şeye sıkılmadan cevap veriyor.)

P16 “...She always tried hard to engage us...” (Bizi derse katmak için uğraştı hep.)

P17 “...I started to like English thanks to her...” (Sayesinde İngilizce’yi sevmeye başladım.)

#### **4.4.1.8. Timely responses**

P5 “...Ders dışında ne zaman yazsam hemen cevap verdi...” (Whenever I wrote to her out of class, she responded immediately.)

P15 “...She always tried hard to engage us...” (Bizi derse katmak için uğraştı hep.)

P16 “...Once I had a problem logging in the system. She immediately contacted the people in Information and Communication Technologies...” (Bir keresinde sisteme giriş yaşarken sıkıntı yaşadım. Hemen bilgi işlemle görüşüp sorunumu halletti.)

P20 “...I sometimes sent her e-mails late at night. She replied them immediately in the morning...” (Gece yazdığım maillere sabah hemen cevap verdi.)

#### **4.4.1.9. Negative Views of Learners about Online Course**

Negative views of participants were categorized into three themes: lack of technological competence, poor interaction and technical problems.

#### 4.4.1.9.1. Learners' Lack of Technological Competence

P3 “...Technology makes me feel stressed. I don't think I'm good at it...”  
(Teknoloji beni stress yapıyor. Teknolojide iyi olduğumu düşünmüyorum.)

P4 “...I'm not compatible with computers. Sürekli kardeşimden yardım istiyorum...” (Bilgisayarda iyi değilim. Sürekli kardeşimden yardım istiyorum.)

P18 “...It was not difficult to use the system, but I feel anxious as I don't have self-confidence and can't make it...” (Sistemi kullanmak zor değildi ama ben kendime güvenmediğim ve beceremediğim için geriliyorum.)

P19 “...I just use Word and I'm very slow. I sometimes couldn't keep up with the instructor as I'm too slow...” (Ben sadece Word kullanıyorum ve çok yavaşım. Derste bazen hocayı yakalayamadım çok yavaş olduğum için.)

#### 4.4.1.9.2. Instructors' Lack of Technological Competence

P8 “...It was evident that it was the first time she had taught an online course. She sometimes panicked too ...” (Hocanın ilk kez online ders verdiği belli oluyordu. Bazen panik de oluyordu.)

P11 “...Our instructor was good, OK, but it seems that it would be better if she is better at technology...” (Hocamız çok iyiydi evet ama teknoloji kullanımında daha iyi olsa sanki daha iyi olurdu.)

#### 4.4.1.9.3. Poor Interaction

P1 “...Participation was low. Some classmates joined the lesson, stayed for a while and then logged out...” (Katılım çok azdı. Bazı arkadaşlar derse girip biraz kalıp çıkıyordu.)

P3 “...We were usually only a few. I think participation in English classes should be more so that they are more effective ...” (Çoğu zaman sadece birkaç kişi oluyorduk. İngilizce dersine katılım daha fazla olması lazım verimli olması için)

P4 “...Some of my classmates never spoke in the lessons. ...” (Sınıf arkadaşlarımdan bazıları derste hiç konuşmadı.)

P5 “...Only five or six students in class, including me, participated actively. It is very boring...” (Sınıfta ben de dahil sadece beş-altı kişi aktif katıldı. Çok sıkıcı oluyor.)

P8 “...Although most students logged into the system, they were not in front of the computer. Both the instructor and we got bored...” (Öğrencilerin çoğu ders esnasında sisteme giriş yapsa da orada değillerdi. Hoca da biz de sıkılıyorduk.)

P11 “...I sometimes felt as if there were only the instructor and me in class...” (Bazen derste sadece hoca ve ben varmışım gibi hissediyordum.)

P17 “...I did feel demotivated at times because some of my classmates were so reluctant...” (Zaman zaman gerçekten demotive hissettim çünkü bazı arkadaşlar öyle isteksizdi ki.)

P18 “...I liked the online course, but it wasn't like normal course. I mean there was no classroom environment. I never spoke to some classmates. I never met them...” (Online dersi sevdim ama normal sınıf gibi değildi. Sınıf ortamı yoktu yani. Bazı arkadaşlarımla hiç konuşmadım. Onlarla hiç tanışmadım.)

P19 “...We had problems because some of think that in online course we are just supposed to sit in front of computer...” (Sıkıntılar yaşadık çünkü çoğumuz online derste sadece bilgisayarın önünde olmalıyız gibi düşünüyoruz.)

P20 “...Sometimes when the instructor tried to get us to do role-play activity, nobody was willing for participation. I think in online learning we are more reluctant to communicate...” (Hoca bazen role play yaptırmaya çalışınca kimse katılmak istemiyordu. Online olunca daha çok çekiyoruz birbirimizle konuşmaya gibi düşünüyorum.)

#### **4.3.1.9.4. Technical Problems**

P4 “...I missed three or four classes because of the connection...” (Bağlantı yüzünden üç dört ders kaçırdım.)

P9 “...I had difficulty logging in the platform because of continuous systematic errors...” (Sürekli sistem hatasından platforma giriş yapmakta zorlandım.)

P11 “...Because my computer is old, it always froze...” (Bilgisayarım eski olduğundan sürekli donma oluyordu.)

P18 “...The Word files uploaded on the platform couldn't be opened on my computer. I don't know why...” (Platformdaki dosyalar benim bilgisayarımda açılmıyordu. Anlamadım neden.)

P19 “...The instructor went offline a few times. We waited a while...” (Birkaç kez hocanın bağlantısı koptu. Bekledik biraz.)

#### **4.4.1.10. Suggestions for Improvement**

##### **4.4.1.10.1. More Enjoyable Activities**

P3 “...More interesting things should be done to attract students...” (Öğrenciyi derse daha çok çekmek için daha ilginç şeyler yapılmalı.)

P8 “...When it is online, getting lost is easier. It is necessary to push students more in online learning. With kind of more interesting activities...” (Online olunca kaybolmak daha kolay. Öğrenciyi daha çok zorlamak lazım online öğrenmede. Böyle daha ilginç aktivitelerle falan.)

P14 “...OK, online learning was more convenient, but it is definitely more difficult. For the instructor I mean. I think there should be more interesting things to get us to speak...” (Tamam online daha rahattı ama kesinlikle daha zor. Hoca için yani. Daha fazla konuşacağımız ilginç şeyler olmalı diye düşünüyorum.)

P20 “...Students shouldn't be let get bored. When I just listen in front of the computer, I lose my interest...” (Öğrenciyi sıkmamak lazım. Bilgisayarın başında sadece dinlediğimiz zamanlar ilgimi kaybediyorum.)

#### 4.4.1.10.2. More Interaction

P8 “...I’m already prejudiced against English. Always the same students participated. In my opinion, the instructor should speak less, the students more ...” (Ben zaten İngilizce’ye önyargılıyım. Hep aynı kişiler katıldı. Bence hoca daha az konuşmalı, öğrenci daha çok.)

P9 “...Students need to interact socially. Noone knows each other, speak to each other...” (Öğrencilerin kaynaşması lazım. Kimse birbirini tanımıyor konuşmuyor.)

P17 “...In online learning, we don’t have break times as we do in face-to-face learning. We don’t have a chance to talk in class either. If you could do something about this, it would be good...” (Online derste yüz yüzedeki gibi tenefüs falan yok. Derste de öyle birbirimizle konuşma imkanımız yok. Belki bununla ilgili bir şey yaparsanız daha güzel olur.)

P20 “...We definitely need to interact more in English classes. With the instructor with our classmates. I think this should be considered...” (İngilizce dersinde kesinlikle daha çok konuşmalıyız. Hocayla arkadaşlarımızla. Bence bu düşünülmeli.)

#### 4.4.1.10.3. Platform Use

P10 “...It was the first time I used the platform. I did have difficulties in the beginning. Maybe they train us about this. How to log in, how to join the class...” (İlk defa kullandım ben platform. Başta cidden zorlandım. Belki bunu bize öğretebilirler. Nasıl kaydolacağız, derse nasıl gireceğiz.)

P19 “...I think at the beginning of the semester, we should be trained about how to use the platform. Everybody may not be good at it. For example, I ...” (Bence dönem başında platformu nasıl kullanacağımız anlatılmalı. Herkes iyi bilmeyebilir sonuçta. Ben mesela.)

#### 4.4.1.10.4. More Extra Sources

P1 “...There are some materials on the platform, OK, but I think there should be more.” (Platformda materyaller var tamam ama bence daha çok olmalı.)

P15 “...They may provide links especially for listening and reading skills. The instructor helped me when I asked her, but it would be better if they are there for everyone.” (Özellikle listening ve reading için linkler koyabilirler. Hoca sorduğumda yardımcı olmuştu ama orada olsa daha iyi olur.)

#### **4.4.1.10.5. Choice for Face-to-Face Learning**

P19 “...I think they should ask us what we want. I want to be in face-to-face class. It’s good to be at home, but I couldn’t adapt to it. Changing the mode of instruction is a serious issue and I think they should ask our opinion.” (Bence bize ne istediğimizi sormalılar. Ben yüz yüze sınıfta olmak istiyorum. Evde olmak iyi ama ben adapte olamadım. Eğitimin şeklini değiştirmek çok ciddi bir şey ve bize fikrimizi sormalılar diye düşünüyorum.)

#### **4.4.1.11. Willingness to Take Online Course in Future**

The majority of students (Yes: 15, No: 3, Neutral: 2) reported that they would rather take English course in online mode, while 3 (P3, P18 and P19) said they would not and 2 of the respondents (P4 and P11) remained neutral.

### **4.5. Conclusion**

Within this chapter, first, the findings of the analysis, which were categorized under two main categories as preliminary analyses findings and main findings related to RQs, and the findings qualitative data that was collected through semi-structured interviews were presented in detail.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### 5.1. Introduction

This final chapter starts with a brief summary of the study. Following the summary part, a discussion of the findings with reference to the findings of similar studies conducted in the existing literature will be presented. The chapter ends with conclusion and suggestions for future research.

#### 5.2. Summary of the Study

The present study aimed to examine the predictors of online course satisfaction of Turkish EFL learners at a Turkish university. The possible relationship among EFL learners' digital literacy, motivation, satisfaction levels and their attitudes towards online learning and background variables were investigated. The sample of the study that participated in the survey through which quantitative data were collected consisted of 311 distance education EFL students enrolled in a higher education program in Ankara. In addition, 20 students from the same sample were interviewed to gather qualitative data.

The study tested 7 research questions. The first 4 research questions aimed to figure out the digital literacy level, academic motivation level, attitudes of the students' towards online learning and satisfaction level, respectively. The next two research questions aimed to investigate the predictive value of gender on the digital literacy level, academic motivation level, attitudes of the students' towards online learning and satisfaction. One-way ANOVA tests were conducted to analyse whether the differences between mean values for the digital literacy, academic motivation, attitudes towards online learning and the satisfaction level of online EFL course students regarding gender were statistically significant or not. For the next research question, which investigated whether learner satisfaction in online education can be predicted by digital literacy, motivation, or attitudes towards online learning, correlation and multiple regression analyses were performed. As for the last research question that aimed to explore students' views about the online course, qualitative data that was collected through semi-structured interviews was analysed.

Main findings of the study that provided remarkable insights can be summarized as follows:

- Descriptive statistics for digital literacy, motivation, attitudes and satisfaction levels of the participants revealed that they were digitally literate, they had high academic motivation, they moderately held positive attitudes towards online learning and they were satisfied with online English course.
- The tests performed to find out if there is significant difference in digital literacy, motivation, satisfaction levels and attitudes of online EFL course students between females and males. The test results showed that there is not any statistically significant difference in digital literacy, motivation, satisfaction levels and attitudes of distance education EFL students with regard to gender.
- The results of correlation and multiple regression analyses revealed that participants' satisfaction levels have a positive linear relationship with their digital literacy level, academic motivation level and attitudes towards online learning. The participants' digital literacy level, academic motivation level and attitudes towards online learning emerged as significant predictors of satisfaction level, explaining 58.8 % of the total variation all together.
- Qualitative analysis that was conducted by thematic analysis revealed learners positive and negative views about online learning and shed light on the areas that need improvement. The findings also demonstrated that the majority of the participants would rather take the English course in online mode rather than face-to-face.

### **5.3. Discussion of the Findings**

Drawn from the findings, this study has provided some useful pedagogical implications. Within this part, findings related to each research question will be discussed in detail.

### **5.3.1. Discussion on Digital Literacy of Online EFL Course Students**

The current study revealed that the participants were digitally literate, which agrees with the results of many other similar studies conducted with higher education students (Güngör and Kurtipek, 2020; Shopova, 2014; Üstündağ, Güneş & Bahçivan, 2017). Considering the results of recent studies conducted with university students, participants' average age and the availability and accessibility of technological devices and internet connection, it is quite expected that the participants were digitally literate. It should also be noted that the participants in this study consisted of learners are studying at a foundation university and they probably have almost no barriers to owning or accessing technological devices and the Internet. In addition, 264 participants were reported to reside in Ankara, the capital city of Turkey, and they are advantaged regarding access to technology and the Internet, too, which expectedly has a positive influence on their digital literacy. On the other hand, there are still some other research results that contrast with these findings and the participants' digital literacy was categorized as low (Cote & Millinier, 2017; Eryansyah et al., 2019).

### **5.3.2. Discussion on Academic Motivation of Online EFL Course Students**

Descriptive statistics in the current study revealed that participants reported high academic motivation. Quite similar findings were obtained in other studies in literature (Gömleksiz & Serhatlıoğlu, 2013; Karabıyık, 2020; Küçükosmanoğlu, 2015; Şeker, 2017). Participants' high level of motivation in this study can be attributed to the program, Faculty of Law, they are enrolled in. Law is one of the most respected fields of study in Turkey and it is relatively easier to find a job after graduation. Moreover, the participants are studying at a foundation university, which means that they pay a tuition fee for their education. Therefore, financial pressure that comes within and from parents, which might be sources of internal and external motivation, may encourage them to put a lot of effort in their academic studies and pursue their goals. Last but not least, it is worth considering that as the participants consisted of higher education students, they probably preferred the department they are studying on their own will, which is expected to result in high academic motivation.

### **5.3.3. Discussion on Attitude of Online EFL Course Students Towards Online Learning**

The third research question aimed to investigate learners' attitude towards online learning and the descriptive statistics revealed that participants have moderately positive attitudes towards e-courses. In literature, there are a lot of studies whose results are consistent with this finding (Abdelrahim & Al-Alawi, 2011; Adewole-Odeshi, 2014; Alsanaa, 2012; Berteau, 2009, Kar, Saha & Mondal, 2014). As mentioned earlier, the average age of the participants is about 22 ( $SD = 3.87$ ), which shows that the majority of the participants belong to 'Generation Z'. The term 'Generation Z', commonly abbreviated as *Gen Z*, was adopted by Schroer in 2008 to refer to children or teenagers who were born between 1995 and 2012. Most researchers agree that Generation Z was born during the era of changes brought about by the Internet, smartphones, laptops, freely available networks and digital media (Tulgan, 2013). Postolov et al. (2017) proposed that members of Generation Z are resilient to big changes and they are more connected to electronics and the digital world than the other generations. Therefore, the result is quite expected; they have positive attitude toward a learning program the design and delivery of which is based on the Internet and technology, considering their perceptions of boredom and limitations in a traditional classroom setting with a teacher in front the white board. Another explanation for the result can be the commonly known benefits of online learning, which is becoming growingly popular in different forms of educational settings in Turkey. Being aware of the facilities offered by online learning, such as being space and time free and cost effective, it is quite possible that they have positive attitudes towards this learning mode.

### **5.3.4. Discussion on Satisfaction of Online EFL Course Students**

In the light of literature that emphasizes the significance of learner satisfaction with online learning, the third research question sought to investigate the satisfaction level of participants with the online course. The results indicated that the participants were highly satisfied with the online course. There are a lot of studies in literature whose results support the findings of this research (Al-Fahad, 2011; Bray et al., 2008; Cuadrado-Garcíaa et al., 2010; Ibrahem et al., 2017; Rafiq, Hussain & Abbas, 2020). As mentioned above, the participants were also reported to be digitally literate, they have academic motivation and they have positive attitudes towards online learning. Taking this data into

consideration, this finding did not come as a surprise. When learners are not anxious with their digital skills and when they hold positive attitudes towards use of IT in learning settings and have motivation in their academic studies, it is quite expected that they are satisfied with their online learning experience. Also, it is once again worth highlighting that the participants belong to Gen Z and they are expected to be satisfied with a course that is delivered in a way that they feel comfortable with. However, there also some other studies in which the students' satisfaction level was categorized low (Ali, 2012) or a considerable number of students (14.6% of 553) reported that they were very dissatisfied and dissatisfied (Cole et al., 2014).

### **5.3.5. Discussion on the Effect of Gender on Digital Literacy, Academic Motivation, Attitudes and Satisfaction Level of Online EFL Course Students**

#### **5.3.5.1. Discussion on the Effect of Gender on Digital Literacy**

The findings of the current research showed that there is no statistically significant difference between the digital literacy scores of the online EFL course students regarding gender although computers and the Internet have been usually associated to males (Adamus, Kerres, Getto, & Engelhardt, 2009) and there is a common belief that males and females differ in how they use technology and in levels of competence or experience (Dorman, 1998). This result in line with previous literature (Gökçearsan & Bayır, 2011; Jan, 2018; Kozan & Özek, 2018; Lee, Kim & Lee, 2015; Özden, 2018; Sarıkaya, 2019; Özden, 2018; Teck & Lai, 2011) imply that in the rapidly changing world, with the growing accessibility of technological devices and Internet connection, computers are now available to not only males but also to females. The similarity in the levels of digital literacy of male and female students could result from the equal opportunities to familiarize with technology are offered to female students by school systems and families (Jan, 2018). Another reason could be the fact that today young people, regardless of their gender, commonly use social media and there is a relationship between using social media and digital literacy, as also suggested by Sarıkaya (2019). However, a lot of research exist in literature the results of which reveal that the digital literacy level of students differs significantly in favour of male participants (Güngör & Kurtipek, 2020; Özerbaş & Kuralbayeva, 2015). Their studies revealed that the digital literacy of students showed difference with respect to gender and considering the gender

variable, the level of digital literacy of male participants was found to be significantly higher than that of female participants. The contradictory results with regard to the relationship between digital literacy and gender may suggest gender is not a stable category (Bruestle, Haubner, Schinzel, Holthaus, Remmele, Schirmer, & Reips, 2009) and environmental factors are the main determinants of students' ICT literacy levels (Lee, Kim & Lee, 2015) rather than gender.

### **5.3.5.2. Discussion on the Effect of Gender on Academic Motivation**

According to the findings of the current research, there is also no statistically significant difference between the gender variable and academic motivation level of students. However, different findings can be found in the studies that investigated the relationship between gender and academic motivation. For example, in agreement with the findings of this study, Hamdan-Hamdan-Mansour et al. (2014) found that gender is not a predictor of academic motivation. Similarly, the study conducted by Şeker (2017) also did not come up with a significant relationship between gender and academic motivation and its subdimensions. However, there are some other studies the results of which do not comply with the current study. Karataş and Erden (2014) conducted a study with 750 undergraduates studying in different departments and they concluded that there are significant differences in undergraduates' academic motivation according to gender. They concluded that amotivation level of undergraduates differed significantly with regard to gender and this difference was in favour of female undergraduates. In addition, it was reported that extrinsic motivation levels of undergraduates differed significantly and this difference was in favour of male participants. Male undergraduates were found to have higher level of extrinsic motivation than that of female undergraduates. In addition, the study revealed that intrinsic motivation levels of the participants were significantly different according to gender variable and this difference was in favour of male. Finally, the result demonstrated that intrinsic motivation level of male undergraduates was higher than that of female undergraduates. In the study carried out by Kuśnierz et al. (2020), the sample consisted of 424 university students studying at physical education departments from Poland and Ukraine. The results indicated that there is significant difference in academic motivation scales with regard to gender. In addition, Bozanoğlu (2004), Karagüven and Yükseloğlu (2013) and Turhan (2020) found that gender has an influence over academic motivation. Considering these findings, it can be said that gender factor is controversial in academic motivation. The differences in

findings could be explained by considering various factors such as the unique characteristics of participants, their expectations from future, socio-economic status or the departments they are studying at, rather than gender.

#### **5.3.5.3. Discussion on the Effect of Gender on Attitude towards Online Learning**

Regarding gender impact, this study found that both female and male students held similar positive attitudes towards distance learning. There is a lot of research in literature that support and contradict the findings of current study. Suri and Sharma (2013) suggest that the gender variable has a critical role in recognising the differences in perception towards usefulness of technology and its ease of use. However, with respect to attitude and perception towards e-learning, different views have been presented. Suri and Shrama's study (2013) with 477 students in online courses in Pakistan found no significant difference in attitude towards e-learning based on gender. This aligns with the findings reported by Cole et al. (2014), Katz et al. (1995), and Rhema and Miliszewska (2014) that did not find any statistically significant differences between the attitudes of male and female students. These results are inconsistent with those of recent studies that demonstrated that male respondents were more comfortable with learning technologies and therefore were expected to have more positive attitudes towards online learning (Arkorful, 2019; Binyamin et al., 2020; Kanwal, Rehman & Asif, 2020). Liaw and Huang's study (2011) with 424 university students demonstrated gender difference on e-learning attitudes including learners' self-efficacy, extrinsic motivation, and behavioral intention and their finding supported the previous researches (Colley, 2003; Fan & Li, 2005; Liaw, 2002; Ong & Lai, 2006). It can be said that the gender gap in attitudes towards computers and computer-based services is narrowing and as claimed by Rogers (2003), the adoption of an innovation related to communication technology can be measured by computer records of each individual's degree of use of personal computers and so forth.

#### **5.3.5.4. Discussion on the Effect of Gender on Learner Satisfaction with Online Learning**

Current study also indicated no difference in satisfaction levels of students with regard to gender. Cuadrado-García et al. (2010) also found satisfaction with the online

learning experience is high for learners studying in higher education and there are no significant differences with respect to gender. Suri and Sharma (2013), similarly, did not find any gender differences in relation to the attitudes towards e-learning. Gonzalez-Gomez et al. (2012), on the other hand, carried out a study by gathering data from 1185 learners who participated in e-learning courses at the Universidad de Granada, and in contrast to expectations, the main result was that female students exhibited a greater degree of satisfaction than their male counterparts in their overall assessment of e-learning in addition to specific dimensions which influence their global evaluation. Complying with the findings of this study, Egbo et al. (2011) concluded that females were more likely to accept the use of ICT compared to males.

### **5.3.6. Discussion on Digital Literacy, Academic Motivation and Attitude towards Online Learning as Predictors of Learner Satisfaction with Online Course**

The next research question that the study raised was whether digital literacy, academic motivation and attitude towards distance education are predictors of learner satisfaction with online course and the results revealed that all of these four independent variables have a significant relationship with learner satisfaction with online course.

The study revealed that the participants are digitally literate and that the participants' satisfaction levels have a positive linear relationship with their digital literacy level. The studies conducted by Califf and Brooks (2020), Aljanabi and Al-Hadban (2018) and Mohammadyari and Singh (2015) support the findings of this research. Not surprisingly, students who can search, find and evaluate information on digital are satisfied with a learning environment in which they will be required to do so. This may also be related to respondents' familiarity with the Internet, computers and the application digital literacy skills in various learning contexts. Learners with sufficient digital literacy may be less challenged with the requirements of the course that necessitated digital literacy and as a result they are more likely to be satisfied with their online learning experience.

In addition to digital literacy, the study also found out learners' level of academic motivation to be another predictor of course satisfaction. The result is also in agreement with the previous studies (Demir, 2015; Fairchild et al., 2005; Gülbahar, 2009; Horzum

et al., 2015; Saade et al., 2007; Todorova & Karamanska, 2015; Yılmaz, 2017). The strong connection between motivation and satisfaction indicated by the present study was an expected finding as learners with academic motivation may display more positive emotions and attitudes in the classroom and get more enjoyment from their academic activities. This naturally contributes to their satisfaction with the learning environment and get higher satisfaction than those whose motivation is categorized low.

Lastly, the present study demonstrated that learners' attitude towards online learning is another predictor of learner satisfaction with online learning. (Akkoyunlu & Yılmaz-Soylu, 2008; AlAbdulkarim L. & Albarrak, 2015; Al-Azawei & Lundqvist, 2015; Giannousi, Vernadakis, Derri, Antoniou & Kioumourtzoglou, 2010; Hiltz, 1993; Malkawi, Bawaneh & Bawa'aneh, 2021; Navimipour & Zareie, 2015). Considering the positive contribution of role learner attitudes to positive teaching and learning outcomes, the result did not come a surprise. Positive attitude towards online learning appear to be the one of the most important factors in learner satisfaction since learners with positive attitudes are more likely to put effort in their work, feel enjoyment during the process and in the end will have high levels of satisfaction with the course.

### **5.3.7. Discussion on Students' Views about Online Course**

For the last research question, by coding and categorizing the data, the views of the learners regarding the online course were analysed. The positive views composed of different categories such as course flexibility, course content and instructors. The categories with which learners reported dissatisfaction was the areas that were related to the learner, poor interaction, instructor's lack of technological competence and technical problems. The students also referred to some important issues that need improvement.

#### **5.3.7.1. Students' Positive Views about Online Course**

Prior research proposes that one of the most common motives for learners to favour online learning is its flexibility and convenience (AlAbdulkarim & Albarrak, 2015; An & Frick, 2006; Arbaugh & Duray, 2002; Armstrong, D. A., 2011; Berger, 1999; Bocchi, Eastman, & Swift 2004; Hiltz & Shea, 2005; Hirschheim, 2005; Leidner & Jarvenpaa, 1995; Penget et al., 2006; Sun et al., 2008; Tsai & Lin, 2004). One of the most widely accepted benefits of online learning is that it allows learners to attend classes from

any location of their choice. Commuting is big challenge for students in traditional classes. Online learning eliminates the burden on learners brought by getting to the campus to join classes physically. It should also be noted that the university at which the participants study is far away from the city center and there are also learners who reported that they do not live in Ankara. Additionally, attending classes on the campus brings additional costs to students like spending money on meals. It is not surprising that the learners appreciated the flexibility of the online course, which allowed them to access the courses at their convenience at any time eliminated the costs. In sum, the flexible nature of online learning environment expectedly contributed to learner satisfaction.

The interviews also revealed that one of the areas that resulted in learner satisfaction was the content of the online course. Some learners reported they enjoyed the various activities that helped them improve their listening and speaking skills. The finding is in line with the previous research that pointed out to the significance of course content in online learning environments (Giray, 2021; Piccoli et al., 2001; Lim, Morris & Kurpitz, 2007; Ruiz, Diaz, Soler, & Perez, 2008; Sun & Chen, ). As the research suggests, quality of course content is a critical component that contributes to learner satisfaction (Piccoli et al., 2001). When the learners feel that the course content and material offered meet their needs and they recognize that the instructional activities help them develop their knowledge and skills, they will probably feel satisfied, as did the learners in this study.

Another result of the interview indicated that the participants had satisfaction with the attitude of instructor. As suggested by many researchers, the instructor is one of the main predictors of learner satisfaction (Finally-Neumann, 1994; Williams & Ceci, 1997). Learner satisfaction in an educational setting significantly differ with the attitude and performance of the instructor. A lot of research on online learning has shown the crucial role of the instructor in learners' perceived quality and satisfaction with online learning experience (Dillon & Gunawerdana, 1995; Fedynich, Bradley & Bradley, 2015; Hong, 2002; Piccoli et al., 2007; Sun et al., 2007), which support the findings of this study. Dillon and Gunawerdana (1995) emphasize that instructors' attitudes toward distance learning should be taken into consideration in system evaluation to be able to explain behaviours of online course users in an effective way. Therefore, instructor role, not only as a facilitator but also a motivator, was proven to lead to learner satisfaction in this study. Interviewees also mentioned that they appreciated the timely responses of the instructors. This finding about the instructor is also supported by the previous research

(Arbaugh, 2002; Herbert, 2006; Soon, Sook, Jung & Im, 2000; Thurmond et al., 2002). In virtual learning environments, learners may need and seek both academic and technical assistance from the instructor. When the instructor responds learners effectively and in a timely manner and is available for consultation, this may result in learner satisfaction as learners will feel safe, encouraged and valued.

### **5.3.7.2. Students' Negative Views about Online Course**

The most cited area regarding negative comments was related to poor interaction due to insufficient engagement of learners in online classes, which led to a sense of isolation and lack of motivation for some and the result is in line with previous research (Brown, 1996; Faux & BlackHughes, 2000; Leasure, Davis & Thievon, 2000). This finding is also reinforced by studies in literature that highlights the significant role of interaction in learner satisfaction (Arbaugh, 2000; Aşkar et al. 2005; Guanawardena & Zittle, 1997; Huggett, 2014; Johnson, Hornik & Salas, 2008; Tu & McIsaac, 2002; Wang & Woo, 2007; Yang & Durrington, 2010). Muilenburg and Berge (2005) find online learning fun and exciting when there is high degree of interaction. Considering the role of interactivity as one of the key determinants of successful online classes, it can be said that lack of interactivity in online learning could result in learners' frustration and negative attitudes towards the learning environment. Furthermore, learners may not be willing to share their ideas in online environment or they may be reluctant to establish social interactions with their classmates and instructor. The finding suggests that instructors should be aware of the significance of interaction in online learning environment to enhance the quality of the learning process. Meaningful collaborative activities that enable learner engagement and help learners keep focused should also be incorporated into course content. Lastly, instructors should stimulate learners' motivation and curiosity by getting them to seek challenge or let them make their own choices in activities (Pintrich & Schunk, 1996).

Another theme that learners reported dissatisfaction with was lack of computer skills. Some participants mentioned that they had problems during the process as they lack computer skills, while some others told that the instructor had problems using technology, which resulted in frustration. Related literature demonstrates that having sufficient computer skills is one of the essential elements in learner satisfaction (Hong, 2002; Paechter, Maier & Macher, 2010; Piccoli et al., 2001; Thurmond et al., 2002),

which implies that lack of these skills will naturally result in dissatisfaction. In online learning environment, learners and instructor should equally have computer skills.

Technical problems also appeared to be an area that created challenges for learners in online learning process. It is important to minimize the concerns as much as possible from the beginning of the learning experience and this can be made by overviewing the tools that will be used throughout the learning process and with the workshops on the technology which will be used in online learning environment. Last but not least, the learners should be reminded that such problems may occur—and probably at the most inconvenient time. Learners should be guided about how to decrease their own stress by understanding that problems may arise and having back-up plans and back-up copies to enable them to facilitate their work (Hill, 2002).

#### **5.3.7.3. Suggestions for Improvement**

Participants who reported their positive and negative views about the online course also made some valuable suggestions to help improve the course. They suggested that more fun activities should be incorporated into the course so that they keep focused and do not lose their interest in the lesson. They also pointed out the significance of interaction, which are consistent with the reasons reported for dissatisfaction. They also suggested that it would be helpful to train students on how to use the platform at the beginning of the term. Considering the nature of online learning and participants who mentioned that unfamiliarity with the platform caused some problems, this finding emphasizes the need for knowledge and competence in computers and tools used in the learning environment to eliminate the potential problem they may bring. Moreover, some respondents asked for some extra materials and sources which will help them control and direct their own learning. The need for empowering learners to take control of their own learning has been supported by this finding. Last but not least, it was suggested that learners should have the opportunity to choose face-to face learning. This also suggests that it should not be assumed that online learning is preferred to face-to face learning.

#### **5.3.7.4. Willingness to Take Online Course**

Although some students reported dissatisfaction with some aspects of the course, most of the interviewees reported that they would like to take the course in online mode in the upcoming semesters. The result suggests that online learning is an attractive learning environment for learners despite the areas that were highlighted as the areas for improvement. It is evident that when they are improved and the problems which lead to learner dissatisfaction are resolved, more students will be willing to take online courses and take advantage of the benefits offered by online learning environment.

#### **5.4. Suggestions for Further Research Studies**

In order to present generalizable findings, the sample could consist of students from other faculties, state universities and other countries all over the world. Furthermore, the future research can also examine the views of teachers and policy makers to have more generalization of the results. Replicating the present study with a much larger sample at different settings, collecting data from the other parties that participated in the process and comparing the results may be beneficial and greatly contribute to the relevant literature by providing different perspectives to the field. Next, a longitudinal study, which can help researchers detect changes and developments over time, can be conducted instead of a cross-sectional one. In addition, online courses offered in different fields and for a longer time might indicate different results. Lastly, including learning performance or student scores as additional dependent variables may produce interesting and helpful results.

#### **5.5. Conclusion**

Higher education institutions all over the world are in a process of shifting to traditional face-to-face mode of education to distance modes of education through which individual courses or the whole curriculum is delivered using the Internet and various technological devices. Therefore, this study offers remarkable insights for institutions to empower their online learning practices and to increase learners' satisfaction in online learning environment. The study revealed that there is a positive relationship between digital literacy, academic motivation, learner attitudes toward online learning and learner satisfaction with online course, as most of previous studies indicate, which suggests that

these critical factors cannot be ignored when offering online learning. Online learning requires not only effective use of technology to learn via the Internet, but it also requires learners to have some degree of academic motivation and positive perceptions of technology-based education. Given that these requirements are fulfilled, learners' expectations of the learning environment, course design, teaching practices and learner achievement will be met to a greater extent and learners that are satisfied with their online experience are likely to continue. For that reason, investigating learners computer skills, attitudes, perceptions, expectations, needs and any other factors which may impact their achievement, engagement and choice is essential both for a successful and effective transformation of the educational paradigm and for the educational institutions, decision-makers, researchers, course designers and instructors who are involved in the whole process. This will undoubtedly contribute to raising the quality of online education which makes a great alternative to traditional face-to-face learning and produce positive and desired learning outcomes, too.

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## APPENDICES

### APPENDIX-1. Ethics Committee Approval



T.C.  
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL  
ARAŞTIRMA VE YAYIN ETİĞİ KURULU

İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Gülseli ERDEM'in**, Dr. Öğretim Üyesi **Ceyhan KARABIYIK**'ın tez danışmanlığında devam ettirdiği *"Predictors Of Online Course Satisfaction Of Turkish Learners Of English At A Turkish University"* başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ
Prof. Dr. Semih BÜKER
Prof. Dr. Cenap ERDEMİR
Prof. Dr. Emel ERDOĞAN BAKAR
Prof. Dr. Orhan AYDIN
Prof. Dr. Mehmet TOMANBAY
Prof. Dr. Türkmen DİRDİYOĞLU
Prof. Dr. C. Sencer İMER

## APPENDIX-2. Ethics Declaration

### ETHICS DECLARATION

I hereby declare that:

- 1-All information in this graduation thesis has been obtained in accordance with academic rules and ethical conduct;
- 2-All material and results that are not original to this work are fully cited and referenced;
- 3-The thesis has been prepared in accordance with the thesis writing guidelines of the Graduate School of Social Sciences of Ufuk University;
- 4- Data set used in this study was not distorted or manipulated;
- 5-All parts of this thesis were produced by myself in consultation with supervisor Assist. Prof. Dr. Ceyhun KARABIYIK.

21/06/2021



## APPENDIX-3. Declaration of Publishing and Intellectual Property Rights

### APPENDIX D

#### YAYIMLAMA VE FIKRÎ MÜLKİYET HAKLARI BEYANI

#### DECLARATION OF PUBLISHING AND INTELLECTUAL PROPERTY RIGHTS

I hereby declare that:

The permission is given to Ufuk University to archive all or some part of my master thesis. With this permission, I hold all intellectual property rights, except using rights given to the University, and the rights of use of all or some parts of my thesis in the future studies (article, book, license, and patent).

All necessary permissions both from the institutions and from the authors were obtained at the beginning phase of the thesis. All related documents are available from the author upon request.

As per the "Regulation on the Online Availability, Arrangement and Open Access of Graduate Theses" of Council of Higher Education, my thesis shall be deposited to National Theses Center of the Council of Higher Education/Open Access System of U.U. libraries; except for the conditions indicated below:

1. The access to my thesis has been postponed for 2 years after my graduation as per the decision of the Institute/University board.
2. The access to my thesis has been postponed for 6 month(s) after my graduation as per the decision of the Institute/University board.
3. There is a confidentiality order for my thesis.

21/06/2021

## APPENDIX-4. Survey Instruments

### PART I-BACKGROUND INFORMATION FORM

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programı'nda yürütülen bir araştırmadır. Bu çalışmanın amacı, çevrimiçi İngilizce dersleri alan öğrencilerin dijital okuryazarlık, tutum, motivasyon düzeylerinin çevrimiçi İngilizce derslerine yönelik memnuniyetleri üzerindeki etkisinin incelenmesidir.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili bazı ölçekleri doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtmak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahipsiniz. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Esirgemeyeceğinize inandığımız katkılarınız için şimdiden teşekkürlerimizi sunarız.

### DEMOGRAFİK BİLGİ FORMU

<b>Cinsiyet:</b> Kadın <input type="checkbox"/> Erkek <input type="checkbox"/>
<b>Yaş:</b> _____
<b>Yaşadığınız şehir:</b> _____
<b>Medeni Durum:</b> Evli <input type="checkbox"/> Bekar <input type="checkbox"/>
<b>Çocuğunuz var mı?</b> Evet <input type="checkbox"/> Hayır <input type="checkbox"/>
<b>Atılım Üniversitesi'nde kaç yıldır eğitim alıyorsunuz?</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 5 yıldan fazla <input type="checkbox"/>
<b>Daha önce başka bir üniversiteden mezun oldunuz mu?</b> Evet <input type="checkbox"/> Hayır <input type="checkbox"/>
<b>Daha önce hiç çevrimiçi bir eğitime/derse katıldınız mı?</b> Evet <input type="checkbox"/> Hayır <input type="checkbox"/>
<b>Kişisel bilgisayarınız var mı?</b> Evet <input type="checkbox"/> Hayır <input type="checkbox"/>
<b>Günde ortalama kaç saat internet kullanırsınız?</b> 1 saat <input type="checkbox"/> 2 saat <input type="checkbox"/> 3 saat <input type="checkbox"/> 4 saat <input type="checkbox"/> 5 saat <input type="checkbox"/> 5 saatten fazla <input type="checkbox"/>

## PART II-DIGITAL LITERACY SCALE

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Öğrenme sürecinde bilgi ve iletişim teknolojilerini kullanmak hoşuma gider.					
2. Bilgi ve iletişim teknolojilerini kullanarak daha iyi öğrenirim.					
3. Bilgi ve iletişim teknolojilerini kullanarak öğrenmek daha ilgi çekicidir.					
4. Bilgi ve iletişim teknolojilerini kullanarak öğrenmek beni daha motive eder.					
5. Öğrenme etkinliklerim için arkadaşlarımdan sıklıkla İnternet aracılığıyla (Skype, Face ve Bloglar, vb) yardım alırım.					
6. Bilgi ve iletişim teknolojilerini kullanarak öğrenmek, özyönetimli ve bağımsız olmamı sağlar.					
7. Karşılaştığım teknik problemleri nasıl çözeceğimi bilirim.					
8. Yeni teknolojilerin kullanımını kolaylıkla öğrenebilirim.					
9. Önemli olduğunu düşündüğüm yeni teknolojilere ayak uydurabilirim.					
10. Birçok farklı teknoloji hakkında bilgim var.					
11. Öğrenmede ve yeni şeyler oluşturmada (Sunumlar, dijital hikâyeler, wikiler, bloglar, vb) bilgi ve iletişim teknolojilerini kullanmak için gerekli olan teknik becerilere sahibim.					
12. İnternette bilgi elde etmeye yönelik araştırma ve değerlendirme becerilerime güvenirim.					
13. Öğrenme sürecinde mobil teknolojilerin (Cep telefonları, PDAs, Ipadler, akıllı telefonlar, vb) kullanım potansiyeli yüksektir.					
14. Öğretmenlerim ders anlatırken bilgi ve iletişim teknolojilerini daha çok kullanmalıdır.					
15. Bilgi ve iletişim teknolojileri proje çalışmaları ve diğer öğrenme etkinliklerinde arkadaşlarımla daha iyi işbirliği içinde çalışmamı sağlar.					
16. Bilgi ve iletişim teknolojileri becerilerim iyidir.					
17. İnternet tabanlı aktivitelerle ilgili konuları (Örn; siber güvenlik, eser hırsızlığı, araştırma konuları vb) bilirim.					

## PART II-ONLINE LEARNING ATTITUDE SCALE

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Çevrimiçi öğrenmede öğretmenden yeterli geribildirim alacağımı düşünüyorum.					
2. Çevrimiçi öğrenmede yüz-yüze etkileşim olmaması beni rahatsız eder.					
3. Çevrimiçi öğrenme yaygınlaştırılmalıdır.					
4. Çoğu öğrenci çevrimiçi öğrenmeyi yüz yüze tercih ederler.					
5. Çevrimiçi ortamlar zengin öğrenme etkinlikleri yoluyla birçok eğitsel problemin çözümünü kolaylaştırır.					
6. Çevrimiçi öğrenme eğitim ve öğretime erişimi artırır.					
7. Çevrimiçi öğrenmeyi daha ekonomik buluyorum.					
8. İmkânım olsa başka derslerimi de çevrim içi alırım.					
9. Çevrimiçi ortamı yüz yüze ortama tercih ederim.					
10. Çevrimiçi ortamda kendimi rahat hissediyorum.					
11. Çevrimiçi ortamda daha iyi öğrenebilirim.					
12. Çevrimiçi ders almak beni ayrıcalıklı hissettirir.					
13. Defter ve kitap taşımak istemediğim için çevrimiçi öğrenmeyi tercih ederim.					
14. Kaçırdığım dersleri çevrimiçi öğrenme ile kendi kendime telafi edebilirim.					
15. Çevrimiçi öğrenme zamanı verimli kullanmayı sağlar.					
16. Çevrimiçi öğrenme dersi sürekli takip etmemi kolaylaştırır.					
17. Çevrimiçi ortamlarda derse daha hazırlıklı gelmem gerektiğinin farkındayım.					
18. Arkadaşlarımla çevrim içi ortamlarda daha rahat iletişime geçebilirim.					
19. Çevrimiçi dersler öğrencilerin aktif katılımını gerektirmektedir.					
20. Çevrimiçi ortamlarda hocaların derse daha hazırlıklı gelmeleri gerektiğini düşünüyorum.					

## PART III-ACADEMIC MOTIVATION SCALE

### NEDEN OKULA GİDİYORSUNUZ?

Aşağıdaki dereceleri kullanarak, okula neden gittiğinizi ifadeleri uygun şekilde işaretleyerek cevaplandırınız.

Lütfen boş bırakmayınız!

Hiç uyuşmuyor	Biraz uyuşuyor	Orta derecede Uyuşuyor	Oldukça Uyuşuyor	Tam olarak Uyuşuyor		
1	2	3	4	5	6	7

	1	2	3	4	5	6	7
Neden okula gidiyorsunuz? Çünkü ...							
1. sadece lise diploması ile ileride iyi bir iş bulamayabilirim							
2. yeni bir şeyler öğrenirken zevk alıyorum ve tatmin oluyorum							
3. üniversite eğitiminin, seçtiğim alana daha iyi hazırlanmamda yardımcı olacağını düşünüyorum							
4. bana ait düşünceleri başkalarıyla paylaşırken çok yoğun duygular yaşıyorum							
5. dürüst olmak gerekirse, bilmiyorum, aslında okulda boşa zaman harcıyormuşum gibi geliyor							
6. derslerimde kendimi aşarken zevk aldığım için							
7. üniversiteyi bitirebileceğimi kendi kendime kanıtlamak için							
8. ileride daha itibarlı bir iş sahibi olabilmek için							
9. daha önce hiç görmediğim şeyleri keşfederken zevk aldığım için							
10. aslında, istediğim iyi bir iş alanına girebilmemi sağlayacak							
11. ilginç yazılar okumaktan zevk aldığım için							
12. önceden okula gitmek için iyi nedenlerim vardı ama, şimdi devam edip etmeme konusunda kararsızım							
13. kişisel hedeflerimden birine ulaşmak için kendimi aşarken yaşadığım mutluluktan dolayı							

14. Őu da bir gerek ki, okulda baŐarılı olduĐum zaman kendimi nemli hissediyorum							
15. ileride “iyi bir hayat” yaŐamak istiyorum							
16. ilgimi eken konular hakkında bilgilerimi artırırken duyduĐum mutluluktan dolayı							
17. meslek edinme aısından daha iyi seim yapmamı saĐlayacak							
18. nemli yazarların yazdıklarına tamamen kendimi kaptırđıĐımda hissettiĐim mutluluktan dolayı							
19. neden okula gittiĐimi bilemiyorum, aıkası pek de umurumda deĐil							
20. zor olan akademik alıŐmalarda zorlandıĐımı hissetmekten zevk aldıĐım iin							
21. kendi kendime zeki olduĐumu gstermek iin							
22. ileride daha iyi cret alabilmek iin							
23. ilgimi eken birok konu hakkında daha fazla Őey Đrenmeye devam etmemi saĐlıyor							
24. inanıyorum ki, birka yıl daha aldıĐım bu eĐitim alıŐma hayatı iin gereken yeteneklerimi geliŐtirecek							
25. birbirinden farklı ve ilgin konuları okurken hissettiĐim byk hazdan dolayı							
26. bilmiyorum, zaten okulda ne yaptığıımı bir trl anlayamadım							
27. niversitedeki alıŐmalarımda mkemmel olmaya alıŐmak, bireysel tatmin yaŐamamı saĐlıyor							
28. kendi kendime, derslerde baŐarılı olabileceĐimi gstermek istiyorum							

#### PART IV-SATISFACTION SCALE FOR E-COURSE

	Hiç Katılmıyorum	Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1. Ders içeriğinin etkileşimli sunulması derse olan ilgimi arttırdı.					
2. Düzenlenen sanal sınıf (es zamanlı) etkinliklerinin daha iyi öğrenmeme katkısı olduğunu düşünüyorum.					
3. Düzenlenen eş zamanlı (sohbet) etkinliklerin daha iyi öğrenmemi sağladığını düşünüyorum.					
4. Düzenlenen farklı zamanlı (tartışma vb.) etkinliklerin daha iyi öğrenmemi sağladığını düşünüyorum.					
5. İşbirliğine dayalı etkinliklere (grup ödevleri, forum vb.) katılmaktan hoşlandım.					
6. Forum sayfalarında arkadaşlarımla ve öğretim üyesi ile tartışmaktan memnunum.					
7. Forumlar sistemdeki öğrencilerle etkileşim düzeyimi arttırmaya yardımcı oldu.					
8. E-ders sosyal ihtiyaçlarımı (arkadaşlarla iletişim sıklığı, arkadaşlarla ilişkilerin geliştirilmesi, öğretim üyesi ile ilişkinin kalitesinin artması) karşılamama yardım etti.					
9. Öğretim elemanından istediğim zaman yardım alabildim.					
10. Öğretim elemanından aldığım danışmanlık hizmeti yeterliydi.					
11. Öğretim elemanı ile iletişimde sorun yaşamıyorum.					
12. Öğretim üyesi öğrenmelerimle ilgili beni düzenli olarak bilgilendirmektedir.					
13. E-ders üzerinde aradığım bilgiye kolayca ulaşabiliyorum.					
14. Web sayfalarındaki yazıların tasarımı, puntosu, fontu ve rengi dikkati dağıtmayacak algıyı arttıracak şekilde tasarlanmıştı.					

15. Web sayfalarında yer alan görseller (zemin, şekil, resim, grafik ve animasyonlarda) birbiriyle uyumluydu.					
16. E-ders sistemi oldukça işlevseldi.					
17. Öğretim materyallerine istediğim zaman kolaylıkla ulaşabildim.					
18. Sistemde teknik sorunlarla ilgili yardım rehberi bulunmasından memnunum.					
19. Yayımlanan duyuru ve haberlerde güncel bilgilere ulaşıyorum.					
20. E-öğrenme ortamındaki materyaller hızlı yüklenmektedir.					
21. Teknolojiyi kullanmak benim derse karşı olan ilgimi arttırdı.					
22. E-derslerin zaman ve yerden bağımsız işlenmesi diğer işlerime zaman ayırmamı sağlıyor.					
23. Bu dersi e-ders olarak almaktan memnunum.					
24. Eğer fırsatım olsaydı bu dersi yüz yüze ortamda almayı tercih ederdim.					
25. Uzaktan eğitim ile aldığım ders yüz yüze aldığım derse göre beni daha çok motive etmektedir.					
26. Bilgisayar kullanmak bana göre zor ve karmaşıktır.					
27. Ders içeriği açık ve anlaşılır.					
28. Ders içeriklerinin uzun olması zaman kaybına neden oluyor.					
29. Ödevler ve sunulan etkinlikler ders amaçları ile doğrudan ilişkiliydi.					
30. Dersle ilgili yapılan dönütler açık ve bilgilendiriciydi.					
31. Aldığım e-ders öğrenme ihtiyaçlarımı karşılamadı.					
32. Öğretim üyesi dersle ilgili beklentilerini sözel olarak veya ders planında açıkça belirtmektedir.					
33. Bu dersin öğrenme ihtiyaçlarımı karşıladığını düşünüyorum.					
34. Böyle bir uygulama bana daha fazla öğrenme sorumluluğu verdiği için memnunum.					
35. Sunulan ölçme araçları ve sınavlar yeterliydi.					

## **PART V- INTERVIEW QUESTIONS**

1. Bu dersin en sevdiğiniz yanları nelerdir?
2. Bu dersin en sevmediğiniz yanları nelerdir?
3. Bu dersin daha verimli hale getirilmesi için önerileriniz nelerdir?
4. Bir sonraki akademik dönemde İngilizce dersini yüz yüze mi çevrimiçi olarak almak istersiniz? Neden?



# ÖZGEÇMİŞ

## Kişisel Bilgiler:

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Yüksek Lisans : Ufuk Üniversitesi, İngiliz Dili Eğitimi, 2021.

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Tarih : 21.06.2021