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AKDENİZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT

MA
THESIS

AN INVESTIGATION INTO THE EFFECT
OF ONLINE COMPULSORY ENGLISH
CLASSES ON STUDENTS' MOTIVATION
AT AKDENİZ UNIVERSITY

Gülsüm ALTINOK

ENGLISH LANGUAGE TEACHING
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Supervisor: Assoc. Prof. Dr. Fatma Özlem SAKA

Antalya,2024

DOĞRULUK BEYANI

Yüksek Lisans tezi olarak hazırlamış olduğum “Akdeniz Üniversitesi’nde Çevrimiçi İngilizce Derslerinin Öğrenci Motivasyonuna Etkisinin Araştırılması” adlı çalışmayı bilimsel etik ve geleneklere uyarak yazdığımı, tezimi yazarken faydalanmış olduğum tüm kaynakları alıntı yaparak kullandığımı ve ilgili kaynaklara kaynakçamda da yer verdiğimi beyan eder, bunu onurumla doğrularım.

Gülsüm ALTINOK



STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES

Throughout the process of preparation and completion of this Master's Thesis, I declare that I have written the thesis titled "An Investigation into the Effect of Online Compulsory English Classes on Students' Motivation at Akdeniz University" in accordance with scientific ethics and traditions. I have cited all the sources that I used while writing my thesis and have included them in my bibliography. I hereby confirm this on my honour.

Gölsüm ALTINOK



T.C.
AKDENİZ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Gülsüm ALTINOK'un bu çalışması **01.08.2024** tarihinde jürimiz tarafından **Yabancı Diller Eğitimi** Ana Bilim Dalı **İngilizce Öğretmenliği** Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği/oy çokluğu** ile kabul edilmiştir

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YÜKSEK LİSANS TEZİNİN ADI: Akdeniz Üniversitesi'nde Çevrimiçi İngilizce Derslerinin Öğrenci Motivasyonuna Etkisinin Araştırılması

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ABSTRACT

AN INVESTIGATION INTO THE EFFECT OF ONLINE COMPULSORY ENGLISH CLASSES ON STUDENTS' MOTIVATION AT AKDENİZ UNIVERSITY

Gülsüm ALTINOK

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Motivation has long been known as a crucial factor in language learning, making it a popular subject of educational research, particularly in the field of language teaching. This present study aims to investigate the motivation of first year students enrolled in a compulsory online English course at Akdeniz University. In this context, this study aims to find out whether motivations of students differ according to their genders, departments and state of having Professional English course in the following year and this study also aims to reveal the factors which influence students' motivations. To achieve these objectives, a mixed-methods approach was employed. A totally researcher-developed 30-item, 5-point Likert scale questionnaire was administered to 290 first-year students from four different departments. The study's findings were further enriched by semi-structured interviews conducted with 16 students. The quantitative data were analysed using a statistical data analysis software, employing the chi-square test and examining frequencies and percentages. The results revealed statistically significant differences in student motivation according to their genders, departments, and whether they have professional English courses in the following year. Additionally, the findings indicated that factors which positively influenced student motivation are primarily related to physical convenience, such as saving time and commuting. On the other hand, factors that negatively impact student motivation included limited student-teacher interaction, the absence of attendance requirements, insufficient opportunities to practice the language during online classes, and the perception that the course content and duration were inadequate.

Key Words: *Compulsory English course, learner motivation, online language teaching*

ÖZET

AKDENİZ ÜNİVERSİTESİ'NDE ÇEVİRİMİÇİ İNGİLİZCE DERSLERİNİN ÖĞRENCİ MOTİVASYONUNA ETKİSİNİN ARAŞTIRILMASI

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Tarih boyunca eğitim araştırmalarının ve özellikle de dil öğrenme araştırmalarının popüler bir araştırma konusu olan motivasyonun dil öğreniminde oldukça önemli bir rolünün olduğu görülmüştür. Bu mevcut çalışma Akdeniz Üniversitesinde zorunlu İngilizce dersini çevrimiçi olarak almakta olan öğrencilerin motivasyonlarının araştırılmasını amaçlamaktadır. Bu bağlamda, öğrencilerin derse yönelik motivasyonlarının cinsiyetlerine, okudukları bölüme ve gelecek yıl Mesleki İngilizce dersi alıp almıyor oluşlarına bağlı olup olmadığının ortaya çıkarılması ve öğrenci motivasyonunu etkileyen unsurların belirlenmesi hedeflenmiştir. Bu amaçlarla, karma yöntemli bu çalışmada dört farklı bölümden 290 birinci sınıf öğrencisine tamamen araştırmacı tarafından geliştirilmiş olan 5li Likert ölçekli 30 maddeli bir anket uygulanmış ve çalışma 16 öğrenci ile yapılan yarı yapılandırılmış görüşmelerle desteklenmiştir. Elde edilen nicel veriler ki-kare teste tabi tutulmuş ve frekans, yüzde ışığında veriler incelenmiş ve analiz edilmiştir. Elde edilen bulgular, öğrencilerin motivasyonlarının cinsiyetlerine, okudukları bölüme ve bir sonraki yılda mesleki İngilizce dersleri olup olmamasına göre istatistiksel olarak farklılık gösterdiğini ortaya çıkarmıştır. Bunun yanında, nitel bulgular ışığında, öğrencilerin motivasyonlarını olumlu yönde etkileyen unsurların ağırlıklı olarak yoldan ve zamandan tasarruf gibi fiziki unsurlar olduğu, öğrenci motivasyonunu olumsuz yönde etkileyen unsurların ise öğrenci öğretmen iletişiminin kısıtlı olması, derse devam zorunluluğunun olmaması, dilin çevrimiçi ders esnasında yeterince pratik edilemiyor oluşu ve süre ile ders içeriğinin öğrenciler tarafından yeterli bulunmaması olarak tespit edilmiştir.

Anahtar kelimeler: Çevrimiçi dil öğretimi, öğrenci motivasyonu, zorunlu İngilizce dersi

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	i
ABSTRACT	ii
ÖZET	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES.....	x
LIST OF ABBREVIATIONS	xi

CHAPTER I

INTRODUCTION

1.1. Introduction.....	1
1.2. The Statement of the Problem	4
1.3. Purpose of the Study and the Research Questions.....	4
1.4. Significance of the Study	5
1.5. Assumptions.....	6
1.6. Limitations of the Study	7
1.7. Definition of Terms	7

CHAPTER II

LITERATURE REVIEW

2.1. Online Learning	9
2.2. Studies Conducted on Online English Courses	10
2.3. Motivation.....	12
2.4. Factors Affecting Learner Motivation	14
2.5.Types of Motivation.....	17
2.5.1. Intrinsic motivation	18
2.5.2. Extrinsic Motivation.....	19
2.5.3. Integrative Motivation.....	19
2.5.4. Instrumental Motivation.....	20
2.6.Theories About Motivation.....	21
2.6.1. Self Determination Theory.....	21
2.6.2. L2 Motivational Self System.....	21
2.7. Studies Conducted Abroad	22
2.8. Studies Conducted in Turkey.....	30

CHAPTER III

METHODOLOGY

3.1. Research Design.....	35
3.2. Participants.....	36
3.3. Sampling	36
3.4. Data Collection Instruments	37
3.5. Data Collection Procedure	37
3.6. Data Analysis	38

CHAPTER IV

FINDINGS

4.1. Quantitative Findings.....	39
4.1.1. Findings in Terms of General Ideas of Students	41
4.1.2. Findings Based on Gender	47
4.1.3. Findings In Terms of Departments.....	59
4.1.4. Findings In Terms of Having Professional English Course.....	74
4.2. Qualitative Findings.....	87

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion and Conclusion.....	98
5.2. Suggestions	125
REFERENCES	127
APPENDICES.....	137
CURRICULUM VITAE	143
ORIGINALITY REPORT	144
BİLDİRİM.....	145

LIST OF TABLES

Table 1. Frequency and Percentage Values of Participant Features	40
Table 2. Descriptive Analysis of Participant Opinions.....	41-42
Table 3. Item 1 in terms of Gender.....	47
Table 4. Item 2 in terms of Gender.....	47
Table 5. Item 3 in terms of Gender.....	48
Table 6. Item 4 in terms of Gender.....	48
Table 7. Item 5 in terms of Gender.....	48
Table 8. Item 6 in terms of Gender.....	49
Table 9. Item 7 in terms of Gender.....	49
Table 10. Item 8 in terms of Gender.....	50
Table 11. Item 9 in terms of Gender.....	50
Table 12. Item 10 in terms of Gender.....	50
Table 13. Item 11 in terms of Gender.....	51
Table 14. Item 12 in terms of Gender.....	51
Table 15. Item 13 in terms of Gender.....	52
Table 16. Item 14 in terms of Gender.....	52
Table 17. Item 15 in terms of Gender.....	52
Table 18. Item 16 in terms of Gender.....	53
Table 19. Item 17 in terms of Gender.....	53
Table 20. Item 18 in terms of Gender.....	54
Table 21. Item 19 in terms of Gender.....	54
Table 22. Item 20 in terms of Gender.....	54
Table 23. Item 21 in terms of Gender.....	55
Table 24. Item 22 in terms of Gender.....	55
Table 25. Item 23 in terms of Gender.....	56
Table 26. Item 24 in terms of Gender.....	56
Table 27. Item 25 in terms of Gender.....	56
Table 28. Item 26 in terms of Gender.....	57
Table 29. Item 27 in terms of Gender.....	57
Table 30. Item 28 in terms of Gender.....	58

Table 31. Item 29 in terms of Gender.....	58
Table 32. Item 30 in terms of Gender.....	58
Table 33. Item 1 in terms of Department.....	59
Table 34. Item 2 in terms of Department.....	60
Table 35. Item 3 in terms of Department.....	60
Table 36 . Item 4 in terms of Department.....	61
Table 37. Item 5 in terms of Department.....	61
Table 38 . Item 6 in terms of Department.....	62
Table 39. Item 7 in terms of Department.....	62
Table 40. Item 8 in terms of Department.....	63
Table 41. Item 9 in terms of Department.....	63
Table 42. Item 10 in terms of Department.....	64
Table 43. Item 11 in terms of Department.....	64
Table 44. Item 12 in terms of Department.....	65
Table 45. Item 13 in terms of Department.....	65
Table 46. Item 14 in terms of Department.....	66
Table 47 . Item 15 in terms of Department.....	66
Table 48. Item 16 in terms of Department.....	67
Table 49. Item 17 in terms of Department.....	67
Table 50. Item 18 in terms of Department.....	68
Table 51. Item 19 in terms of Department.....	68
Table 52. Item 20 in terms of Department.....	69
Table 53. Item 21 in terms of Department.....	69
Table 54. Item 22 in terms of Department.....	70
Table 55. Item 23 in terms of Department.....	70
Table 56. Item 24 in terms of Department.....	71
Table 57. Item 25 in terms of Department.....	71
Table 58. Item 26 in terms of Department.....	72
Table 59. Item 27 in terms of Department.....	72
Table 60. Item 28 in terms of Department.....	73
Table 61. Item 29 in terms of Department.....	73
Table 62. Item 30 in terms of Department.....	74

Table 63. Item 1 in terms of having Professional English Course.....	74
Table 64. Item 2 in terms of having Professional English Course.....	75
Table 65. Item 3 in terms of having Professional English Course.....	75
Table 66. Item 4 in terms of having Professional English Course.....	76
Table 67. Item 5 in terms of having Professional English Course.....	76
Table 68. Item 6 in terms of having Professional English Course.....	76
Table 69. Item 7 in terms of having Professional English Course.....	77
Table 70. Item 8 in terms of having Professional English Course.....	77
Table 71. Item 9 in terms of having Professional English Course.....	78
Table 72. Item 10 in terms of having Professional English Course.....	78
Table 73. Item 11 in terms of having Professional English Course.....	79
Table 74. Item 12 in terms of having Professional English Course.....	79
Table 75. Item 13 in terms of having Professional English Course.....	79
Table 76. Item 14 in terms of having Professional English Course.....	80
Table 77. Item 15 in terms of having Professional English Course.....	80
Table 78. Item 16 in terms of having Professional English Course.....	81
Table 79. Item 17 in terms of having Professional English Course.....	81
Table 80. Item 18 in terms of having Professional English Course.....	81
Table 81. Item 19 in terms of having Professional English Course.....	82
Table 82. Item 20 in terms of having Professional English Course.....	82
Table 83. Item 21 in terms of having Professional English Course.....	83
Table 84. Item 22 in terms of having Professional English Course.....	83
Table 85. Item 23 in terms of having Professional English Course.....	83
Table 86. Item 24 in terms of having Professional English Course.....	84
Table 87. Item 25 in terms of having Professional English Course.....	84
Table 88. Item 26 in terms of having Professional English Course.....	85
Table 89. Item 27 in terms of having Professional English Course.....	85
Table 90. Item 28 in terms of having Professional English Course.....	86
Table 91. Item 29 in terms of having Professional English Course.....	86
Table 92. Item 30 in terms of having Professional English Course.....	86
Table 93. Demographic Information of Interviewed Participants.....	87
Table 94. Opinions of Participants on the Usefulness of Online English Courses.....	88
Table 95. Participants' Views on the Contribution to the Future of Online English Courses.....	90

Table 96. Participants' Views on the Advantages of Online English Courses.....91

Table 97. Participants' Views on the Weaknesses of Online English Course.....93



LIST OF FIGURES

Figure 1. Participants' Views on the Duration of Online Compulsory English Course	95
Figure 2. Participants' Opinions on the Type of the English Course (Online or Face-to-face).....	96



LIST OF ABBREVIATIONS

ELT	: English Language Teaching
EFL	: English as a Foreign Language
L2	: Foreign Language
SDT	: Self Determination Theory
L2MSS	: L2 Motivational Self System
AMTB	: Attitude and Motivation Test Battery
SLA	: Second Language Acquisition

CHAPTER I

INTRODUCTION

In this chapter, a short history of foreign language education, problems encountered in foreign language education, recent reforms done to enhance a better language learning experience, tertiary level compulsory English courses and motivations of students towards online compulsory English courses will be mentioned under the title of Introduction. Also, this chapter presents the statement of the problem along with the purpose of the study, and then it introduces the research questions, and the significance of the study. Finally, the chapter discusses the limitations of the study.

1.1. Introduction

Since language is unique to humans, it is a system of learned, voluntary components used to communicate thoughts, feelings, and wills (Sapir, 1921). The ability to voluntarily create meaning differentiate human language from other animal communication systems and emphasizes its special function in enabling the transfer of intricate knowledge and subjective experiences.

According to Halliday (1965), language is an activity of four skills, listening, speaking, reading, and writing. Language is a series of principles relating meaning and sound groups (Langacker, 1972). Chomsky defines language as a natural object, a fundamental of the human brain, physically produced in the brain and part of the biological property of the species (2002: 1). It is known that there are nearly 7000 languages in the world and third most widely spoken language is English (Ethnologue 2023, p.26). People tend to learn English as a second language as English is a global language and people want to learn this language for different purposes such as academic success, business, personal development, meeting new people, getting to know a different culture.

Turkey has given importance to foreign language education for decades. In Turkey, foreign language teaching used to start at the fourth grade of primary schools starting from 1997, and since 2013 students have been taking English classes at the second grade of primary school and the students take as two hours in a week. According to Tok and Aribaş (2008),

English courses have been compulsory in foreign language intensive high schools and elective in general high schools. Until university, students take two- or four-hour English classes a week. However, there have been various problems in teaching English in every pace of this language teaching process. Students are not proficient enough to use the language appropriately despite the excessive amount of time they spend for learning English.

English Language Teaching is a wide and one of the most controversial areas of educational research in Turkey. One and the biggest reason for this is that although students start learning English since very early ages, they have various problems in using the language effectively even if they are at tertiary level. To deal with this phenomenon and make students capable of understanding English articles related to their fields at universities (Unal and Ozdemir,2008) as a must of the country's education system, the students take basic level compulsory English classes in their first year of university education regardless of what their departments are.

These compulsory English courses were described in 1981 in accordance with the law no. 2547 by Council of Higher Education. As Helvacı (2010, p.48) stated that; aims, curricula, administrators, materials, software and hardware elements, the conditions of buildings must be evaluated once more in consideration of the developments in technology and Karataş (2003) stated that internet-based education enhances better learning by comparison with face-to-face education, some of the universities in Turkey preferred to conduct these compulsory English lessons on online platforms. This reform ascertained Council of Higher Education to take new decisions about distance education. According to the decision which was made in the meeting of Council of Education in 2013, it was decided that some of the courses can be conducted on online platforms if approved by senates of the universities, these lessons can be conducted synchronously on online platforms with preference of benefitting from offline materials or supporting online classes with face-to-face classes (CHE,2013). According to research, in 2016-2017 academic year, 66 % of the universities in Turkey conducted online classes (Eroğlu& Kalaycı, 2020). These online classes are conducted on several online platforms, such as Adobe Connect Pro, Adobe Connect Centre, Microsoft Teams, or universities' own applications. There are differences in the method of conducting these lessons. Some of the universities provide asynchronous online education whereas the others conduct lessons synchronously. In the lessons which are conducted asynchronously, student teacher interaction is enhanced in newsgroups after the class.

Several research exists in the field of conducting online compulsory English classes.

According to Özbay (2015), there are several universities which carry out online English lessons on different platforms. Some of these universities like Boston University and Phoeix University conduct these lessons synchronously while some of the universities such as Charles

Sturt University conduct lessons asynchronously with an additional discussion hour (Özbay,2015).

At Akdeniz University, these online compulsory courses are conducted two hours a week throughout the first year by language instructors from School of Foreign Languages. English classes have been conducted online since 2018. Students take these lessons once a week. Each class must last for at least 20 minutes. In these lessons, students are aimed to have basic level skills, and students are especially taught English in terms of grammar knowledge. The course content includes instruction of basic tenses, instruction of vocabulary related to the topic of units and some exercises on fundamental skills including listening, speaking, reading, and writing. The students are generally successful in grammar parts however they usually have difficulty in productive skills, speaking and writing. This phenomenon may be the result of inadequate lesson hours. Although language instruction was conducted face to face or through traditional methods in a classroom until recently, students had problems in learning and using the language. However, aforesaid English courses have been started to be conducted via distance education since 2019 by the decision of university senate. For the first two academic years, instruction was conducted with the help of asynchronous lesson recordings which were uploaded by the instructors weekly, and with the help of online forum hours in which students were able to ask questions while they watch the recording of the lesson at the time of the course. Compulsory English courses have been conducted via instruction in online classes on a platform called Microsoft Teams for 3 years. As those classes are conducted and recorded weekly on Microsoft Teams, the students who do not or cannot attend the classes can watch the online course recordings whenever they want. However, it has been observed that, although many of the students have chance and opportunity to attend the online classes, attendance rate of the students shows a great decrease during the term. Whereas students attend the online classes in the first few weeks, they lose their interest and motivation in the following weeks. Although there are various reasons for this motivation loss such as difficulty in attending actively to the online classes because of the student population which may be up to 200 students in a class and difficulty in affording to buy a computer or getting an internet connection, online classes have many advantages such as flexibility, saving from time and money and obtaining free online course materials. Another issue in online English classes is that even if the students stop attending the online classes, they can get high marks from the exams. Thus, whether the success of those students is real or not is another controversial issue. While there are various studies related to the attitudes and motivation of students in traditional face-to-face compulsory English classes, the motivation levels of students in online compulsory classes have not been

investigated yet. In order to shed light on this research gap, this present study aims to find out motivation levels of students who take the online compulsory English classes and it also aims to reveal the factors which effect motivation of students in those online classes.

1.2. The Statement of the Problem

Motivation is one of the most popular topics in fields such as education, language learning and language teaching. There are many factors affecting motivation, but it has been tried to be answered for many years how and to what extent external factors such as family, teachers, peers, etc., have a role on motivation.

Considering the research on the problems in English teaching in Turkey, it can be seen that there are a number of problems even the courses are conducted in traditional or face-to-face learning environments. Upon these problems, with the decision of Council of Higher Education, it was decided to conduct first year compulsory English courses on online platforms. Based on the research on problems in ELT, it does not seem to be possible to teach English to students on online platforms as they already have difficulties in traditional classrooms. It can be understood from low course attendance of students that students are not motivated towards online compulsory English courses. For this reason, this study is important to learn what students think about online English courses in order to understand if they are motivated or not. This study is also significant in terms of revealing the motivations of students according to their genders, departments, and the condition of having professional English course in the following years and to uncover the reasons of their high/low motivations. To reveal the differences in student motivation according to their genders, departments and state of having Professional English course a researcher-developed questionnaire is employed. To unveil reasons that decrease or boost motivations of students, a semi-structured interview form is used.

1.3. Purpose of the Study and the Research Questions

Considering the influence of motivation in language learning process, the aim of this research is to assess the motivations of Akdeniz University students towards online compulsory English courses. The study also aims to examine whether there is a considerable difference between motivations of students according to their gender, department, and their state of having professional English course in the following year. Moreover, the study aims to reveal the factors affecting motivation in online compulsory English classes.

This present study aims to examine if students are motivated to learn English on online platforms. To reach a solution for this question, following research question and sub-questions will be answered.

1. What are the factors that influence language motivations in compulsory English courses?
 - 1.a. Do students find online English classes motivating?
 - 1.b. Are there any meaningful statistical differences between the motivations of students according to their genders?
 - 1.c. Are there any statistically meaningful differences between the motivations of students according to their departments?
 - 1.d. Are there any statistically meaningful differences between the motivations of students according to presence of professional English course in the following year?
 - 1.e. What factors affect the motivations of students in online compulsory classes?

1.4. Significance of the Study

Online learning has become a part of our lives and education recently. It has numerous advantages along with disadvantages. At Akdeniz University with the decision of senate, compulsory English classes has been conducted on online environments since 2018. It has been observed that students do not attend or rarely attend the online compulsory English courses. The greatest reason of students' non-attendance is lack of motivation. Even if they attend the online compulsory English courses at the beginning of the term, and after a few weeks they do not attend the courses as they lose their motivation.

Numerous studies in educational psychology have explored the complex interplay between a student's motivation and their academic performance. Although data reveals an association between motivation and foreign language learning success, a more comprehensive understanding necessitates considering this connection within a broader framework. Although research indicates that desire boosts the likelihood of success when learning a foreign language, it's crucial to understand that a variety of factors play a role in this process. These could include the efficacy of educational strategies, the resources that are accessible, and individual learning preferences. Motivation has been found by Al et al. (2010) to be a crucial element influencing learning behaviours.

While motivation is necessary to succeed in many different areas, it's important to understand that motivation is only one aspect of the jigsaw. Recognizing the intricate interactions between a variety of factors in addition to motivation is necessary for a deeper comprehension. Building student motivation, a key prerequisite for success, might be facilitated by encouraging their active participation and fostering a positive view of the course. When students lack interest in a lesson, it can lead to decreased engagement and difficulties grasping the material. According to Acat and Demiral (2002), one of the most important prerequisites for a successful second language acquisition process is student motivation. This shows that those that are highly motivated could be better able to overcome the difficulties and complexities involved in learning a new language, leading to increased proficiency.

However, it is crucial to be aware of the fact that motivation is just one probable factor enhancing second language acquisition success. To further create a more thorough understanding of this intricate process, future study should keep examining the interactions between many elements other than motivation, such as individual learning styles, instructional strategies, and resource accessibility.

Studies consistently reveal a positive association between student motivation and success in foreign language learning. Notably, students with high levels of motivation often demonstrate attributes like long-term goal setting, which might potentially act as a contributing factor to their enhanced learning achievements.

According to Spaulding (1992) genuine interest in the learning material is a defining characteristic of students displaying higher levels of motivation. This internal drive may result in a greater desire to learn and eventually in improved academic achievement.

In conclusion, considering the amount of conducted research and their findings, motivation has an undeniable place in language learning. Thus, the present study intends to focus on motivation of students in online compulsory English classes so that it will help to find a way to increase students' motivation for online English courses.

1.5. Assumptions

All the participants are assumed to have answered to the questionnaire and semi-structured interview questions honestly.

1.6. Limitations of the Study

The main limitation of this present study is about the sample. This study is conducted with 290 participants from four different departments and results of this research cannot be generalized to all of the departments at Akdeniz University. To generalize the results of this research, a larger sample would be necessary. At the same time, the result of this study is limited to the students of the present academic year.

1.7. Definition of Terms

Motivation: Motivation is the impact of stimuli, objects, or occasions on the presence or non-presence of behaviour. According to Gardner (1985), motivated learners have four characteristics, they need to have an objective, they need to be determined to fulfil the objective, they need to have optimistic belief and endeavour.

Intrinsic Motivation: By presenting a novel idea Woodworth paved the way for future research on intrinsically motivated behaviour in 1918. Joy, curiosity, and fulfilment that are intrinsically connected to the task are the resources of intrinsic motivation which comes from within. (Deci&Ryan,2000). According to SDT, intrinsically motivated learners are autonomous, they give importance to their personal development and they like what they are learning.

Extrinsic Motivation: Extrinsic motivation is the kind of motivation that comes from incentives from outside of the person. Extrinsic motivation is a well-known term in educational psychology that describes the urge to participate in an activity that is motivated by anything other than the satisfaction that comes from the activity itself, such as external rewards or avoiding punishment. This distinction is supported by research by Burden (1995), which emphasizes the role of extrinsic motivation in driving people to take actions intended to secure benefits from outside sources.

Instrumental Motivation: Instrumental motivation refers to the type of motivation in which learners regard language as a tool and practical end. This could include getting a better job, advancing in their careers, or fulfilling educational requirements like obtaining a degree (Gardner, 2007).

Integrative Motivation: According to Gardner (2004), integrative motivation is a reflection of a learner's desire to become part of the target language community and culture. This entails accepting their traditions, beliefs, and way of life.

Attitude/Motivation Test Battery (AMTB): Attitude/Motivation Test Battery (AMTB) is a measure of motivation in the field of motivation research, developed by Gardner (2004). This all-inclusive tool uses a range of measures to capture a complex picture of motivation that includes both motivational and attitudinal elements.

Self Determination Theory: Proposed by Ryan and Deci (2000), Self Determination Theory is a theory of motivation which posits two different types of motivation: Intrinsic and Extrinsic.

Attitude: An attitude reflects a combination of our feelings, thoughts, and how we act towards something specific. It includes our attitudes, convictions, and actions that follow toward a specific individual, thing, circumstance, or occasion (Eagly, 1993).

Compulsory English Classes: These English language courses aim to provide students with a basic level of English which equals to A1 level according to Common European Framework. They are conducted in Turkish-medium departments. The curriculum mainly focuses on enhancing fundamental vocabulary and grammar skills, enabling students to forwardly utilise English in everyday conversations. Additionally, the courses provide students with fundamental communication skills for written and spoken business interactions.

Content of these courses consists of basic grammatical knowledge such as verb be, can/can't, there is/there are, object/subject pronouns, possessive adjectives and basic tenses such as present simple, past simple and present continuous tense.

Distance Learning: Distance learning is a type of education in which learners and teachers are physically away and depend on technology to enhance the learning process. (Moore,1997) This education style has gained popularity recently thanks to the technological innovations and its benefits.

Asynchronous Teaching: Asynchronous Teaching refers to an education type in which students watch recorded videos after the teacher recorded and uploaded the videos on a website. In this type of education, student-student or teacher-student interaction is at a minimum level.

Synchronous Teaching: Synchronous Teaching refers to an education type in which students and teachers are connected on a platform to conduct live lessons at the same time. In this context, students and teacher can communicate and discuss classroom subjects lively.

CHAPTER II

LITERATURE REVIEW

In this part firstly the definition of online learning and studies conducted on online language learning are briefly presented and secondly, the definition and types of motivation, factors affecting motivation of students' and studies conducted on the area of motivation are comprehensively mentioned.

2.1. Online Learning

Being a specific branch of distance education, the history of online learning dates back to 1980s with the rise of electronic classrooms and due to the increase in personal computers and internet connection in 1990s, online classrooms or personal development courses started to be known. Although it has been used for years, online learning has gained popularity with the outbreak of Covid-19. According to Newby et. al (2000), online learning is the type of instruction in which the teachers and students are separated physically. In online learning, instruction is primarily based on technology. According to Akyol, Z., & Garrison, D. R. (2011), online learning is enhanced by employing digital gadgets and online materials with some varied forms of interaction.

Online learning provides both learners and teachers with many advantages. According to Bagapova et. al (2023), online learning helps students learn at their own pace independent from place, so it can be an alternative to the students who live far from the school or who have physical disabilities. Allen and Seaman (2017), support this by stating that for the people who have limited time, online learning provides a self-paced learning and Bates (2019) also states that online learning can be a great alternative to traditional learning for the people who live in remote areas. Another advantage is that students do not deal with travel expenses, accommodation fees and they also do not pay for course materials thanks to online learning, and this idea is also supported by Allen and Seaman (2017) as they state that online learning is more affordable than traditional learning. According to Moore and Kearsley (2011), online learning also helps students reach a variety of course materials.

Besides its advantages, online learning also has many disadvantages. As Azmat and Ahmad (2022) suggests, one of the greatest disadvantages of online learning is the lack of

interaction, which is a crucial part of language learning. On online platforms, student-student and student-teacher interaction is limited as they cannot always see their gestures, mimics or they cannot always have eye contact. Moreover, students can be distracted because of the facilities that computers provide making it impossible to fully focus on the course. Research by Wu and Xie (2018) supports this idea. Additionally, as the instruction is based on technology, for students who have technical problems or technological disabilities it turns out to be impossible to participate in the course and thus, they may lose their interest and motivation towards the online course. The study of Özer and Görgülü (2022) supports this idea by stating that in virtual learning environments, having technological problems is one of the drawbacks.

2.2. Studies Conducted on Online English Courses

In his research, Ekmekçi (2015), aimed to reveal the level of student satisfaction about distance education of English. The study was conducted in Samsun with the participation of 72 freshman. To collect data, researcher used a questionnaire, and he used semi structured interviews to fortify the data. Results showed that students were content to be a part of distance education however, they did not find skill-related activities efficient. They also found time and feedback inadequate.

With the purpose of exploring ELT students' perceptions about online English courses, Erarslan and Arslan (2019), conducted qualitative research with the participation of 41 ELT students. Findings of the study revealed that the students are neither negative nor positive about their online learning experience. They had positive views about the course because it provided economic advantages, time and a comfortable environment. They also regarded the course as practical, and they valued the autonomy it requires. Beside these positive views, students had also negative perceptions. Among these negative perceptions, limited interaction, lack of feedback, distraction, connection and technological problems were stated by the participants. Participants also stated that they prefer to have face-to-face English course instead of online courses.

In his article Doğan (2020), had a purpose of assessing students views about online compulsory English courses with participation of 476 university students. A researcher-developed scale was the tool of data collection. According to the findings, most of the participants did not have positive perceptions about online compulsory courses due to the difficulty in productive skills. To this end, female students indicated more positive views about learning English online when compared to the male students. Furthermore, another finding of

the study was a statistically significant difference between views of students in terms of their departments.

With the purpose of discovering student perspectives about online foreign language learning, Klimova (2020), conducted a study by employing a questionnaire to reveal that most of the students preferred to use printed materials to be able to note down easily. It was learnt that they had social isolation problems even though they were motivated towards the course. Results also revealed that even though the students thought that online courses were effective, face-to-face courses were their preference.

With the aim of exploring perceptions of learners, Balbay and Erkan (2021), conducted a study with the participation of 819 students. An online survey was employed to gather data, and it was found that although some of the students stated that the course is demanding because of low interaction during the course, some of them valued having a right to determine their own pace due to being able to watch the recorded videos whenever and wherever they want. They also had positive views about receiving feedback from their instructors.

Aiming to shed light on how effective virtual classes and online items in early adolescence in terms of Foreign Language Acquisition are, in their study, Yeşilyurt and Görgülü (2022,) gathered data from middle school students via a questionnaire and semi-structured interviews. The research revealed that virtual learning had a positive effect on students in terms of Foreign Language Acquisition thanks to the advantages it provided with students such as having control on their own learning, being away from stressful classroom environment and taking the classes comfortably. On the other hand, research also revealed some drawbacks of the virtual classes such as physical and cognitive conditions, troubles in connection or lack of social interaction.

With the purpose of enhancing distance education practices, in their research Shaikh and Özdaş (2022), explored the views of English teachers on the process of distance language education during pandemic in Turkey. The study was conducted with the participation of 80 teachers and by administering semi-structured interviews. Findings revealed that teachers faced several challenges when implementing distant education, mostly related to preparation, involvement, and getting the necessary infrastructure and technological constraints. Teachers used a variety of methods to overcome the difficulties associated with distance education, such as careful planning, dynamic and interesting content delivery, efficient communication techniques, and utilizing technology to increase student motivation and success. The study

suggested that English teachers perceive the current distance education system as partly ineffective or inefficient.

With the purpose of unveiling the pros of online learning, Pichugin et. al (2022), conducted research employing an interview after students got a tailored online course. The interview was aimed to gather ideas of students about the effectiveness of online course. Findings revealed that most of the students regarded the online course as effective, it had positive impact on their language skills and communicative competences however they reported some drawbacks in terms of reading and listening skills.

Aiming to discover the perceptions of English instructors about online teaching and evaluation during Covid-19 pandemic, Koçer and Koksall (2024), conducted a qualitative study with the participation of 14 in-service instructors. According to the results, it was revealed that instructors tried to find ways to make lessons more effective by employing different methods even though they faced many challenges like problems of proctoring, apprehension about validity, academic malpractice and technological problems.

In the light of the summarized articles above, disadvantages of online learning outweigh its advantages. These disadvantages can have negative impact on learner motivation as they hinder or lessen students' success. Thus, an important issue in language teaching and learning process, motivation is comprehensively presented.

2.3. Motivation

There have been many studies about the effect of motivation in English Language Learning as it is one of the main causes of inability to learn a language, as stated in the previous parts of this present study. It is a common idea among researchers that motivation is an essential part of learning a language. In the globalizing world, people learn English due to different reasons such as an academic career, personal development, getting a promotion, earning more money, travelling abroad, or making friends.

Motivation is the key factor that has an impact on many things people do. Motivation is described as the extent to which specific stimuli, items, or occasions influence the occurrence or non-occurrence of the behaviour in the issue, according to one technical definition. Simply said, motivation is the process of enticing the trainee's mind to accept the teaching.

Compel and Pritchard (1976) define motivation as a couple of independent/dependent variable relationships that decide the way, breadth, and steadiness of a person's behaviour, keeping consistent the factors of convenience, skills and comprehension of the task and the limitations operating in the environment.

Richard, Platt, and Weber (1985), define motivation as the factor that has effect on someone's action to fulfil something, while Reeve (1996) views it as a study of human behaviour that is a consequence of internal process. Dörnyei (2002) gives the definition of motivation as an abstract, complicated, and hypothetical concept that illustrates human behaviour, the reason and starting point of action. According to Dörnyei and Ushioda (2011, p.3) motivation is the factor which drives a person to make particular preferences, to be involved in an action, to make an effort and be steady in action.

According to Gardner, motivation is the combination of a goal, demanding behaviour, a desire to reach an objective, and influential attitudes toward learning activities (Gardner, 1985).

In short, motivation is a term that is used to refer to the abstract and complex process which internally pushes a person to do something to achieve a goal. Unmotivated people do not have the inspiration to move, while motivated people activated towards a goal (Ryan & Deci, 2000).

The fundamental goals of motivation are to create excitement, curiosity, and enthusiasm for learning (Usova & Gibson, 1986). According to Coffey and Appley (1967), motivation and learning have always had a close and ongoing relationship. It's difficult to tell the two apart. Motivation is a crucial aspect in inducing the necessary behaviour for a person to learn. Motivation is thought to have an impact on success. There have been studies showing that motivation also influences language learning. Motivation is one of the most important drivers of second/foreign language (L2) learning success, and as a result, there has been a significant amount of research into the nature and significance of motivation in L2 learning over the last three decades (Dörnyei, 1994).

Early L2 motivation research, pioneered by Canadian social psychologists like Robert Gardner, relied heavily on the Attitude/Motivation Test Battery developed by his team. Measurement of the relationship between different motivational factors and successful second language learning was the main goal of this study, which was carried out between the 1960s and the early 1990s (Dörnyei, 2001). An abundance of varied studies investigated the complex connection between motivation and language acquisition after the first research phase.

2.4. Factors Affecting Learner Motivation

As stated in the previous part of this study, motivation is a crucial element in language learning/teaching environment. Learner motivation is affected by a number of factors, and these factors are considered as vital for educators, families, and policymakers.

To shed light on the factors affecting learner motivation, a variety of research has been done so far. In this part, after giving a background of the studies conducted on motivational factors in learning a language, factors affecting learner motivation are discussed.

The way someone is brought up and the things they've been exposed to throughout life shape their desire to learn and achieve. Eggen and Kauchak (1994) identify several factors impacting student motivation in foreign language learning; these are instructional factors such as traditional methods, peer factors, social factors, classroom size, materials and individual factors like consciousness, concern, and curiosity. These factors may influence learner motivation either positively or negatively.

Brown (1994) identifies a range of instructional, individual, and socio-cultural factors influencing motivation in language learning. Among these, individual learner factors such as intelligence, aptitude, learning strategies, the impact of prior language knowledge, and self-evaluation processes play a substantial role in either enhancing or deterring motivation.

In their article, Acat and Demiral (2002), investigate different problems in language teaching, including motivational reasons. Data of the study are collected from 236 students with the help of questionnaires. According to the findings of the study, the strongest motivational factor towards learning a foreign language is the opportunities it maintains in finding a job and getting a promotion. Second most important motivational factor is that learning a foreign language helps people in communication and in understanding written resources. According to the views of the participants and teachers, in-class activities that teachers use have a powerful effect on students' learning. The convenience of materials, diversity of in class activities and attractiveness of learning environment are regarded as positive factors. Among negative aspects that hinder language learning, incapability in language learning is the most frequent factor. As students cannot learn the language, they lose motivation towards learning it. In conclusion, participants are generally extrinsically motivated towards learning foreign language as they emphasize the opportunities that learning a foreign language provides.

According to Paker (2012), although students get 1400 English lessons until university, they still cannot learn the language and they are still beginner students. He supports this allegation with the fact that between 2008 and 2011 academic years, more than 80% of students

could not pass prep. classes proficiency exams. Paker investigated ten-year-reports of his students who study English Language Teaching in Çukurova, Pamukkale and Muğla University. According to the reports, 95% of the teachers emphasize grammar teaching rather than communicative skills, they do not regard the language as a communication tool, and because of this they do not try to make students use the language communicatively. Paker (2012) states that students are motivated at the beginning of language learning process however, when they face mechanical exercises, grammar-based teaching, grammar-based exams and inappropriate coursebooks they lose their motivation towards learning. The researcher also suggests that if teachers use communicative language teaching approach, the students can learn the language as they have to use the language communicatively. Paker (2012) recommends teachers to use exercises designed by task-based language teaching approach so that the students can improve their productive skills (speaking and writing). Motivating students is another suggestion that the researcher puts forward.

In their article, Ozer and Korkmaz, (2016) aim to reveal the positive and negative variables which have influence in student achievement in foreign language teaching. Researchers gather data from 62 English teachers via semi-structured interviews. According to the findings obtained from the study of Özer and Korkmaz (2016), negative aspects in foreign language teaching are grammar-based and colourless teaching, inadequate and improper material use, overcrowded classrooms, technological problems, late beginning of language education and demotivation of students towards learning the language.

Wadho (2016) posits that motivation, parents and teachers had a big influence on the study's participants. Similarly, Vatankhah and Tanbakooei (2014) reveal that social support (from parents, siblings, and EFL teachers) has a substantial impact on learner motivation. Parental encouragement is linked to students' motivational intensity, desire to learn English, and attitude about learning English (Daniel et. al, 2018).

According to the study of Wallace (2020), the pupils had a favourable opinion of the teachers regardless of their motivation level. They praised the teacher for being kind, patient, and responsive to their needs. The young EFL learners polled in this study had a good attitude about English and say they study it mostly for practical purposes. This may be attributed in partly to the unique learning context's concentration on extrinsic motivators, in which English language ability is perceived as a method of gaining access to higher education and better employment. Students' emotional support is consistent with the findings of Kiefer et al (2015),

who found that learners were more motivated to learn when they thought their teachers supported their emotional and academic well-being.

In their article, Özmat and Senemoğlu (2020), investigated the elements that hinder learning language. The data of the research were gathered from 52 English teachers from Anatolian High Schools in Ankara via semi- structured interviews. The study unveiled that 92.0% of the students was not content with the coursebook they use at school because it was not appropriate for students and effective for teaching. As they regarded the coursebook as inappropriate and ineffective, 71.0% of the participants stated that they used supplementary materials to make their teaching effective. 48.0% of the teachers thought the book lacks communicative activities and they also stated that inadequate technological conditions are another problem in teaching process with the light of these findings, researchers suggested to make a regulation on the coursebooks. Another issue that was seen as a problem in English teaching was exam-based teaching system, they were not content with this system because they had to teach just grammar and vocabulary and neglect communicative skills in their teaching process. Participants stated that students lack motivation and desire towards learning English. According to the interviews of teachers, students just aimed to pass the exam and they did not want to use the language out of the school. As a suggestion to this problem, participants recommended raising awareness of learning English, motivating and guiding students towards learning English.

With the aim of revealing the levels of English learning difficulties, Özer and Akay (2021), conducted research on the difficulties students encounter while learning English. The data for the study were collected from 351 students, 10 parents and 5 English teachers. At the beginning of the study The Foreign Language Learning Difficulties Scale was used. As data collection tool, focus group discussions and semi structured interviews were used. The study revealed that students have anxiety and lack of motivation beside unsatisfaction about affective problems, writing and pronunciation problems, inadequacy in vocabulary knowledge, and coursebook problems. Students stated that they do not feel free to use the language communicatively for the fear that their friends make fun of their pronunciation. Students also added that they do not get enough family support to learn English.

In his article Güngör (2022), aimed to identify the factors which make learning of English difficult, considering the undergraduate students. Data of the study were collected via semi structured interviews from 20 undergraduate students. Güngör (2022), evaluated the findings in five different categories. The research suggested that individuals are motivated to

learn English for a combination of educational and vocational purposes, such as career advancement, personal development, or fulfilling educational requirements, as well as socio-cultural reasons, including wanting to learn a widely spoken language, socializing with others, or traveling. 60.0 % of the participants stated that they have difficulty in learning English. Among the reasons why students have trouble in learning English were grammar-based teaching, negligence of skills, material related problems, differences between students' native language (Turkish) and target language (English) in terms of writing, spelling, and pronunciation, and lastly lack of motivation. It is concluded that external factors such as family, friends and teachers greatly affect motivation.

To sum up, social support from learners' family and classmates, teacher guidance, advantages of learning a foreign language such as finding a better job or opportunities of being capable of communicating in a foreign language, learning environment, use of colourful and interesting materials during lessons have a powerful effect on learner motivation while the fear of being bullied, anxiety which originates from teacher's attitude, monotonous classroom activities and lack of family support are regarded as demotivating factors.

2.5. Types of Motivation

Human behaviour is driven by motivation, which can take many different forms. Understanding these distinctions is important for many reasons, including the following: psychologists studying human behaviour, educators attempting to boost student involvement, and individuals seeking to boost their own motivation and accomplishment. According to Gardner (1985), a person's motivation for wanting to learn a foreign language will depend on their own circumstances. Numerous theories, such as those proposed by Deci and Ryan (2000) and Lens et al. (2000) assert that there are various motivational styles and that some of them may produce better results than others.

The Self-Determination Theory (Deci & Ryan, 2000), a prominent theory in understanding human motivation, identifies two core types of motivation: intrinsic and extrinsic while according to Gardner and Lambert (1972), individuals' motivation to learn a language stems from two primary sources: integrative and instrumental.

In this part, four types of motivation are discussed and explained.

2.5.1. Intrinsic motivation

Intrinsic motivation, characterized by an internal desire and personal satisfaction, plays a pivotal role in fostering long-term success and sustained engagement in language learning (Deci & Ryan, 2000). Intrinsic motivation emanates from within the individual, driving them to engage in learning for its inherent value and personal fulfilment.

Sources of Intrinsic Motivation consists of several elements. One of these elements is “Curiosity and Discovery”, which refers that the desire to understand and interact with different cultures inspires a genuine passion for language learning (Dörnyei, 2013). Driven by an inherent need to comprehend the world, learners actively engage with the intricacies of a new language. Second element is “Sense of Achievement”, which means achieving new language skills, communicating effectively, and witnessing personal growth creating a sense of accomplishment and fulfilment, which motivates learners to continue their journey. The sense of accomplishment derived from mastering new language skills, communicating effectively, and witnessing personal progress acts as a powerful internal motivator, propelling learners to persist on their language learning journey (Nicholls et al., 1989). Taking into consideration of being perceived as a gate to broaden horizons and enhance personal development, another element “Personal Growth” source fosters intrinsic motivation to learn a language (Vansteenkiste et al., 2004). Another source is that learner autonomy and being responsible for their own learning fosters intrinsic motivation (Deci & Ryan, 2000). Finally, another element “Passion and Interest” refers to a learners’ love for the language, its culture, and its literature and it can ignite a powerful intrinsic motivation for language learning (Dörnyei, 2001).

According to Deci and Ryan (2000), intrinsically motivated learners are better at language activities, and this makes them to understand and comprehend the language in a comprehensive way. Deci and Ryan (2012), states that intrinsic motivation keeps learners away from being surrendered to challenges. Moreover, fuelled by intrinsic motivation, learners are more likely to pursue independent learning and engage with the language beyond the classroom.

Finally, to motivate students intrinsically, Deci and Ryan (2000) posit that classroom activities should be based on learners’ experiences and interests and learners should be taking role in setting goals and selecting methods while Dörnyei (2003) posits that errors should be ignored, and learning environment should be positive and encouraging.

2.5.2. Extrinsic Motivation

Extrinsic motivation emerges from outer factors, affecting learners to be involved in an activity not because of personal desire of achievement but to get external rewards or evade from punishments, or gain social acceptance (Deci & Ryan, 2000). Extrinsic Motivation has several characteristics. First, in extrinsic motivation external rewards like getting high marks, being praised or tangible rewards like a bar of chocolate are core overwhelmingly valued by the learners (Deci & Ryan, 2000). Due to its emphasis on external rewards, learners may become so focused on obtaining these rewards that the intrinsic value of the learning process itself is somewhat obscured (Deci and Ryan, 2000). Secondly, Short-Term Orientation Focus refers to the short-term motivating effect of external rewards. According to Amabile (1990), when the reward is received, learner motivation for the learning process show tendency to decline or totally vanish. Finally, Potential Detrimental Effects is the last core characteristic of extrinsic motivation. It refers to the condition of ignoring intrinsic motivation by over-relying on extrinsic motivation. (Deci & Ryan, 2000). That is, as external rewards are primary driver for fulfilling the activity, personal interest may be lost, and it causes learners to be hindered from long-term involvement and retainable learning.

2.5.3. Integrative Motivation

In the context of second language acquisition (SLA), Gardner's (1985) concept of integrative motivation stands out as a unique form of motivation that differs from other motivating factors in the area. This idea captures the desire of the innately motivated learner to become proficient in the target language and then become a member of the society in which they are placed, so creating significant ties with the language's cultural background. In the words of language learning expert Robert Gardner (1985), learners driven by integrative motivation are attracted to the target language group and their culture, holding positive views and desiring to connect with them. People with integrative motives aren't just interested in learning the language to communicate with individual speakers. They are driven by a deeper desire to connect with and join the target language group in order to comprehend and value its cultural values and customs (Gardner, 1979). The concept of integrative motivation, which stems from a desire to connect with the target language community and its culture, is believed to be influenced by various factors, including an individual's attitude towards the culture, their specific goals related to language learning, and their general motivational characteristics (Gardner, 2001). Individuals characterized by high integrative motivation display an eagerness to acquire a second language, a willingness to identify with and integrate into the target

language community and maintain a positive attitude throughout the learning process (Gardner,2006). According to Gardner (2006), integrative communication is characterized with three main qualities. First, it has an emphasis on cultural involvement that the initial incentive stems from the desire to be connected to and to be actively involved in the cultural elements of target language. Secondly, integrative motivation has intrinsic origins, in other words, this motivation is intrinsically driven, originating within the individual and fostered by their inherent interest and enjoyment in the cultural experience, rather than being driven by external strains or awards.

Finally, driven by their aspiration to integrate into the target language community, language learners demonstrate a persistent dedication to their studies, with the goal of surpassing proficiency in communication and becoming essential participants in the cultural realm.

2.5.4. Instrumental Motivation

According to Gardner (1985) instrumental motivation focuses on the practical benefits of language acquisition. Instrumental motivation is driven by external factors. Elements of instrumental motivation includes career development, academic requirements, travel and communication and social mobility.

Firstly, career requirements element means that learners' desire is to increase their employment chances, land a better job, or advance in their career by developing their language skills may serve as a motivator for learners (Dörnyei,2009).

Secondly, academic requirements element refers to fulfilling graduation requirements through compulsory language courses can make contribution to learners developing instrumental motivations (Dörnyei,2009).

Thirdly, travel and communication element means that instrumentally motivated learners desire to acquire language skills for travelling abroad, communicate with certain people, or open opportunities such as overseas travel can be a source of instrumental motivation (Dörnyei,2009).

Finally, social mobility element means that language ability frequently serves as a barrier that people can use to get access to better educational opportunities, expand their social networks, and improve their status in society in multilingual environments (Dörnyei,2009).

Goal-orientedness, a connection to extrinsic motivation, and an emphasis on advantages from outside sources are some of the essential traits of instrumental motivation (Dörnyei,2009).

2.6.Theories About Motivation

2.6.1. Self Determination Theory

Being introduced by researchers Deci& Ryan (2019), Self-determination Theory (SDT) is a large-scale motivation and behaviour theory which adopts six sub-theories.

According to Vansteenkiste et al. (2009), (SDT) recognizes individual differences in the motivational patterns that are observed in different people. This theory emphasizes the three basic psychological demands that drive people: relatedness (feeling connected), competence (feeling capable), and autonomy (having control) (Ryan & Deci 2000). Relatedness stands for experiences that foster a sense of community and encourage constructive social engagement (Ryan & Deci 2000). Competence stands for a desire to partake in activities that promote skill development and mastery, which in turn leads to feelings of efficacy and control over one's surroundings (Ryan & Deci 2000). Individual well-being, motivation, and engagement are negatively impacted by these expectations in several areas, such as relationships, the workplace, and educational settings. Autonomy stands for a desire for freedom, self-governance, and a feeling of control over their decisions and behaviourism (Ryan & Deci 2000).

2.6.2. L2 Motivational Self System

Motivation encompassing both cognitive and emotional dimensions, is directly tied to an individual's self-concept, which is described by Dörnyei (2009) as "the summary of the individual's self-knowledge related to how the person views him/herself" (p. 11).

Developed and introduced by Dörnyei (2005), L2 Motivational Self System (L2MSS) offers a prominent framework for investigating the motivational landscape of second language acquisition. The L2MSS expands on the framework of SDT by examining the ways which influence people's commitment and persistence in language learning. Three interconnected elements make up the theoretical framework proposed by the L2MSS, which together influences language learning motivation. The first of them is “Ideal L2 Self” which encapsulates the learner's idealized future self as a skilled and competent language user (Dörnyei,2009). According to this element, the learner is motivated to close the gap between their present level of skill and their goal state by means of this imagined future self. Second element is “Ought to L2 Self” and according to Dörnyei (2005), this element represents the person's internalized

sense of duty or accountability for learning a language. External influences like professional duties, personal objectives, or society expectations might shape this sense of duty. Though not inherently fostering motivation, the "ought-to" self can nevertheless support the start and continuation of language acquisition activities. Finally, third and last element is "Language Learning Experience", and it focuses on the individual's perceptions and appraisals of their language learning experiences. Perceptions of positive learning progress, enjoyment, and effectiveness function as motivational boosters, whereas negative experiences can hinder such motivation.

2.7. Studies Conducted Abroad

The relationship between language learning and motivation has long been investigated and is still a study area of interest all over the world.

In her research, Wen (1997), aimed to reveal motivation-related factors of Asian and Asian-American students. Seventy-seven students participated in the study and their levels varied from beginner to intermediate. As data collection tool, surveys were used. Results revealed that, intrinsic motivation significantly influence the outcome of the students in terms of learning a language in both levels, however, intermediate students were found to have more intrinsic motivation. Both groups of students valued the expectancy model as they wanted to use effective language learning methods. The factors of intrinsic motivation expected learning efforts and strategies and the desired learning outcomes were found to be effective factors of learning a language.

In their article, Noels et al. (2001), had two main goals. One of them was to investigate the different sorts of forms of intrinsic and extrinsic motivation and integrative tendency and second aim was to specify if self-determination theory can be generalized to different groups students whose mother tongue is different than English, namely Francophone. The research was conducted with 59 students and data were gathered with the help of questionnaires including scales. The participants varied in gender, and their length of time spent in learning English varies from weeks to years. According to the findings of the study, the participants did not intend and did not pay effort in learning English much. Intrinsic motivation was found to have a positive effect on students' language learning process and on their persistence as well.

Aiming to discover the elements that hinder or decrease motivation of students of EFL in Japan and the link between students' previous experiences and current success, Falout et al.

(2009), collected data from 900 university students through The EFL Demotivational Questionnaire. Findings of the study revealed that the characteristics of learners and their reactions to situations shaped their long-term success in learning English as a foreign language. Another finding was that when students confronted with depressing experiences in their English language learning, novice and struggling learners who weren't majoring in the language found it most challenging to control their emotions.

In their study, Guilloteaux & Dörnyei (2008) explored the link between motivational strategies and student motivation, by conducting a large study in South Korea with over 1,300 students and 27 teachers. To gather information, the researchers used surveys filled out by students (self-report questionnaires) and a special tool they created to observe classroom activities (classroom observation tool). This allowed them to understand how teachers motivated students (teacher motivational practices) and how motivated the students felt (student motivational states) and how they behaved in class (learning behaviours). The research showed a clear connection between teachers using motivational techniques and an increase in student motivation. Research also emphasized that equipping teachers with skills to motivate students is crucial for creating classrooms that boost second language learning.

Hertnett et al. (2011) conducted a case study. According to this study, motivation in online education adopts two approaches: a trait-like model that regards motivation as a part of personality and another approach in which learners' motivation can be enhanced through designing online learning environments. The study adopted case study as methodology and participants were chosen through purposive sampling and it employed a multifaceted data collection approach. The Self-Report Situational Motivational Scale (SIMS), created by Guay et. al (2000), was used to measure the motivation of the learners. As sample size is limited within each case study, the research employed nonparametric statistical methods for analysis. A total of 21 students took part in the two case studies, with 12 participants in case study one and 9 participants in case study two. According to the results, it was found out that half of the students were positive about the course, and they were intrinsically motivated while half of the participants were found to be negative about the course and extrinsically motivated.

In their study Özgür and Griffiths (2012), aim to reveal the correlation between language acquisition and motivation. The study focused on motivation types; intrinsic, extrinsic, instrumental, and integrative. 44 students from both genders participated in the study and they were given a questionnaire to gather information about their reason to learn language in order to reveal which type of motivation they have. According to the findings of the study, it was

found that students were instrumentally motivated towards language learning and another finding of the study was that extrinsic factors such as family have negative effect on student achievement.

Pawlak (2012) conducted research about motivation dynamics with 28 high school students. Data were gathered with the help of questionnaires, interviews, and observations. In this present study Pawlak aimed to find out whether motivations of the participants change for a process of 4 weeks. Findings of the study revealed that even if the participants had been motivated, the level of this motivation was subject to fluctuate over time, and the research failed to reveal the reasons behind this.

In their article, Dörnyei and Chan (2013), investigated the relationship between sensory and imagery factor and determiners of vitality of the students' L2 self-guides, besides they also aimed to reveal the link between these variables and learner success in both English and Mandarin languages. 172 students from Chinese population took part in the study and data were gathered via questionnaire surveys. Results of the study indicated that, there was a powerful relationship between future self-guides and their intended effort and current scores. It was also revealed that auditory and visual elements have a powerful impact on participants' future self-identities.

In their research, Khansir and Dehkordi (2014), aimed to investigate the effect of motivational elements on both teaching and learning English. The study was conducted with the help of 165 university students and data were collected through two types of questionnaires. The first questionnaire was used to gather demographic information, and the second type of questionnaire was based on Attitude and Motivation Test Battery of Gardner (1995). The second questionnaire consisted of thirty questions. Firstly, the participants answered the first questionnaires and then second questionnaires were administrated. According to the findings of the study, it was revealed that motivation has a very powerful effect in students' language learning process as most of the participants agreed or strongly agreed with the statements of the questionnaires. The research also showed that motivation can be used as a psychological tool when teaching English.

Liu (2015), aimed to shed light on learner autonomy and reveal more information about its effect on students' language learning motivation. The study was conducted with 150 students from Taiwan. As data collection tool, an adaptation of Gardner's (1985) Attitude and Motivation Test battery was used to measure student motivation. The scale had three subscales; attitude towards learning English, motivational intensity, and desire to learn English. Findings

indicated that the participants took the responsibility of their learning however they were not found to have enough motivation to learn or study the language autonomously. It was found that motivation and learner autonomy have a strong correlation. Also, the level of students and their autonomy were also found to be in correlation. Although students perceived themselves as autonomous at the beginning of the research, their engagement in classroom activities revealed that they had inadequate levels of autonomy.

The study conducted by Vibulphol (2016), aimed to explore the connection between learning outcomes, teacher motivation, and student motivation in English language classes throughout Thailand. Questionnaires, in-class observations, and teacher and student interviews were used to gather data. The results implied that, although the majority of students expressed a broad desire to study English, their level of motivation was only moderate overall, and the ways teachers tried to motivate students didn't always lead to better learning results. The study also found that, teachers used a mix of motivational strategies, some that gave students more independence (autonomy-supportive) and others were more controlling. However, classrooms where students were most motivated and learned the best, tended to use the autonomy-supportive strategies, and they helped students develop their own internal drive to learn English. The study highlighted a connection between classroom environment and student motivation. Classrooms that emphasized autonomy and self-directed learning tended to cultivate a stronger internal drive (intrinsic motivation) in students, leading to better outcomes.

Zhao (2015) aimed to explore how student motivation and attitudes can impact second language learning outcomes. The study employed two questionnaires to delve deeper into these factors. One questionnaire measured student's general learning attitude, while the other specifically investigated how they attribute to their academic successes and failures (e.g., effort, ability, luck). According to the results of first questionnaire, most students were positive towards learning English while 4 % of students kept silent during courses. Another finding was that the effectiveness of English language learning was influenced not just by student motivation, but also by the teacher's approach and the design of the lessons themselves. According to the second questionnaire results, more than 50 % of the participants stated that their success in the lesson depended on effort, 27% of the participants stated that they owed their success to good teachers on the other hand 13% of the students equated success with having a natural talent for learning.

In their study, Henry&Thorsen (2018), aimed to better understand the characteristics of brief exchanges between educators and learners as well as the ways in which these exchanges

affect students' motivation and engagement. An internet questionnaire was used to gather data from 252 English language instructors from two areas in western Sweden. The teachers' awareness of their students and their motivational strategies were the main topics of the questionnaire. Also, observation of the classroom, semi-structured interviews with teachers and focus group students, and documentary data (lesson plans, teaching materials etc) were other data collection tools. Results showed that interaction had a very powerful effect on students' motivation towards L2 learning. Students were more motivated when they get answers to their problems during the activities.

Aiming to explain and examine motivational factors in learning English online, Fandino et al. (2019), collected data through semi-structured interviews with nineteen students (16 females and 3 males). According to the findings, all the participants' motivation was enhanced by external factors thus the participants were found to be extrinsically motivated. It was also revealed that student success is mainly based on motivational factors, teachers' attitude, and teaching methods.

Nguyen (2019), aimed to investigate the motivational profiles of first- and second-year undergraduate students, considering both type and level factors, to uncover the factors that shape the students' motivation to learn English, and to identify the language learning difficulties encountered by the students and to subsequently propose recommendations for enhancing their motivation to learn English. 371 first & second-year undergraduate students participated in the study. Students participated in compulsory general English course. A questionnaire which was adopted from Gardner's Attitude/Motivation Test Battery (AMTB) was used to gather data. The study focused on integrative and instrumental motivation. The findings indicated a high level of motivation among the students towards learning English as a foreign language. The results of the study showed that the students had a mostly instrumental motivational orientation, as shown by their concentration on reaching professional objectives like landing well-paying employment or finishing their university's foreign language requirements by earning English language certificates. The school year and parental English proficiency were the only two significant factors found in the study to influence student motivation. There was no statistically significant difference in the effects of gender or total time spent learning English. Lastly, the study revealed that speaking was perceived as the most challenging language skill (50.7%) by the participants, followed by listening (39.1%).

Hennebry-Leung and Xiao (2020) explored how a combination of student characteristics and teacher practices can influence motivation and confidence of students in

language learning. This research, conducted with Hong Kong students between 11 and 14 years old, emphasizes that students themselves play a crucial part, together with teachers, in achieving effective language learning. The study highlighted that students aren't passive learners. Their unique personalities played a role in how well they learn a language, and teachers should consider this alongside motivational practices.

With the objective of examining and analysing comparisons of student motivation based on gender, Puspitaningrum et al. (2020), used a questionnaire to gather data from 331 participants. Findings of the study showed that female students possessed higher learning motivation than males.

In their article, Evans and Tragart (2020), aimed to reveal the factors contributing to learner dropout and loss of motivation in English as a Foreign Language (EFL) programs for adults. Data of the study was collected from 260 students by employing a questionnaire which includes both quantitative and qualitative components. The study concentrated on three variables including the features of the two groups, attitudes of the students and dropout students' comments on their previous learning experiences. The study revealed that there were notable variations in views toward the teacher and the language, as well as in age and proficiency, among the other factors. Adult language learners who drop out often hold negative views for their teachers and the course itself, suggesting a strong link between negative in-class experiences and a decline in motivation. When explaining their withdrawal, learners lacking motivation tended to cite external factors, most frequently criticizing poor teaching practices, a scarcity of speaking opportunities, and a perceived mismatch between their desired learning pace and the perceived lack of progress in their language skills.

Prihandono et al. (2021), aimed to unveil if motivations of students depend on their genders in the study. To collect data, a motivational questionnaire was used. The research revealed that motivations of students depend on gender, and female students had higher levels of motivation.

Hennebry&Gao To (2021) aimed to examine the interactions between Medium of interaction and Language Learning Motivation within Hong Kong. Students from secondary schools in Hong Kong were selected for the study using a purposive, stratified sampling technique. A total of 3854 students took part in the study. Data were collected with the help of a questionnaire and survey. The results somewhat corroborated the theory that English language learning motivation is naturally fostered in English Medium of Instruction (EMI) classrooms. The higher results that EMI students received on the mandatory orientation test served as a

proof of this. Based on the study's findings, students in Chinese Medium of Instruction (CMI) programs demonstrated the lowest levels of motivation for learning English, while students in English Medium of Instruction (EMI) programs demonstrated the highest levels of motivation.

Al et al. (2021), aimed to investigate whether the students are intrinsically or extrinsically motivated towards language, whether extrinsic motivation was more effective than intrinsic motivation and lastly, they also aimed to discover teachers' role in building a motivating learning/teaching environment. The study was conducted with 60 participants from both public and private universities. As data collection tools, students were provided with online questionnaires and teachers were interviewed. According to the findings of the questionnaires, students are encouraged to learn the language most when they could impress others. Findings also showed that students were both intrinsically and extrinsically motivated, these two types were not found to be mutual, but they could exist in students at the same time. Students were also found to be anxious especially among the other students because of being bullied. According to the findings of the interviews conducted with teachers, activities related to students' lives, realia and small group tasks were motivating elements for students. They were also of the opinion that students feel shy, and they do not want to use the language for speaking. Participant teachers stated that learning environment, teacher-student relationship, entertaining activities, and the use of technology were good ways to enhance motivation in language teaching process.

Aiming to shed light on the influence of intrinsic motivation on asynchronous writing and synchronous speaking tasks, Bailey et al. (2021) gathered data from 186 participants. According to the findings, asynchronous writing performance success has a positive relationship with the satisfaction of the students. Students who were more motivated by collaborative writing were more likely to want to use language learning technology, but only if they were also satisfied with the course. It was also revealed that although most students enjoyed writing and speaking in their second language online, there were differences in the reasons why they enjoyed it.

With the purpose of exploring and explaining the case of motivational elements during COVID-19 pandemic, Sunardi (2021) conducted research with the participation of 128 students from four different classes. Data of the study were gathered through three ways, these are questionnaires, interviews, and documentation. According to the findings, students had a moderate level of motivation.

Aiming to shed light on the influence of intrinsic motivation on asynchronous writing and synchronous speaking tasks, Bailey et al. (2021) conducted research and collected data from 186 students. According to the findings, asynchronous writing performance success had a positive relationship with satisfaction of the students. According to the findings, whereas students felt independent, responsible for their own learning, some of them were not very lucky to have technical requirements of online learning such as internet connection and employing four main skills in online English learning process. There were also problems in terms of students' attendance, interaction, and satisfaction. According to the results of the questionnaire, participants were found to be demotivated towards online English learning and this demotivation stems from learning approaches, styles, consequences, and media.

With the purpose of examining the extent and factors of motivation of language learners in an online language course during covid 19 pandemic, Phuong (2022) conducted research with 183 participants who took totally online courses in an English Preparation Class. Focus group interviews and a survey was used for data collection. The study unveiled that participants were both intrinsically and extrinsically motivated towards online language learning while extrinsic motivation was found to be stronger. In addition, the study revealed that a variety of factors greatly increase motivation in online learning. These particularly encompassed the instructional strategies used, the teachers' help and guidance, and the degree to which students find the course valuable, engaging, and effective in their learning.

Zayyana et al. (2022), aimed to investigate whether gender and age factors affect motivations of students towards learning English. To gather data, researchers used a questionnaire. According to the findings of the study, there is a significant difference in motivation to learn English based on students' genders.

Jiang et al. (2022) examined the influence of online English as a Foreign Language (EFL) classes on students' motivation to learn, anxiety levels, and general attitude towards the language. The Oxford Quick Placement Test was taken by 293 upper-intermediate English as Foreign Language (EFL) students in Iran. According to the findings of the study, it was revealed that at the end of online learning process, motivation and positive attitude of students enhanced while their anxiety decreased.

2.8. Studies Conducted in Turkey

With the aim of examining students' perceptions about English courses at universities, in his article Gömleksiz (2002) conducted semi structured interviews with the participation of second year students to reveal that although participants showed positive attitudes towards learning English, students found the courses inadequate because of crowded class size, inappropriate teaching methods or techniques, insufficient materials and difficulty of the book.

Aiming to investigate the attitudes of freshmen enrolled in common compulsory English courses at the university level, in her research, Çakıcı (2007) explored whether these attitudes differ significantly based on students' gender, academic departments, and the types of high schools they graduated from. For data collection, an attitude scale and a form were used. According to the findings of the study, a significant portion (around 50%) of the freshmen sample held negative views towards the compulsory English course, student attitudes appeared consistent across genders, with the data showing no substantial variations. An analysis of the data showed a significant relationship between the departments of the students and their opinions on the common English course. The opinions of learners regarding the compulsory English course varied significantly, and the kind of high school attended also found to be a significant deterring factor.

With the aim of analysing the learning behaviours exhibited by university students in the context of their English language course, Gökyer and Bakcak (2014) collected data from 239 students. Responses from students about the English language course revealed a lacklustre attitude toward the teacher and a perceived lack of usefulness, along with a lukewarm reception in terms of interest and trust. According to the statistics, there appeared to be a gender difference in the usefulness sub-dimension, with male students scoring higher on attitude than female students. Higher scores on the attitude point scale indicated that students who had taken past English language courses had a more favourable attitude toward the current English course. Students majoring in Medical Documentation, Civil Engineering, and Turkish Language and Literature showed stronger interest in the English language course, as judged by the interest sub-dimension on the attitude point scale, according to departmental analysis within unrelated groups. Notably, only students of Civil Engineering department exhibited a similar positive sentiment regarding the course's usefulness, as evidenced by their higher scores in the usefulness sub-dimension.

Genç et al. (2016) investigated and compared the motivational levels and attitudes of language learners enrolled in both distance education and traditional in-classroom programs at a state university in Turkey. 450 participants from nine different departments participated in the study. Data were collected with the help of two questionnaires, one aiming to measure motivation levels and one questionnaire to measure attitudes. The findings indicated statistically significant relationships between motivation and attitudes of the participants and some individual variables. The results showed statistically considerable relationships between participant attitudes and motivation, particularly when it came to age, gender, and preferred learning method (conventional classroom versus online).

To determine which psychological construct was more prevalent in a compulsory English course, Uzun (2017) compared two psychological constructions and measures the degrees of foreign language enjoyment and anxiety in his study with participation of 166 undergraduate freshman. Data of the study were collected through 'Foreign Language Enjoyment Scale' and 'Foreign Language Classroom Anxiety Scale'. Findings indicated that despite being compulsory, the course appears to generate more enjoyment than anxiety among students.

Aiming to examine the degree of intrinsic motivation exhibited by students enrolled in open and remote education programs in online learning settings, and compare the results with the students' gender, program structure, program forms of teaching, and academic discipline, Firat et.al. (2017) collected data from 1,639 students through Intrinsic Motivation in e-Learning Questionnaire. According to the findings, there was not a considerable difference between students' intrinsic motivation levels and their gender, type of instruction and their departments except for Law and Business Department. Law students in open and distance education programs were found to be more intrinsically motivated than Business students.

In a similar study, Ataman (2017) investigated the motivational levels of students studying at prep classes towards learning English and it also sought an answer to the link between motivation levels of students and their grades. 365 preparatory class students participated in the study and a two-part questionnaire was used to gather data of the study. According to the findings of this study, students are found to be instrumentally motivated that is, students are eager to learn English because of its advantages. (e.g. finding a better job, personal development, earning more money etc.) There was not a considerable difference in the motivation levels of students depending on their gender and departments. However, female students were found to be more instrumentally motivated when compared to the male students and students of language- related departments such as Tourism were found to be more

motivated when compared to the students of other departments. According to the findings, students were found to be highly motivated however their average achievement scores were found to be low (47,35). The researcher suggested that it was a possible a result of students' lack of effort during the process. According to the time of education (morning or evening classes), it was revealed that there were not considerable differences in terms of motivation. According to the way of taking the class (compulsory or voluntary), there was a significant difference in the motivation levels of students. Students who take English classes voluntarily were found to be more enthusiastic, more motivated, and more successful than the students who have to take the English classes. Statistically significant differences were ascertained in the relation of students' weekly study hours and their achievement scores. According to the findings, students who spend 1-3 hours on studying English were found to be more successful than students who do not do any extra study and on the other hand, students who spend 4-6 hours on studying found to be much more successful and students who spend more than 6 hours on studying were found to be the most successful.

In her MA thesis Uğurlu (2017) aimed to reveal students' opinions about compulsory English courses (face to face) and its contribution to students' daily life. 16 participants from two different departments participated in the study, and she chose the sample group by purposeful sampling method. In this qualitative research, she used document analysis and semi structured interviews as data collection tools. By using document analysis, she aimed to find out the type of high school from which the students graduated, to learn the grades that they took in the first term and to group them according to their proficiency levels. Semi-structured one-on-one interviews used to gather data in Turkish. Four open-ended questions were employed to get participants' perspectives on the characteristics of high-performing, average, and low-performing students in vocational college English classes. In addition to this, the questions explored participants' perceptions of the contribution of these English courses to their future careers and daily lives, as well as their opinions on the overall usefulness and necessity of the courses. According to document analysis, the student level was found to be average which means that the students could answer adequate number of questions. The results of the study showed that participants' perceptions of their spoken English weaknesses were consistent. Every student stated that they thought the compulsory English classes were important, providing different reasons for their opinions. According to 93,75% of the students, English was not a useful course to take at college. Another finding was that most of the students think that compulsory English courses contribute to their future professional lives.

In her article Course (2018) examined university students' motivational L2 self-systems during English learning process in the Turkish background. A sample of 38 pre-service pre-school education teachers at a Turkish university participated in this investigation. By employing a mixed-methods approach, both a survey and follow-up interviews were used. In-depth data were gathered through semi-structured interviews which were conducted with six participants. The interviews focused on participants' hopes for the future, specifically the role of English in their ambitions. Additionally, the interviews discovered the impact of family and friends on both their current language learning journey and their future. According to the results of the analysis, it was revealed that most of the participants had strong ambitions for their future selves (ideal selves). The participants' ought-to selves were found to be less influential, even though they expressed strong ideal L2 selves. Additionally, the participants reported positive integrativeness ratings and positive opinions toward the L2 community. The analysis revealed a convergence between the participants' ideal L2 selves and their aspirations for travel and an international lifestyle. This suggested that proficiency in the target language (L2) is perceived as integral to achieving their desired future selves. Furthermore, the study found that the participants' previous experiences played a significant role in shaping their ideal L2 self-concept, highlighting the dynamic nature of self-perception. Additionally, the data demonstrated that the learners' intended and actual learning efforts are not aligned. The interview data suggested that this phenomenon largely stems from the participants' past experiences.

In her research, Karakış (2020), aimed to investigate the relationship between the language learning motivation levels of preparatory class students and their tendency to be successful. 280 preparatory class students participated in the study. Data of the study were collected by "personal information questionnaires" and "Achievement Tendency Scale" developed by Midgley et al. (1998) and translated by Akın and Çetin (2007). According to the findings of the study, participants' tendency to learn was in correlation with their grades. Another finding of the study was that there is not a significant difference in the motivation levels of students in terms of gender and type of education (evening or morning).

In their article, Meşe and Sevilen (2021) investigated the attitudes of students towards online teaching and its influence on their motivation. As data collection tools, semi-structured interviews and writing assignments were employed. 12 learners participated in the study. The research revealed that online learning affect students' motivation negatively because of some factors such as unsociable interaction, disagreement of course subject matters and student anticipation, system-related problems, and low student attendance.

Course and Saka (2023) aimed to investigate Turkish EFL learners' motivational self-system and find out the interaction between the two constructs by using both qualitative and quantitative research designs. As a quantitative tool, questionnaires consisting of 43 questions were used and as a qualitative tool semi-structured interviews were adopted to gather detailed information about students' language learning experiences, ideal L2 selves and ought-to-L2 selves. According to the findings of the questionnaires, secondary school students had the highest mean value in learning experience while university students had the lowest. Interview findings indicated that as the time passes in language learning process, students became less interested in learning since their expectations are not met in class and because of less exposure to the language. Findings also showed that Language Learning Motivation was subject to changes during process according to factors such as classroom practices and language teacher. Interview findings also revealed that communication was a strong factor for Language Learning Motivation of participants in all groups. According to the findings of qualitative and quantitative tools, intensity and nature of motivation were nonstable and has temporal variations.

In the light of the studies summarized in this chapter, it can be concluded that most of the students have difficulty in learning English in Turkey and around the world. It can be said that even when the courses are conducted in classrooms, students may have problems in learning English. It is clear to see that the problems mostly stem from students' lack of motivation and lack of interest along with other problems.

CHAPTER III

METHODOLOGY

This study aims to reveal Akdeniz University students' motivations towards online compulsory English courses and discuss their motivation in terms of their genders, departments, and state of having professional English course in the following year, and to identify the elements influencing motivation in online compulsory English courses.

To answer all the research questions, this study adopts a mixed methods research design in which both quantitative and qualitative data collection tools are used to strengthen the research methodology to present more clear and in-depth results.

This chapter provides the research design of the study, participants, sampling and procedure.

3.1. Research Design

Quantitative research makes use of statistical analysis and numerical data to comprehend and elucidate the correlations between variables. With quantitative research, scientists can compare groups, look at several elements at once, and consider additional factors that could have an impact on the main variable they're examining (Newman, 2000; Drew et al., 2008). Qualitative research aims to comprehend and provide a detailed description of a particular scenario. Because the surrounding context has a substantial impact on how individuals interpret and interact with their environment, researchers accomplish this by closely investigating the issue within its natural environment (Drew et al., 2008; Remler & Van Ryzin, 2011).

Combining qualitative and quantitative research approaches strengthens a study by providing a richer understanding and making the findings more applicable to other settings thus this leads to more convincing results (Dörnyei, 2007). This kind of combination is called mixed methods research design which has gained popularity in recent years. Onwuegbuzie and Leech (2005) state that a primary barrier to advancement in the social sciences is the use of just one research method. While in quantitative research, numbers are employed to measure performance and differences among variables, this doesn't always indicate in-depth results (Drew et al., 2008).

In this respect, this present study employs concurrent mixed methods design in which both quantitative and qualitative data are collected and analysed at the same time (Creswell & Plano Clark, 2018). In this study, motivational differences based on department, gender and presence of professional English course are examined by using quantitative research design while identification of the elements influencing motivation in online compulsory English courses is examined by adopting qualitative research design.

3.2. Participants

Participants of the quantitative part of the study consists of 290 first-year university students who were attending online compulsory English classes at Akdeniz University from four different departments. Their departments were Nursing, Civil Aviation, Public Relations, and Marketing. From these departments Nursing and Civil Aviation departments have face to face vocational English courses in the following year whereas Public Relations and Marketing departments do not have these courses. Almost all the students were given a questionnaire developed by the researcher. Students' genders, departments, and their state of having professional English course in the following year were considered as variables in this study. As they are approximately at the same age, age was not considered as a variable.

For the qualitative part of the study, 16 students (8 male, 8 female) from 4 different departments participated in the study. These participants were also selected through convenience sampling method.

3.3. Sampling

A sample is a smaller group chosen to represent a larger population. (Arikunto, 2015). In Akdeniz University, there are approximately 14400 first year students from all the faculties and vocational schools. Quantitative part of this present research is conducted with participation of 290 students and the participants were selected through convenience sampling. Convenience sampling allows researchers to reach participants fast and easily (Golzar et. al, 2022). For the qualitative part of the study, voluntary participants of semi-structured interviews were chosen from 4 different departments.

3.4. Data Collection Instruments

As this study adopts a mixed methods research design, it employs two different data collection instruments: a questionnaire and a semi-structured interview form.

First, as an instructor giving online compulsory English courses, the researcher observed that even if the courses are online, students do not attend the course. To unveil the reasons behind demotivation of students, it is necessary to learn what students think about online compulsory English courses. In accordance with students' thoughts, the motivating or demotivating factors can be revealed. For this reason, a group of second-year students who took online compulsory English course in the previous year were asked to express their positive and negative ideas about the course. These ideas were evaluated in the context of motivation and the questions of the questionnaire were decided in accordance with students' opinions and researcher's observations. The questions which are based on the students' thoughts are considered to answer whether students are motivated for these lessons. After deciding on the questions, they were transformed into a 5-point Likert questionnaire. Expert opinion was taken from two experts for the questionnaire.

Secondly, for the qualitative part of the study a semi-structured interview form was used to enhance a deeper understanding of the findings. Questions of the semi-structured interviews support questions of the questionnaire. Expert opinion was taken from two experts again for the semi-structured interview questions.

3.5. Data Collection Procedure

Quantitative part of the study aims to find out the motivations of students in online compulsory English classes, the factors affecting their motivation, the difference of motivations of students according to their gender, department, and presence of professional English course in the following year. For these aims, initially, the questionnaire was administered to the students on online platforms but only 6 out of 300 students answered. Thus, it was decided to administer the questionnaire in a face-to-face course that students take. Data were gathered from 290 first year students with the help of the questionnaire which is translated into Turkish to make sure that all the students understand the questions. After the questionnaire was administered, data were subjected to factor analysis. However, the questionnaire could not be transformed into a scale. Therefore, questions of the questionnaire were to be evaluated one by one. After the administration of the questionnaire, with the aim of fortifying the findings of

questionnaire and to answer the last research question, semi-structured interviews were conducted with 16 students from 4 different departments.

3.6. Data Analysis

Collected data were divided into two parts for analysis.

The first part of the study was quantitative, so it was analysed with the help of a statistical data analysis software and data were analysed in terms of percentage and frequency. To reveal the differences chi-square test was employed. After the questionnaire was administered, data were subjected to factor analysis. However, as the questionnaire did not transform into a scale, questions of the questionnaire were to be evaluated one by one.

The second part was subject to qualitative analysis and semi-structured interviews were subject to content analysis.

CHAPTER IV

FINDINGS

As this study employs both quantitative and qualitative research methods, in this chapter, both quantitative and qualitative findings are presented respectively with the aim of answering the following research questions:

1. What are the factors that influence language motivations in compulsory English courses?
 - 1.a. Do students find online English classes motivating?
 - 1.b. Are there any meaningful statistical differences between the motivations of students according to their genders?
 - 1.c. Are there any statistically meaningful differences between the motivations of students according to their departments?
 - 1.d. Are there any statistically meaningful differences between the motivations of students according to presence of professional English course in the following year?
 - 1.e. What factors affect the motivations of students in online compulsory classes?

4.1. Quantitative Findings

In this part, findings of first four research questions are presented respectively. Findings of each item is examined and explained one by one.

First, demographic information is given. Then overall ideas of students will be examined and finally, findings regarding students' motivations in terms of gender, department and having professional English course in the following year are presented.

Table 1 shows demographic information of the participants who took part in quantitative part of the study.

Table 1. *Frequency and Percentage Values of Participant Features*

Feature	Sub-group	n	%
Gender	Male	109	37.6
	Female	181	62.4
Department	Civil Aviation	84	29.0
	Nursing	124	42.8
	Public Relations	46	15.9
	Marketing	36	12.4
Presence of Professional English Course	Not present	82	28.3
	Present	208	71.7

A total of 290 participants took part in this study, with 62.4% female (n=181) and 37.6% male (n=109). When the distribution of participants by department was examined, it was found that 42.8% were nursing students (n=124), 29.0% were civil aviation students (n=84), 15.9% were public relations students (n=46), and 12.4% were marketing students (n=36). Upon examining students' curriculum for the presence of professional English courses, it was explored that 71.7% take the course (n=208), while 28.3% do not take the course (n=82).

4.1.1. Findings in Terms of General Ideas of Students

Table 2 shows participants' opinions about the online compulsory English course regardless of their gender, department and state of having professional English course.

Table 2. *Descriptive Analysis of Participant Opinions*

Statements	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	$\bar{X} \pm SS$
1-I love Online Compulsory English Course.	290	86 (29.7)	47 (16.2)	62 (21.4)	56 (19.3)	39 (13.4)	2,71±1,41
2- I find Online Compulsory English Courses entertaining.	290	67 (23.1)	71 (24.5)	57 (19.7)	65 (22.4)	30 (10.3)	2,72±1,32
3-I can learn English during Online Compulsory English Course.	288	77 (26.7)	53 (18.4)	65 (22.6)	68 (23.6)	25 (8.7)	2,69±1,32
4-I consider Online Compulsory English Courses as a waste of time.	290	56 (19.3)	60 (20.7)	81 (27.9)	57 (19.7)	36 (12.4)	2,85±1,29
5- I feel free during Online Compulsory English Course.	286	43 (15.0)	44 (15.4)	77 (26.9)	79 (27.6)	43 (15.0)	3,12±1,27
6-I like Online Compulsory English Course teacher.	287	21 (7.3)	11 (3.8)	86 (30.0)	100 (34.8)	69 (24.0)	3,64±1,11
7-I feel like wasting time during Online Compulsory English Course.	286	47 (16.4)	69 (24.1)	78 (27.3)	53 (18.5)	39 (13.6)	2,89±1,27
8- Online Compulsory English Courses contribute to my future.	288	59 (20.5)	53 (18.4)	70 (24.3)	68 (23.6)	38 (13.2)	2,91±1,33
9- Online Compulsory English Courses provide advantages to the school in terms of classrooms.	288	53 (18.4)	60 (20.8)	63 (21.9)	67 (23.3)	45 (15.6)	2,97±1,34
10- I do not think that Online Compulsory English Course is sufficient in terms of content.	289	31 (10.7)	57 (19.7)	69 (23.9)	71 (24.6)	61 (21.1)	3,26±1,29
11- I do not think that Online Compulsory English Course is sufficient in terms of period.	289	57 (19.7)	66 (22.8)	80 (27.7)	36 (12.5)	50 (17.3)	2,85±1,35
12-Online Compulsory English course make us save time.	287	45 (15.7)	49 (17.1)	71 (24.7)	72 (25.1)	50 (17.4)	3,11±1,32
M13-I prefer to take face-to-face English course.	289	59 (20.4)	36 (12.5)	37 (12.8)	47 (16.3)	110 (38.1)	3,39±1,58
14-I do not think that Online Compulsory English course contributes to my future.	287	65 (22.4)	57 (19.7)	55 (19.0)	58 (20.0)	52 (17.9)	2,91±1,43
15-I attach importance to Online Compulsory English Course.	287	35 (12.2)	59 (20.6)	82 (28.6)	75 (26.1)	36 (12.5)	3,06±1,21
M16-I do not think that online evaluation is objective.	289	44 (15.2)	42 (14.5)	108 (37.4)	32 (11.1)	63 (21.8)	3,10±1,32

Statements	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	$\bar{X} \pm SS$
17-Asking questions make me feel nervous during Online Compulsory English Course.	286	53 (18.5)	67 (23.4)	74 (25.9)	61 (21.3)	31 (10.8)	2,83±1,26
18-I can express myself easily during Online Compulsory English Course.	290	32 (11.0)	52 (17.9)	81 (27.9)	85 (29.3)	40 (13.8)	3,17±1,20
19-I am contented to take Online Compulsory English Course.	289	83 (28.7)	45 (15.6)	48 (16.6)	51 (17.6)	62 (21.5)	2,88±1,53
20-I like having Online Compulsory English Course.	285	68 (23.9)	57 (20.0)	64 (22.5)	56 (19.6)	40 (14.0)	2,80±1,37
21-English language cannot be taught in online environments.	289	43 (14.9)	50 (17.3)	72 (24.9)	62 (21.5)	62 (21.5)	3,17±1,35
22-It makes me comfortable to take English course on online platform.	290	54 (18.6)	42 (14.5)	69 (23.8)	64 (22.1)	61 (21.0)	3,12±1,39
23-It is advantageous for me not to be obliged to go to school when the course is online.	289	34 (11.8)	32 (11.1)	70 (24.2)	82 (28.4)	71 (24.6)	3,43±1,29
24-I cannot attend Online Compulsory English Course because of technical impossibility.	289	59 (20.4)	72 (24.9)	82 (28.4)	38 (13.1)	38 (13.1)	2,74±1,29
25-I do not attend Online Compulsory English Course only when I am busy.	289	44 (15.2)	52 (18.0)	83 (28.7)	71 (24.6)	39 (13.5)	3,03±1,26
26- As we have limited time, we cannot ask questions about what we do not understand.	288	36 (12.5)	69 (24.0)	102 (35.4)	40 (13.9)	41 (14.2)	2,93±1,20
27-I am contented to have face to face exams of Online Compulsory English Course	289	84 (29.1)	49 (17.0)	82 (28.4)	39 (13.5)	35 (12.1)	2,63±1,35
28-Not having to go to school for Online Compulsory English Course motivates me.	289	58 (20.1)	31 (10.7)	81 (28.0)	63 (21.8)	56 (19.4)	3,10±1,38
29- During Online Compulsory English Course, teacher-student interaction falls short.	288	29 (10.1)	52 (18.1)	82 (28.5)	56 (19.4)	69 (24.0)	3,29±1,29
30-As the courses are conducted via computers, I am distracted by a variety of facilities that computer provides.	289	39 (13.5)	40 (13.8)	74 (25.6)	77 (26.6)	59 (20.4)	3,27±1,30

Upon examining the table, it has been determined that the group mostly answered "neutral" to 14 out of 30 items. Those items were determined as follows: "*S4 I consider Online Compulsory English Courses as a waste of time.*" (n=81), "*S7- I feel like wasting time during*

Online Compulsory English Course.” (n=78), “S8-Online Compulsory English Courses contribute to my future.” (n=70), “S11- I do not think that Online Compulsory English Course is sufficient in terms of class hours.” (n=80), “S15-I attach importance to Online Compulsory English Course.” (n=82), “S16- I do not think that online evaluation is objective.” (n=108), “S17--Asking questions make mee feel nervous during Online Compulsory English Course.” (n=108), “S21- English language cannot be taught in online environments.” (n=72), “S22-It makes me comfortable to take English course on online platform.” (n=69), “S24-I cannot attend Online Compulsory English Course because of technical impossibility.” (n=82),), “S25- I do not attend Online Compulsory English Course only when I am busy.” (n=83) “S26- As we have limited time, we cannot ask questions about what we do not understand.” (n=102), “S28-Not having to go to school for Online Compulsory English Course motivates me.” (n=81), and “S29-During Online Compulsory English Course, teacher-student interaction falls short.” (n=8)

The analysis of the table revealed that the group mostly agreed with 8 items. Upon examining the number of participants who responded, "I agree" to each item, it was seen that the following items were agreed by the participants: *“S5- I feel free during Online Compulsory English Course.” (n=79), “S6- I like Online Compulsory English Course teacher.” (n=100), “S9-Online Compulsory English Courses provide advantages to the school in terms of classrooms.” (n=67), “S10- I do not think that Online Compulsory English Course is sufficient in terms of content.” (n=71), “S12-Online Compulsory English course make us save time.” (n=72), “S18- I can express myself easily during Online Compulsory English Course.” (n=85), “S23- It is advantageous for me not pay for travel expense as the course is online.” (n=82) and “S30-As the courses are conducted via computers, I am roamed to a variety of activities that computer provides.” (n=77)*

Upon examining the responses, it was revealed that participants strongly disagreed with 7 items. When the number of participants who responded, “I strongly disagree” to each item was examined, it was seen that the following items were disagreed by the participants: *“S1- I love Online Compulsory English Course.” (n=86), “S2-I find Online Compulsory English Courses entertaining.” (n=67), “S3-I can learn English during Online Compulsory English Course.” (n=77), “S14-I do not think that Online Compulsory English course contributes to my future.” (n=65), “S19- I am contented to take Online Compulsory English Course.” (n=83), “S20- I like having Online Compulsory English Course.” (n=68) and “S27- I am contented to have face to face exams of Online Compulsory English Course” (n=84),*

Participants were of the same opinion with the statement “*S13- I prefer to take face-to-face English course.*” (n=114) and this received the most "strongly agree" responses.

However, "disagree" was not the majority response for any statement.

4.1.2. Findings Based on Gender

In this part, the findings of chi-square analysis, conducted to determine whether the motivational ideas of participants on online English are gender-independent, are presented. Upon examining findings, it was seen that there was a gender relationship with 26 statements, so answers of those statements were found to be gender dependent. Below, all the statements will be presented one by one to enhance a better understanding of findings.

Table 3. *Item 1 in terms of Gender*

	Strongly disagree		Disagree		Neutral		agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	35	32.1	12	11.0	20	18.3	15	13.8	27	24.8
female	51	28.2	35	19.3	42	23.2	41	22.7	12	6.6
total	86	29.7	47	16.2	62	21.4	56	19.3	39	13.4

$\chi^2 = 23.45$ $df=4$ $*P<.001$

The ratio of students who like online English courses is shown in Table 3. When the statement was examined in terms of gender, the ratio for the female students is 29.3% (22.7% agree and 6.6% strongly agree), while for the male students it is 38.6% (13.8% agree and 24.8% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 23.45$; $df=4$; $P=.000$).

Table 4. *Item 2 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	27	24.8	19	17.4	15	13.8	26	23.9	22.0	20.2
female	40	22.1	52	28.7	42	23.2	39	21.5	8.0	4.4
total	67	23.1	71	24.5	57	19.7	65	22.4	30.0	10.3

$\chi^2 = 23.34$ $df=4$ $*P<.001$

The ratio of students who find online English courses entertaining is shown in Table 4. When the statement was examined in terms of gender, the ratio for the female students is 25.9 % (21.5% agree and 4.4% strongly agree), while for the male students it is 43.9% (23.9% agree

and 20.0 strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 23.34$; $df=4$; $P=.000$).

Table 5. *Item 3 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	29	26.9	17	15.7	18	16.7	25	23.1	19	17.6
female	48	26.7	36	20.0	47	26.1	43	23.9	6	3.3
total	77	26.7	53	18.4	65	22.6	68	23.6	25	8.7

$\chi^2 = 19.16$ $df=4$ * $P<.01$

The ratio of students who can learn during online compulsory English courses is shown in Table 5. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 27.2 % (23.9% agree and 3.3 %strongly agree), while for the male students it is 40.7 % (23.1% agree and 17.6% disagree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 19.16$; $df=4$; $P=.001$).

Table 6. *Item 4 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	33	30.3	23	21.1	24	22	14	12.8	15	13.8
female	23	12.7	37	20.4	57	31.5	43	23.8	21	11.6
total	56	19.3	60	20.7	81	27.9	57	19.7	36	12.4

$\chi^2 = 17.45$ $df=4$; * $P<.01$

The ratio of students who find online compulsory English courses waste of time is shown in Table 6. When the statement was examined in terms of gender, the ratio for the female students is 35.4% (23.8% agree and 11.6% strongly agree), while for the male students it is 26.6 % (12.8%agree and 13.8% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 17.45$; $df=4$; $P=.002$).

Table 7. *Item 5 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	18	16.8	12	11.2	20	18.7	34	31.8	23	21.5
female	25	14.0	32	17.9	57	31.8	45	25.1	20	11.2
total	43	15.0	44	15.4	77	26.9	79	27.6	43	15.0

$\chi^2 = 12.41$ $df=4$ * $P<.05$

The ratio of students who feel free during online compulsory English courses is shown in Table 7. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 36.3% (25.1% agree and 11.2%strongly agree), while for the male students it is 53.3% (31.8 % agree and 21.5 % strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 12.41$; $df=4$; $P=.015$).

Table 8. *Item 6 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	12	11.3	2	1.9	29	27.4	29	27.4	34	32.1
female	9	5.0	9	5.0	57	31.5	71	39.2	35	19.3
total	21	7.3	11	3.8	86	30.0	100	34.8	69	24.0

$\chi^2 = 12.94$ $df=4$ * $P<.05$

The ratio of students who like online compulsory English course teacher is shown in Table 8. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 58.5% (39.2% agree and 19.3% strongly agree), while for the male students it is 59.5% (27.4%agree and 32.1% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 12.94$; $df=4$; $P=.012$).

Table 9. *Item 7 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	26	24.3	25	23.4	23	21.5	15	14.0	18	16.8
female	21	11.7	44	24.6	55	30.7	38	21.2	21	11.7
total	47	16.4	69	24.1	78	27.3	53	18.5	39	13.6

$\chi^2 = 11.72$ $df=4$ * $P<.05$

The ratio of students who feel like wasting time during online compulsory English courses is shown in Table 9. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 32.9% (21.2% agree and 11.7% strongly agree), while for the male students it is 30.8% (14.0% agree and 16.8% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 11.72$; $df=4$; $P=.02$)

Table 10. Item 8 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	23	21.3	12	11.1	23	21.3	30	27.8	20	18.5
female	36	20.0	41	22.8	47	26.1	38	21.1	18	10.0
total	59	20.5	53	18.4	70	24.3	68	23.6	38	13.2

$\chi^2 = 10.67$ df=4 *P<.05

The ratio of students who think that online compulsory English courses are contributing to their future is shown in Table 10. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 31.1% (21.1% agree and 10.0% strongly agree), while for the male students it is 46.3% (27.8% agree and 18.5% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 10.67$; df=4; P= .03).

Table 11. Item 9 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	23	21.1	13	11.9	19	17.4	26	23.9	28	25.7
female	30	16.8	47	26.3	44	24.6	41	22.9	17	9.5
total	53	18.4	60	20.8	63	21.9	67	23.3	45	15.6

$\chi^2 = 20.34$ df=4 *P<.001

The ratio of students who think that online compulsory English courses provide advantages to the school in terms of classrooms is shown in Table 11. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 32.4 % (22.9% agree and 9.5% strongly agree), while for the male students it is 49.6 % (23.9% agree and 25.7% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 20.34$; df=4; P=.000).

Table 12. Item 10 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	20	18.3	25	22.9	20	18.3	17	15.6	27	24.8
female	11	6.1	32	17.8	49	27.2	54	30.0	34	18.9
total	31	10.7	57	19.7	69	23.9	71	24.6	61	21.1

$\chi^2 = 19.47$ df=4 *P<.01

The ratio of students who do not find online compulsory English course sufficient in terms of content is shown in Table 12. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 48.9 % (30.0% agree and 18.9% strongly agree), while for the male students it is 40.4 % (15.6% agree and 24.8% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 19.47$; $df=4$; $P=.001$).

Table 13. *Item 11 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	30	27.5	27	24.8	24	22.0	8	7.3	20	18.3
female	27	15.0	39	21.7	56	31.0	28	15.6	30	16.7
total	57	19.7	66	22.8	80	27.7	36	12.5	50	17.3

$\chi^2 = 11.50$ $df=4$ * $P<.05$

The ratio of students who do not find online compulsory English course sufficient in terms of class hours is shown in Table 13. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 32.3 % (15.6% agree and 16.7% strongly agree), while for the male students it is 25.6 % (7.3% agree and 18.3 % strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 11.50$; $df=4$; $P=.021$).

Table 14. *Item 12 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	14	13.0	8	7.4	34	31.5	27	25.0	25	23.1
female	31	17.3	41	22.9	37	20.7	45	25.1	25	14.0
total	45	15.7	49	17.1	71	24.7	72	25.1	50	17.4

$\chi^2 = 16.73$ $df=4$ * $P<.01$

The ratio of students who think that online compulsory English course save their time is shown in Table 14. According to the findings, when the statement was examined in terms of gender, the ratio for the female students is 39.1 % (25.1% agree and 14.0% strongly agree), while for the male students it is 48.1% (25.0% agree and 23.1% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 16.73$; $df=4$; $P=.002$).

Table 15. Item 13 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	25	22.9	19	17.4	16	14.7	11	10.1	38	34.9
female	34	18.9	17	9.4	21	11.7	36	20.0	72	40.0
total	59	20.4	36	12.5	37	12.8	47	16.3	110	38.1

$\chi^2 = 9.07$ df=4 P>.05

The ratio of students who prefer to have face-to-face English course is shown in Table 15. According to the findings, when the question was examined in terms of gender, the ratio for the female students is 60.0 % (20.0% agree and 40.0% strongly agree, while for the male students it is 46.0 % (10.1% agree and 34.9%strongly agree). There is not a statistically significant difference between the two genders for this question. ($\chi^2 = 9.07$; df=4; P=.058)

Table 16. Item 14 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	34	31.5	24	22.2	17	15.7	14	13.0	19	17.6
female	31	17.3	33	18.4	38	21.2	44	24.6	33	18.4
total	65	22.6	57	19.9	55	19.2	58	20.2	52	18.1

$\chi^2 = 12.03$ df=4 *P<.05

The ratio of students who do not think that online compulsory English courses are contributing to their future is shown in Table 16. When the statement was examined in terms of gender, the ratio for the female students is 43.0 % (24.6 %agree and 18.4%strongly agree), while for the male students it is 30.6 % (13.0% agree and 17.6% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 12.03$; df=4; P=.017).

Table 17. Item 15 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	15	14.0	17	15.9	23	21.5	32	29.9	20	18.7
female	20	11.1	42	23.3	59	32.8	43	23.9	16	8.9
total	35	12.2	59	20.6	82	28.6	75	26.1	36	12.5

$\chi^2 = 11.33$ df=4 *P<.05

The ratio of students who attach importance to online compulsory English courses is shown in Table 17. When the statement was examined in terms of gender, the ratio for the female students is 32.8% (23.9% agree and 8.9% strongly agree), while for the male students it is 48.6% (29.9% agree and 18.7% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 11.33$; $df=4$; $P=.023$)

Table 18. *Item 16 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	27	25.0	16	14.8	33	30.6	9	8.3	23	21.3
female	17	9.4	26	14.4	75	41.4	23	12.7	40	22.1
total	44	15.2	42	14.5	108	37.4	32	11.1	64	21.8

$\chi^2 = 14.16$ $df=4$ * $P<.01$

The ratio of students who do not think that online evaluation is objective is shown in Table 18. When the statement was examined in terms of gender, the ratio for the female students is 34.8 % (12.7% agree and 22.1% strongly agree), while for the male students it is 29.6 % (8.3% agree and 21.3% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 14.16$; $df=4$; $P=.007$).

Table 19. *Item 17 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	30	28.0	27	25.2	28	26.2	11	10.3	11	10.3
female	23	12.8	40	22.3	46	25.7	50	27.9	20	11.2
total	53	18.5	67	23.4	74	25.9	61	21.3	31	10.8

$\chi^2 = 18.41$ $df=4$ * $P<.01$

The ratio of students who think that asking questions during online compulsory English courses leads anxiety is shown in Table 19. When the statement was examined in terms of gender, the ratio for the female students is 39.1 % (27.9% agree and 11.2% strongly agree), while for the male students it is 20.6 % (10.3% agree and 10.3% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 18.41$; $df=4$; $P=.001$).

Table 20. Item 18 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	11	10.1	15	13.8	21	19.3	34	31.2	28	25.7
female	21	11.6	37	20.4	60	33.1	51	28.2	12	6.6
total	32	11.0	52	17.9	81	27.9	85	29.3	40	13.8

$\chi^2 = 24.65$ df=4 *P<.001

The ratio of students who can express themselves freely during online compulsory English courses is shown in Table 20. When the statement was examined in terms of gender, the ratio for the female students is 34.8% (28.2% agree and 6.6% strongly agree), while for the male students it is 56.9% (31.2 % agree and 25.7 % strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 24.65$; df=4; P=.000).

Table 21. Item 19 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	27	24.8	10	9.2	18	16.5	22	20.2	32	29.4
female	56	31.1	35	19.4	30	16.7	29	16.1	30	16.7
total	83	28.7	45	15.6	48	16.6	51	17.6	62	21.5

$\chi^2 = 11.28$ df=4 *P<.05

The ratio of students who are happy to have online compulsory English courses is shown in Table 21. When the statement was examined in terms of gender, the ratio for the female students is 32.8 % (16.1 % agree and 16.7% strongly agree), while for the male students it is 49.6% (20.2% agree and 29.4% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 11.28$; df=4; p=.024).

Table 22. Item 20 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	25	23.4	12	11.2	18	16.8	24	22.4	28	26.2
female	43	24.2	45	25.3	46	25.8	32	18.0	12	6.7
total	68	23.9	57	20.0	64	22.5	56	19.6	40	14.0

$\chi^2 = 11.28$ df=4 *P<.05

The ratio of students who are happy to attend online compulsory English courses is shown in Table 22. When the statement was examined in terms of gender, the ratio for the female students is 24.7 % (18.0% agree and 6.7% strongly agree), while for the male students it is 48.6 % (22.4% agree and 26.2% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 11.28$; $df=4$; $P=.024$).

Table 23. *Item 21 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	26	24.1	24	22.2	25	23.1	12	11.1	21	19.4
female	17	9.4	26	14.4	47	26.0	50	27.6	41	22.7
total	43	14.9	50	17.3	72	24.9	62	21.5	62	21.5

$\chi^2 = 31.35$ $df=4$ * $P<.001$

The ratio of students who think that English cannot be taught during online compulsory English courses is shown in Table 23. When the statement was examined in terms of gender, the ratio for the female students is 50.3 % (27.6 % agree and 22.7% strongly agree), while for the male students it is 30.5 % (11.1% agree and 19.4 % strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 31.35$; $df=4$; $P=.000$)

Table 24. *Item 22 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	19	17.4	8	7.3	27	24.8	21	19.3	34	31.2
female	36	19.3	34	18.8	42	23.2	43	23.8	27	14.9
total	54	18.6	42	14.5	69	23.8	64	22.1	61	21.0

$\chi^2 = 15.54$ $df=4$ * $P<.01$

The ratio of students who think that having online compulsory English courses are relaxing is shown in Table 24. When the statement was examined in terms of gender, the ratio for the female students is 38.7% (23.8% agree and 14.9% strongly agree), while for the male students it is 50.5% (19.3% agree and 31.2 % strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 15.54$; $df=4$; $P=.004$).

Table 25. Item 23 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	15	13.9	12	11.1	23	21.3	25	23.1	33	30.6
female	19	10.5	20	11.0	47	26.0	57	31.5	38	21.0
total	34	11.8	32	11.1	70	24.2	82	28.4	71	24.6

$\chi^2 = 5.44$ $df=4$ $P>.05$

The ratio of students who think that it is advantageous not to pay for travel expense as the course is online is shown in Table 25. When the statement was examined in terms of gender, the ratio for the female students is 52.5% (31.5% agree and 21.0% strongly agree), while for the male students it is 53.7% (23.1% agree and 30.6% strongly agree). There is not a statistically significant difference between the two genders for this question ($\chi^2 = 5.44$; $df=4$; $P=.244$).

Table 26. Item 24 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	34	31.2	20	18.3	29	26.6	15	13.8	11	10.1
female	25	13.9	52	28.9	53	29.4	23	12.8	27	15.0
total	59	20.4	72	24.9	82	28.4	38	13.1	38	13.1

$\chi^2 = 14.47$ $df=4$ $*P<.01$

The ratio of students who cannot attend online compulsory English courses because of technical disabilities is shown in Table 26. When the statement was examined in terms of gender, the ratio for the female students is 27.8% (12.8% agree and 15.0% strongly agree), while for the male students it is 23.9% (13.8% agree and 10.1% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 14.47$; $df=4$; $P=.006$).

Table 27. Item 25 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	25	22.0	10	9.2	35	32.1	18	16.5	22	20.2
female	20	11.0	42	23.3	48	26.7	53	29.4	17	9.4
total	44	15.2	52	18.0	83	28.7	71	24.6	39	13.5

$\chi^2 = 23.99$ $df=4$ $*P<.001$

The ratio of students who cannot attend online compulsory English courses only when they are busy is shown in Table 27. When the statement was examined in terms of gender, the ratio for the female students is 38.8 % (29.4% agree and 9.4% strongly agree), while for the male students it is 36.7 % (16.5% agree and 20.2% strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 23.99$; $df=4$; $P=.000$)

Table 28. *Item 26 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	24	22.0	24	22.0	36	33.0	8	7.3	17	15.6
female	12	6.7	45	25.1	66	36.9	32	17.9	24	13.4
total	36	12.5	69	24.0	102	35.4	40	13.9	41	14.2

$\chi^2 = 18.91$ $df=4$ $*P<.01$

The ratio of students who think that the duration of online compulsory English courses is too short to ask questions is shown in Table 28. When the statement was examined in terms of gender, the ratio for the female students is 31.3% (17.9% agree and 13.4% strongly agree), while for the male students it is 22.9% (7.3% agree and 15.6 % strongly agree). There is a statistically significant difference between the two genders for this question ($\chi^2 = 18.91$; $df=4$; $P=.001$).

Table 29. *Item 27 in terms of Gender*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	30	27.5	15	13.8	30	27.5	14	12.8	20	18.3
female	54	30.0	34	18.9	52	28.9	25	13.9	15	8.3
total	84	29.1	49	17.0	82	28.4	39	13.5	35	12.1

$\chi^2 = 6.91$ $df=4$ $P>.05$

The ratio of students who are content to have face-to-face exams is shown in Table 29. When the statement was examined in terms of gender, the ratio for the female students is 22.2 % (13.9 agree and 8.3% strongly agree), while for the male students it is 31.1 % (12.8% agree and 18.3% strongly agree). There is not a statistically significant difference between the two genders for this question ($\chi^2 = 6.91$; $df=4$; $P=.140$).

Table 30. Item 28 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	25	23.1	10	9.3	26	24.1	21	19.4	26	24.1
female	33	18.2	21	11.6	55	30.4	42	23.2	30	16.6
total	58	20.1	31	10.7	81	28.0	63	21.8	56	19.4

$\chi^2=4.52$ df=4 P>.05

The ratio of students who think that not having to go to school for Online Compulsory English Course is motivating is shown in Table 30. When the statement was examined in terms of gender, the total ratio for the female students is 39.8 % (23.2% agree and 16.6% strongly agree), while for the male students it is 43.5 % (19.4% agree and 24.1% strongly agree). There is not a statistically significant difference between the two genders for this question ($\chi^2=4.52$; df=4; P=.34).

Table 31. Item 29 in terms of Gender

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	19	17.6	19	17.6	33	30.6	17	15.7	20	18.5
female	10	5.6	33	18.3	49	27.2	39	21.7	49	27.2
total	29	10.1	52	18.1	82	28.5	56	19.4	69	24.0

$\chi^2=13.35$ df=4 *P<.05

The ratio of students who think that during Online Compulsory English Course, teacher-student interaction falls short is shown in Table 31. When the statement was examined in terms of gender, the total ratio for the female students is 48.9 % (21.7% agree and 27.2 % strongly agree), while for the male students it is 34.2 % (15.7% agree and 18.5% strongly agree. There is a statistically significant difference between the two genders for this question ($\chi^2=13.35$; df=4; P=.01).

Table 32. Item 30 in terms of Gender

	Strongly disagree		Disagree		Neutral		agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
male	27	24.8	17	15.6	25	22.9	18	16.5	22	20.2
female	12	6.7	23	12.8	49	27.2	59	32.8	37	20.6
total	39	13.5	40	13.8	74	25.6	77	26.6	59	20.4

$\chi^2=24.11$ df=4 *P<.001

The ratio of students who are roamed to a variety of activities that computer provides during Online Compulsory English Course, is shown in Table 32. When the statement was examined in terms of gender, the ratio for the female students is 53.4 % (32.8% agree and 20.6% strongly agree), while for the male students it is 36.7 % (16.5% agree and 20.2% strongly agree. There is a statistically significant difference between the two genders for this question ($\chi^2 = 24.11$; $df=4$; $P=.000$).

4.1.3. Findings In Terms of Departments

In this part, the findings of the chi-square analysis, conducted to determine whether the participants' views on online English courses are independent from the department they were attending, are presented. According to the findings a total of 22 expressions were determined to be related to the departments of students. Each item is presented below to enhance a better understanding of the findings.

Table 33. *Item 1 in terms of Department*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	24	28.6	17	20.2	19	22.6	11	13.1	13	15.5
nursing	36	29.0	15	12.1	30	24.2	32	25.8	11	8.9
public relations	12	26.1	8	17.4	10	21.7	7	15.2	9	19.6
marketing	14	38.9	7	19.4	3	8.3	6	16.7	6	16.7
total	86	29.7	47	16.2	62	21.4	56	19.3	39	13.4
$\chi^2 = 15.74$ $df=12$ $P>.05$										

The ratio of students who like online English courses is shown in Table 33. When the statement was examined in terms of departments, the ratio for the students studying at Civil Aviation department is 28.6% (13.1% agree and 15.5 % strongly agree), for students of Nursing department it is 34.7% (25.8 % agree and 8.9% strongly agree), for students from Public Relations department it is 34.8% (15.2% agree and 19.6 % strongly agree) and for students studying at Marketing department it is 33.4% (16.7% agree and 16.7% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 15.74$; $df=12$; $P=.203$)

Table 34. Item 2 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	24	28.6	22	26.2	17	20.2	12	14.3	9	10.7
nursing	28	22.6	21	16.9	31	25.0	36	29.0	8	6.5
public relations	9	19.6	15	32.6	4	8.7	12	26.1	6	13.0
marketing	6	16.7	13	36.1	5	13.9	5	13.9	7	19.4
total	67	23.1	71	24.5	57	19.7	65	22.4	30	10.3

$\chi^2 = 24.82$ df= 12 *P<.05

The ratio of students who find online English courses entertaining is shown in Table 34. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 25.0 % (14.3% agree and 10.7% strongly agree), for students of Nursing department it is 35.5% (29% agree and 6.5% strongly agree), for students from Public Relations department it is 39.1% (26.1 % agree and 13.0% strongly agree) and for students studying at Marketing department it is 33.3% (13.9 % agree and 19.4% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 24.82$; df= 12; P=.016)

Table 35. Item 3 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	22	26.2	15	17.9	18	21.4	19	22.6	10	11.9
nursing	30	24.4	28	22.8	33	26.8	28	22.8	4	3.3
public relations	11	23.9	6	13.0	8	17.4	14	30.4	7	15.2
marketing	14	40.0	4	11.4	6	17.1	7	20.0	4	11.4
total	77	26.7	53	18.4	65	22.6	68	23.6	25	8.7

$\chi^2 = 16.59$ df=12 P>.05

The ratio of students who can learn during online compulsory English courses is shown in Table 35. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 34.5% (22.6% agree and 11.9% strongly agree), for students of Nursing department it is 26.1% (22.8% agree and 3.3% strongly agree), for students from Public Relations department it is 45.6% (30.4% agree and 15.2% strongly agree) and for students studying at Marketing department it is 31.4% (20.0% agree and 11.4% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 16.59$; df=12; P=.165)

Table 36. Item 4 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	14	16.7	16	19.0	22	26.2	16	19.0	16	19.0
nursing	16	12.9	27	21.8	35	28.2	33	26.6	13	10.5
public relations	16	34.8	9	19.6	8	17.4	7	15.2	6	13.0
marketing	10	27.8	8	22.2	16	44.4	1	2.8	1	2.8
total	56	19.3	60	20.7	81	27.9	57	19.7	36	12.4

$\chi^2 = 30.47$ df=12 *P<.01

The ratio of students who find online compulsory English courses as a waste of time is shown in Table 36. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 38.0 % (19% agree and 19% strongly agree), for students of Nursing department it is 37.1% (26.6% agree and 10.5% strongly agree), for students from Public Relations department it is 28.2% (15.2% agree and 13% strongly agree) and for students studying at Marketing department it is 5.6% (2.8% agree and 2.8% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 30.47$; df=12; P=.002)

Table 37. Item 5 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	12	14.3	16	19.0	24	28.6	19	22.6	13	15.5
nursing	20	16.4	19	15.6	41	33.6	29	23.8	13	10.7
public relations	7	15.6	8	17.8	6	13.3	19	42.2	5	11.1
marketing	4	11.4	1	2.9	6	17.1	12	34.3	12	34.3
total	43	15.0	44	15.4	77	26.9	79	27.6	43	15.0

$\chi^2 = 27.51$ df=12 *P<.01

The ratio of students who feel free during online compulsory English courses is shown in Table 37. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 38.1 % (22.6 % agree and 15.5 % strongly agree), for students of Nursing department it is 34.5% (23.8% agree and 10.7 % strongly agree), for students from Public Relations department it is 53.3% (42.2% agree and 11.1% strongly agree) and for students studying at Marketing department it is 68.6% (34.3% agree and 34.3 strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 27.51$; df=12; P=.007)

Table 38. Item 6 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	8	9.6	5	6.0	30	38.1	28	33.7	12	14.5
nursing	8	6.6	1	0.8	27	22.2	49	40.2	37	30.3
public relations	2	4.3	3	6.5	12	26.1	15	32.6	14	30.4
marketing	3	8.3	2	5.6	17	47.2	8	22.2	6	16.7
total	21	7.3	11	3.8	86	30.0	100	34.8	69	24.0

$$\chi^2 = 23.35 \quad df=12 \quad *P<.05$$

The ratio of students who like online compulsory English course teacher is shown in Table 38. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 48.2 % (33.7% agree and 14.5% strongly agree), for students of Nursing department it is 70.5% (40.2% agree and 30.3% strongly agree), for students from Public Relations department it is 63.0% (32.6% agree and 30.4% strongly agree) and for students studying at Marketing department it is 38.9% (22.2% agree and 16.7% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 23.35$; $df=12$; $P=.026$)

Table 39. Item 7 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	7	8.3	18	21.4	24	28.6	21	25.0	14	16.7
nursing	14	11.5	27	22.1	43	35.2	22	18.0	16	13.1
public relations	11	23.9	13	28.3	7	15.2	8	17.4	7	15.2
marketing	15	44.1	11	32.4	4	11.8	2	5.9	2	5.9
total	47	16.4	69	24.1	78	27.3	53	18.5	39	13.6

$$\chi^2 = 39.73 \quad df=12 \quad *P<.001$$

The ratio of students who feel like wasting time during online compulsory English courses is shown in Table 39. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 41.7 % (25.0% agree and 16.7% strongly agree), for students of Nursing department it is 31.1% (18.0% agree and 13.1% strongly agree), for students from Public Relations department it is 32.6% (17.4% agree and 15.2% strongly agree) and for students studying at Marketing department it is 11.8% (5.9% agree and 5.9% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 39.73$; $df=12$; $P=.000$)

Table 40. Item 8 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	22	26.5	16	19.3	19	22.9	18	21.7	8	9.6
nursing	15	12.2	23	18.7	37	30.1	30	24.4	18	14.6
public relations	10	21.7	9	19.6	9	19.6	11	23.9	7	15.2
marketing	12	33.3	5	13.9	5	13.9	9	25.0	5	13.9
total	59	20.5	53	18.4	70	24.3	68	23.6	38	13.2

$\chi^2 = 14.13$ df=12 P>.05

The ratio of students who think that online compulsory English courses are contributing to their future is shown in Table 40. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 31.3 % (21.7% agree and 9.6% strongly agree), for students of Nursing department it is 39.0% (24.4% agree and 14.6 % strongly agree), for students from Public Relations department it is 39.1% (23.9% agree and 15.2% strongly agree) and for students studying at Marketing department it is 38.9% (25.0% agree and 13.9% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 14.13$; df=12; P=.292)

Table 41. Item 9 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	14	16.7	17	20.2	20	23.8	19	22.6	14	16.7
nursing	19	15.6	20	16.4	38	31.1	27	22.1	18	14.8
public relations	13	28.3	12	26.1	2	4.3	12	26.1	7	15.2
marketing	7	19.4	11	30.6	3	8.3	9	25.0	6	16.7
total	53	18.4	60	20.8	63	21.9	67	23.3	45	15.6

$\chi^2 = 21.38$ df=12 *P<.05

The ratio of students who think that online compulsory English courses provide advantages to the school in terms of classrooms is shown in Table 41. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 39.3 % (22.6% agree and 16.7% strongly agree), for students of Nursing department it is 36.9% (22.1% agree and 14.8% strongly agree), for students from Public Relations department it is 41.3% (26.1% agree and 15.2% strongly agree) and for students studying at Marketing department it is 42.7 % (25.0% agree and 16.7 % strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 21.38$; df=12; P=.045)

Table 42. Item 10 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	7	8.3	14	16.7	23	27.4	20	23.8	20	23.8
nursing	13	10.5	24	19.4	34	27.4	30	24.2	23	18.5
public relations	6	13.3	14	31.1	3	6.7	14	31.1	8	17.8
marketing	5	13.9	5	13.9	9	25	7	19.4	10	27.8
total	31	10.7	57	19.7	69	23.9	71	24.6	61	21.1

$\chi^2 = 14.61$ df=12 P>.05

The ratio of students who do not find online compulsory English course sufficient in terms of content is shown in Table 42. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 47.6% (23.8% agree and 23.8% strongly agree, for students of Nursing department it is 42.7% (24.2% agree and 18.5% strongly agree), for students from Public Relations department it is 48.9 (31.1% agree and 17.8% strongly agree) and for students studying at Marketing department it is 47.2 % (19.4% agree and 27.8% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 14.61$; df=12; P=.263)

Table 43. Item 11 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	24	28.6	20	23.8	19	22.6	7	8.3	14	16.7
nursing	18	14.6	29	23.6	43	35.0	16	13.0	17	13.8
public relations	13	28.3	12	26.1	4	8.7	9	19.6	8	17.4
marketing	2	5.6	5	13.9	14	38.9	4	11.1	11	30.6
total	57	19.7	66	22.8	80	27.7	36	12.5	50	17.3

$\chi^2 = 30.23$ df=12 *P<.01

The ratio of students who do not find online compulsory English course sufficient in terms of class hours is shown in Table 43. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 25.0 % (8.3% agree and 16.7% strongly agree), for students of Nursing department it is 26.8% (13.0% agree and 13.8% strongly agree), for students from Public Relations department it is 37.0% (19.6% agree and 17.4% strongly agree) and for students studying at Marketing department it is 41.7% (11.1% agree and 30.6% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 30.23$; df=12; P=.003)

Table 44. Item 12 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	20	24.1	15	18.1	18	21.7	19	22.8	11	13.3
nursing	11	8.9	18	14.6	38	30.9	32	26.0	24	19.5
public relations	12	26.7	12	26.7	8	17.8	6	13.3	7	15.6
marketing	2	5.6	4	11.1	7	19.4	15	41.7	8	22.2
total	45	15.7	49	17.1	71	24.7	72	25.1	50	17.4

$$\chi^2 = 28.59 \quad df=12 \quad *P<.01$$

The ratio of students who think that online compulsory English course save their time is shown in Table 44. When the statement was examined in terms of department, the ratio for for the students studying at Civil Aviation department is 36.1% (22.8% agree and 13.3 % strongly agree), for students of Nursing department it is 45.5% (26% agree and 19.5% strongly agree), for students from Public Relations department it is 28.9% (13.3 % agree and 15.6% strongly agree) and for students studying at Marketing department it is 63.9% (41.7% agree and 22.2% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 28.59$; $df=12$; $P=.005$)

Table 45. Item 13 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	14	16.7	11	13.1	9	10.7	16	19.0	34	40.5
nursing	29	23.6	15	12.2	23	18.7	19	15.4	37	30.1
public relations	12	26.1	8	17.4	2	4.3	6	13.0	18	39.1
marketing	4	11.1	2	5.6	3	8.3	6	16.7	21	58.3
total	59	20.4	36	12.5	37	12.8	47	16.3	110	38.1

$$\chi^2 = 19.3 \quad df=12 \quad P>.05$$

The ratio of students who prefer to have face-to-face English course is shown in Table 45. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 59.5 % (19.0% agree and 40.5% strongly agree), for students of Nursing department it is 45.5% (15.4% agree and 30.1% strongly agree), for students from Public Relations department it is 52.1% (13.0% agree and 39.1% strongly agree), and for students studying at Marketing department it is 75.0% (16.7% agree and 58.3% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 19.3$; $df=12$; $P=.081$)

Table 46. Item 14 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	15	18.1	15	18.1	15	18.1	16	19.3	22	26.5
nursing	21	17.2	30	24.6	34	27.9	27	22.1	10	8.2
public relations	16	34.8	7	15.2	5	10.9	4	8.7	14	30.4
marketing	13	36.1	5	13.9	1	2.8	11	30.6	6	16.7
total	65	22.6	57	19.9	55	19.2	58	20.2	52	18.1

$\chi^2 = 41.38$ $df=12$ $*P<.001$

The ratio of students who do not think that online compulsory English courses are contributing to their future is shown in Table 46. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 45.8 % (19.3% agree and 26.5% strongly agree), for students of Nursing department it is 30.3% (22.1% agree and 8.2% strongly agree), for students from Public Relations department it is 39.1% (8.7% agree and 30.4% strongly agree) and for students studying at Marketing department it is 47.3% (30.6 agree and 16.7% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 41,38$; $df=12$; $P=.000$)

Table 47. Item 15 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	11	13.3	17	20.5	24	28.9	21	25.3	10	12.0
nursing	11	9.0	22	18.0	46	37.7	30	24.6	13	10.7
public relations	8	17.4	9	19.6	5	10.9	18	39.1	6	13.0
marketing	5	13.9	11	30.6	7	19.4	6	16.7	7	19.4
total	35	12.2	59	20.6	82	28.6	75	26.1	36	12.5

$\chi^2 = 20.08$ $df=12$ $P>.05$

The ratio of students who attach importance to online compulsory English courses is shown in Table 47. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 37.3% (25.3% agree and 12.0% strongly agree), for students of Nursing department it is 35.3% (24.6% agree and 10.7% strongly agree), for students from Public Relations department it is 52.1% (39.1% agree and 13.0% strongly agree) and for students studying at Marketing department it is 36.1% (26.1% agree and 12.5% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 20.08$; $df=12$; $P=.066$)

Table 48. Item 16 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	12	14.3	13	15.5	29	34.5	9	10.7	21	25.0
nursing	12	9.8	20	16.3	63	51.2	15	12.2	13	10.6
public relations	14	30.4	9	19.6	9	19.6	3	6.5	11	23.9
marketing	6	6.0	0	0.0	7	19.4	5	13.9	18	50.0
total	44	44.0	42	14.5	108	37.4	32	11.1	63	21.8

$$\chi^2 = 51.34 \quad df=12 \quad *P<.001$$

The ratio of students who do not think that online evaluation is objective is shown in Table 48. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 35.7% (10.7% agree and 25.0% strongly agree), for students of Nursing department it is 22.8% (12.2% agree and 10.6% strongly agree), for students from Public Relations department it is 30.4% (6.5 % agree and 23.9% strongly agree) and for students studying at Marketing department it is 63.9% (13.9% agree and 50.0% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 51,34$; $df=12$; $P=.000$)

Table 49. Item 17 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	17	20.5	16	19.3	26	31.3	17	20.5	7	8.4
nursing	15	12.3	24	19.7	36	29.5	30	24.6	17	13.9
public relations	12	26.7	13	28.9	4	8.9	11	24.4	5	11.1
marketing	9	25.0	14	38.9	8	22.2	3	8.3	2	5.6
total	53	18.5	67	23.4	74	25.9	61	21.3	31	10.8

$$\chi^2 = 23.66 \quad df=12 \quad *P<.05$$

The ratio of students who think that asking questions during online compulsory English courses leads anxiety is shown in Table 49. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 28.9% (20.5% agree and 8.4% strongly agree), for students of Nursing department it is 38.5% (24.6% agree and 13.9% strongly agree), for students from Public Relations department it is 35.6% (24.4% agree and 11.1% strongly agree) and for students studying at Marketing department it is 13.9 (8.3% agree and 5.6 % strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 23.66$; $df=12$; $P=.023$)

Table 50. Item 18 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	11	13.1	13	15.5	27	32.1	19	22.6	14	16.7
nursing	13	10.5	28	22.6	39	31.5	32	25.8	12	9.7
public relations	7	15.2	8	17.4	7	15.2	19	41.3	5	10.9
marketing	1	2.8	3	8.3	8	22.2	15	41.7	9	25.0
total	32	11.0	52	17.9	81	27.9	85	29.3	40	13.8

$$\chi^2 = 22.63 \quad df=12 \quad *P<.05$$

The ratio of students who can express themselves freely during online compulsory English courses is shown in Table 50. When statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 39.3 % (22.6% agree and 16.7% strongly agree, for students of Nursing department it is 35.5% (25.8% agree and 9.7% strongly agree), for students from Public Relations department it is 52.2% (41.3% agree and 10.9% strongly agree) and for students studying at Marketing department it is 66.7% (41.7% agree and 25.0% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 22.63$; $df=12$; $P=.031$)

Table 51. Item 19 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	30	35.7	12	14.3	10	11.9	16	19	16	19.0
nursing	22	17.9	21	17.1	32	26.0	17	13.8	31	25.2
public relations	17	37.0	8	17.4	3	6.5	12	26.1	6	13.0
marketing	14	38.9	4	11.1	3	8.3	6	16.7	9	25.0
total	83	28.7	45	15.6	48	16.6	51	17.6	62	21.5

$$\chi^2 = 27.39 \quad df=12 \quad *P<.01$$

The ratio of students who are happy to have online compulsory English courses is shown in Table 51. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 38.0 % (19.0% agree and 19.0% strongly agree), for nursing students it is 39% (13.8% agree and 25.2% strongly agree), for students from Public Relations department it is 39.1% (26.1% agree and 13.0% strongly agree) and for students studying at Marketing department it is 41.7% (17.6% agree and 25.0% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 27.39$; $df=12$; $P=.007$)

Table 52. Item 20 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	23	27.4	18	21.4	17	20.2	17	20.2	9	10.7
nursing	18	15.0	26	21.7	34	28.3	24	20.0	18	15.0
public relations	16	34.8	6	13.0	8	17.4	10	21.7	6	13.0
marketing	11	31.4	7	20.0	5	14.3	5	14.3	7	20.0
total	68	23.9	57	20.0	64	22.5	56	19.6	40	14.0

$\chi^2 = 14.78$ df=12 P>.05

The ratio of students who are happy to attend online compulsory English courses is shown in Table 52. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 30.9 % (20.2% agree and 10.7% strongly agree), for students of Nursing department it is 35.0% (20.0% agree and 15.0% strongly agree), for students from Public Relations department it is 34.7% (21.7% agree and 13% strongly agree) and for students studying at Marketing department it is 34.3% (14.3 % agree and 20.0% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 14.78$; df=12; P=.254)

Table 53. Item 21 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	11	13.1	12	14.3	17	20.2	24	28.6	20	23.8
nursing	18	14.6	23	18.7	43	35.0	21	17.1	18	14.6
public relations	8	17.4	11	23.9	6	13.0	7	15.2	14	30.4
marketing	6	16.7	4	11.1	6	16.7	10	27.8	10	27.8
total	43	14.9	50	17.3	72	24.9	62	21.5	62	21.5

$\chi^2 = 22.17$ df=12 *P<.05

The ratio of students who think that English cannot be taught during online compulsory English courses is shown in Table 53. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 52.4% (28.6 % agree and 23.8% strongly agree), for nursing students it is 31.7% (17.1% agree and 14.6% strongly agree), for students from Public Relations department it is 45.6% (15.2% agree and 30.4% strongly agree) and for students studying at Marketing department it is 55.6% (27.8% agree and 27.8% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 22.17$; df=12; P=.036)

Table 54. Item 22 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	20	23.8	11	13.1	25	29.8	13	15.5	15	17.9
nursing	17	13.7	21	16.9	28	22.6	30	24.2	28	22.6
public relations	12	26.1	8	17.4	7	15.2	10	21.7	9	19.6
marketing	5	13.9	2	5.6	9	25.0	11	30.6	9	25.0
total	54	18.6	42	14.5	69	23.8	64	22.1	61	21.0

$$\chi^2 = 14.23 \quad df=12 \quad P>.05$$

The ratio of students who think that having online compulsory English courses are relaxing is shown in Table 54. When the same statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 33.4 (% 15.5% agree and 17.9% strongly agree), for students of Nursing department it is 46.8% (24.2% agree and 22.6% strongly agree), for students from Public Relations department it is 41.3% (21.7 % agree and 19.6% strongly agree) and for students studying at Marketing department it is 55.6% (30.6% agree and 25% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 14.23$; $df=12$; $P=.286$)

Table 55. Item 23 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	8	9.5	8	9.5	24	28.6	19	22.6	25	29.8
nursing	12	9.8	10	8.1	40	32.5	30	24.4	31	25.2
public relations	11	23.9	8	17.4	2	4.3	16	34.8	9	19.6
marketing	3	8.3	6	16.7	4	11.1	17	47.2	6	16.7
total	34	11.8	32	11.1	70	24.2	82	28.4	71	24.6

$$\chi^2 = 34.10 \quad df=12 \quad *P<.01$$

The ratio of students who think that it is advantageous not to pay for travel expense as the course is online is shown in Table 55. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 52.4% (22.6% agree and 29.8% strongly agree), for students of Nursing department it is 49.6% (24.4% agree and 25.2% strongly agree), for public relations students it is 54.4% (34.8% agree and 19.6% strongly agree) and for students studying at Marketing department it is 63.9% (47.2% agree and 16.7% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 34.10$; $df=12$; $P=.001$)

Table 56. Item 24 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	20	24.1	20	24.1	25	30.1	8	9.6	10	12.0
nursing	20	16.1	33	26.6	48	38.7	12	9.7	11	8.9
public relations	13	28.3	10	21.7	3	6.5	14	30.4	6	13.0
marketing	6	16.7	9	25.0	6	16.7	4	11.1	11	30.6
total	59	20.4	72	24.9	82	28.4	38	13.1	38	13.1

$\chi^2 = 40.47$ df=12 *P<.001

The ratio of students who cannot attend online compulsory English courses because of technical disabilities is shown in Table 56. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 21.6 % (9.6% agree and 12.0% strongly agree), for students of Nursing department it is 18.6% (9.7% agree and 8.9% strongly agree), for students from Public Relations department it is 43.4% (30.4% agree and 13% strongly agree) and for students studying at Marketing department it is 41.7% (11.1% agree and 30.6% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 40.47$; df=12; P=.000)

Table 57. Item 25 in terms of Department

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	19	22.6	14	16.7	25	29.8	18	21.4	8	9.5
nursing	11	8.9	21	17.1	46	37.4	28	22.8	17	13.8
public relations	11	23.9	9	19.6	6	13.0	11	23.9	9	19.6
marketing	3	8.3	8	22.2	6	16.7	14	38.9	5	13.9
total	44	15.2	52	18.0	83	28.7	71	24.6	39	13.5

$\chi^2 = 24.94$ df=12 *P<.05

The ratio of students who cannot attend online compulsory English courses only when they are busy is shown in Table 57. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 30.9% (21.4% agree and 9.5% strongly agree), for students of Nursing department it is 36.6% (22.8% agree and 13.8% strongly agree), for students from Public Relations department it is 43.5% (23.9% agree and 19.6% strongly agree) and for students studying at Marketing department it is 52.8% (38.9% agree and 13.9% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 24.94$; df=12; P=.015)

Table 58. *Item 26 in terms of Department*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	11	13.1	13	15.5	29	34.5	15	17.9	16	19.0
nursing	15	12.2	33	26.8	47	38.2	14	11.4	14	11.4
public relations	7	15.6	11	24.4	11	24.4	8	17.8	8	17.8
marketing	3	8.3	12	33.3	15	41.7	3	8.3	3	8.3
total	36	12.5	69	24.0	102	35.4	40	13.9	41	14.2

$$\chi^2 = 13,50 \text{ df}=12 \quad P>.05$$

The ratio of students who think that the duration of online compulsory English courses is too short to ask questions is shown in Table 58. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 36.9 % (17.9% agree and 19.0% strongly agree), for students of Nursing department it is 22.8% (11.4% agree and 11.4% strongly agree), for students from Public Relations department it is 35.6% (17.8% agree and 17.8% strongly agree) and for students studying at Marketing department it is 16.6% (8.3% agree and 8.3% strongly agree). There is not a statistically significant difference among departments for this question. ($\chi^2 = 13.50$; $df=12$; $P=.334$)

Table 59. *Item 27 in terms of Department*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	18	21.4	15	17.9	22	26.2	9	10.7	20	23.8
nursing	26	21.1	22	17.9	47	38.2	19	15.4	9	7.3
public relations	24	52.2	5	10.9	8	17.4	7	15.2	2	4.3
marketing	16	44.4	7	19.4	5	13.9	4	11.1	4	11.1
total	84	29.1	49	17.0	82	28.4	39	13.5	35	12.1

$$\chi^2 = 41.14 \quad df=12 \quad *P<.001$$

The ratio of students who are content to have face-to-face exams is shown in Table 59. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 34.5% (10.7 % agree and 23.8% strongly agree), for students of Nursing department it is 22.7% (15.4% agree and 7.3% strongly agree), for students from Public Relations department it is 19.5% (15.2% agree and 4.3% strongly agree) and for students studying at Marketing department it is 22.2% (11.1% agree and 11.1% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 41.14$; $df=12$; $P=.000$)

Table 60. *Item 28 in terms of Department*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	23	27.4	14	16.7	17	20.2	15	17.9	15	17.9
nursing	17	13.7	8	6.5	44	35.5	23	18.5	32	25.8
public relations	11	23.9	7	15.2	12	26.1	11	23.9	5	10.9
marketing	7	20.0	2	5.7	8	22.9	14	40.0	4	11.4
total	58	20.1	31	10.7	81	28.0	63	21.8	56	19.4

$$\chi^2 = 28.52 \text{ df}=12 \quad *P<.01$$

The ratio of students who think that not having to go to school for Online Compulsory English Course is motivating is shown in Table 60. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 35.8 % (17.9% agree and 17.9 % strongly agree), for students of Nursing department it is 44.3% (18.5% agree and 25.8% strongly agree), for students from Public Relations department it is 34.8% (23.9% agree and 10.9% strongly agree) and for students studying at Marketing department it is 51.4% (40.0% agree and 11.4% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 28.52$; $df=12$; $P=.005$).

Table 61. *Item 29 in terms of Department*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	11	13.1	6	7.1	28	33.3	11	13.1	26	33.3
nursing	13	10.6	31	25.2	39	31.7	28	22.8	12	9.8
public relations	1	2.2	8	17.8	8	17.8	12	26.7	16	25.6
marketing	4	11.1	7	19.4	7	19.4	5	13.9	13	36.1
total	29	10.1	52	18.1	82	28.5	56	19.4	69	24.0

$$\chi^2 = 39.03 \quad df=12 \quad *P<.001$$

The ratio of students who think that during Online Compulsory English Course, teacher-student interaction falls short is shown in Table 61. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 46.4% (13.1% agree and 33.3% strongly agree), for students of Nursing department it is 32.6% (22.8% agree and 9.8% strongly agree), for students from Public Relations department it is 52.3% (26.7% agree and 25.6% strongly agree) and for students studying at Marketing department it is 50.0% (13.9% agree and 36.1% strongly agree). There is a statistically significant difference among departments for this question ($\chi^2 = 39.03$; $df=12$; $P=.000$).

Table 62. *Item 30 in terms of Department*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
civil aviation	11	13.1	8	9.5	20	23.8	18	21.4	27	32.1
nursing	19	15.4	17	13.8	39	31.7	31	25.2	17	13.8
public relations	7	15.2	10	21.7	5	10.9	12	26.1	12	26.1
marketing	2	5.6	5	13.9	10	27.8	16	44.4	3	8.3
total	39	13.5	40	13.8	74	25.6	77	26.6	59	20.4

$$\chi^2 = 28.02 \quad df=12 \quad *P<.01$$

The ratio of students who are distracted by a variety of facilities that computer provides during Online Compulsory English Course, is shown in Table 62. When the statement was examined in terms of department, the ratio for the students studying at Civil Aviation department is 53.5% (21.4% agree and 32.1% strongly agree), for students of Nursing department it is 38% (25.2% agree and 13.8% strongly agree), for students from Public Relations department it is 52.2% (26.1% agree and 26.1% strongly agree) and for students studying at Marketing department it is 52.7% (44.4% agree and 8.3% strongly agree). There is a statistically significant difference among departments for this question. ($\chi^2 = 28,02$; $df=12$; $P=.005$)

4.1.4. Findings In Terms of Having Professional English Course

In this part of findings chapter, the results of the chi-square analysis, conducted to determine whether participants' views are independent from having professional English course in the following year. When the tables were examined, it was explored that for 16 statements, there is a relationship between participants' answers and their status of having professional English course. Below, the tables are presented and explained one by one to deeply resolve the findings.

Table 63. *Item 1 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	26	31.7	15	18.3	13	15.9	13	15.9	15	18.3
yes	60	28.8	32	15.4	49	23.6	43	20.7	24	11.5
total	86	29.7	47	16.2	62	21.4	56	19.3	39	13.4

$$\chi^2 = 4.80 \quad df=4 \quad P>.05$$

The ratio of students who like online English courses is shown in Table 63. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 34.2% (15.9% agree and 18.3 % strongly agree) while for the students who have Professional English course it is 32.2% (20.7% agree and 11.5%

strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 4.80$; $df=4$; $P=.308$).

Table 64. *Item 2 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	15	18.3	28	34.1	9	11.0	17	20.7	13	15.9
yes	52	25.0	43	20.7	48	23.1	48	23.1	17	8.2
total	67	23.1	71	24.5	57	19.7	65	22.4	30	10.3

$\chi^2 = 13.38$ $df=4$ $*P<.05$

The ratio of students who find online English courses entertaining is shown in Table 64. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 36.6 % (20.7% agree and 15.9% strongly agree) while for the students who have Professional English course it is 31.3% (23.1 % agree and 8.2 % strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 13.38$; $df=4$; $P=.010$).

Table 65. *Item 3 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	25	30.9	10	12.3	14	17.3	21	25.9	11	13.6
yes	52	25.1	43	20.8	51	24.6	47	22.7	14	6.8
total	77	26.7	53	18.4	65	22.6	68	23.6	25	8.7

$\chi^2 = 7.73$ $df=4$ $P>.05$

The ratio of students who can learn during online compulsory English courses is shown in Table 65. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 39.1% (25.9% agree and 13.6 % strongly agree) while for the students who have Professional English course it is 29.5% (22.7% agree and 6.8% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 7.73$; $df=4$; $P=.102$).

Table 66. *Item 4 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	26	31.7	17	20.7	24	29.3	8	9.8	7	8.5
yes	30	14.4	43	20.7	57	27.4	49	23.6	29	13.9
total	56	19.3	60	20.7	81	27.9	57	19.7	36	12.4

$\chi^2 = 16.25$ $df=4$ $*P<.01$

The ratio of students who find online compulsory English courses as a waste of time is shown in Table 66. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 18.3 % (9.8%% agree and 8.5% strongly agree) while for the students who have Professional English course it is 37.5% (23.6% agree and 13.9% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 16.25$; $df=4$; $P=.003$).

Table 67. *Item 5 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	11	13.8	9	11.3	12	15.0	31	38.8	17	21.3
yes	32	15.5	35	17.0	65	31.6	48	23.3	26	12.6
total	43	15.0	44	15.4	77	26.9	79	27.6	43	15.0

$\chi^2 = 15.05$ $df=4$ $*P<.01$

The ratio of students who feel free during online compulsory English courses is shown in Table 67. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 60.1% (38.8 % agree and 21.3 % strongly agree) while for the students who have Professional English course it is 35.9% (23.3% agree and 12.6% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 15.05$; $df=4$; $P=.005$).

Table 68. *Item 6 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	5	6.1	5	6.1	29	35.4	23	28.0	20	24.4
yes	16	7.8	6	2.9	57	27.8	77	37.6	49	23.9
total	21	7.3	11	3.8	86	30.0	100	34.8	69	24.0

$\chi^2 = 4.41$ $df=4$ $P>.05$

The ratio of students who like online compulsory English course teacher is shown in Table 68. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 52.4% (28.0 % agree and 24.4 % strongly agree) while for the students who have Professional English course it is 61.5% (37.6% agree and 23.9% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 4.41$; $df=4$; $P=.353$).

Table 69. *Item 7 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	26	32.5	24	30.0	11	13.8	10	12.5	9	11.3
yes	21	10.2	45	21.8	67	32.5	43	20.9	30	14.6
total	47	16.4	69	24.1	78	27.3	53	18.5	39	13.6

$\chi^2 = 29.12$ $df=4$ $*P<.001$

The ratio of students who feel like wasting time during online compulsory English courses is shown in Table 69. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 23.8% (12.5% agree and % 11.3% strongly agree) while for the students who have Professional English course it is 35.5% (20.9% agree and 14.6% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 29.12$; $df=4$; $P=.000$)

Table 70. *Item 8 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	22	26.8	14	17.1	14	17.1	20	24.4	12	14.6
yes	37	18.0	39	18.9	56	27.2	48	23.3	26	12.6
total	59	20.5	53	18.4	70	24.3	68	23.6	38	13.2

$\chi^2 = 5.03$ $df=4$ $P>.05$

The ratio of students who think that online compulsory English courses are contributing to their future is shown in Table 70. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 39.0% (24.4% agree and 14.6% strongly agree) while for the students who have Professional English course it is 35.9% (23.3% agree and 12.6% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 5.03$; $df=4$; $P=.283$).

Table 71. *Item 9 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	20	24.4	23	28.0	5	6.1	21	25.6	13	15.9
yes	33	16.0	37	18.0	58	28.2	46	22.3	32	15.5
total	53	18.4	60	20.8	63	21.9	67	23.3	45	15.6

$\chi^2 = 18.41$ df=4 *P<.01

The ratio of students who think that the online course provides advantages to the school in terms of classroom is shown in Table 71. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 41.5% (25.6% agree and 15.9% strongly agree) while for the students who have Professional English course it is 37.8% (22.3% agree and 15.5% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 18.41$; df=4; P=.001).

Table 72. *Item 10 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	11	13.6	19	23.5	12	14.8	21	25.9	18	22.2
yes	20	9.6	38	18.3	57	27.4	50	24.0	43	20.7
total	31	10.7	57	19.7	69	23.9	71	24.6	61	21.1

$\chi^2 = 5.67$ df=4 P>.05

The ratio of students who do not find online compulsory English course sufficient in terms of content is shown in Table 72. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 48.1% (25.9% agree and 22.2% strongly agree) while for the students who have Professional English course it is 44.7 % (24.0% agree and 20.7% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 5.67$; df=4; P=.225).

Table 73. *Item 11 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	15	18.3	17	29.7	18	22.0	13	15.9	19	23.2
yes	42	20.3	49	23.7	62	30.0	23	11.1	31	15.0
total	57	19.7	66	22.8	80	27.7	36	12.5	50	17.3

$\chi^2 = 5.03$ $df=4$ $P>.05$

The ratio of students who do not find online compulsory English course sufficient in terms of class hours is shown in Table 73. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 39.1% (15.9% agree and 23.2% strongly agree) while for the students who have Professional English course it is 26.1% (11.1% agree and 15% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 5.03$; $df=4$; $P=.283$).

Table 74. *Item 12 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	14	17.3	16	19.8	15	18.5	21	25.9	15	18.5
yes	31	15.0	33	16.0	56	27.2	51	24.8	35	17.0
total	45	15.7	49	17.1	71	24.7	72	25.1	50	17.4

$\chi^2 = 2.53$ $df=4$ $P>.05$

The ratio of students who think that online compulsory English course save their time is shown in Table 74. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 44.4% (25.9% agree and 18.5% strongly agree) while for the students who have Professional English course it is 41.8% (24.8% agree and 17.0% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question. ($\chi^2 = 2.53$; $df=4$; $P=.638$).

Table 75. *Item 13 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	16	19.5	10	12.2	5	6.1	12	14.6	39	47.6
yes	43	20.8	26	12.6	32	15.5	35	16.9	71	34.3
total	59	20.4	36	12.5	37	12.8	47	16.3	110	38.1

$\chi^2 = 6.93$ $df=4$ $P>.05$

The ratio of students who prefer to have face-to-face English course is shown in Table 75. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 62.2% (14.6% agree and 47.6% strongly agree) while for the students who have Professional English course it is 51.2% (16.9% agree and 34.3% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question. ($\chi^2 = 6.93$; $df=4$; $P=.137$).

Table 76. *Item 14 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	29	35.4	12	14.6	6	7.3	15	18.3	20	24.4
yes	36	17.6	45	22.0	45	23.9	43	21.0	32	15.6
total	65	22.6	57	19.9	55	19.2	58	20.2	52	18.1

$\chi^2 = 20.88$ $df=4$ * $P<.001$

The ratio of students who do not think that online compulsory English courses are contributing to their future is shown in Table 76. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 50% (14.6% disagree and 35.4% strongly disagree) while for the students who have Professional English course it is 39.6% (22.0% disagree and 17.6% strongly disagree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 20.88$; $df=4$; $P=.000$)

Table 77. *Item 15 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	13	15.9	20	24.4	12	14.6	24	29.3	13	15.9
yes	22	10.7	39	19.0	70	34.1	51	24.9	23	11.2
total	35	12.2	59	20.6	82	28.6	75	26.1	36	12.5

$\chi^2 = 11.32$ $df=4$ * $P<.05$

The ratio of students who attach importance to online compulsory English courses is shown in Table 77. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 45.2% (29.3% agree and 15.9% strongly agree) while for the students who have Professional English course it is 36.1% (24.9% agree and 11.2% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 11.32$; $df=4$; $P=.023$).

Table 78. *Item 16 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	20	24.4	9	11.0	16	19.5	8	9.8	29	35.4
yes	24	11.6	33	15.9	92	44.4	24	11.6	34	16.4
total	44	15.2	42	14.5	108	37.4	32	11.1	63	21.8

$\chi^2=26.92$ df=4 *P<.001

The ratio of students who do not think that online evaluation is objective is shown in Table 78. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 45.2% (9.8% agree and 35.4% strongly agree) while for the students who have Professional English course it is 28.0% (11.6% agree and 16.4% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2=26.92$; df=4; P=.000).

Table 79. *Item 17 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	21	25.9	27	33.3	12	14.8	14	17.3	7	8.6
yes	32	15.6	40	19.5	62	30.2	47	22.9	24	11.7
total	53	18.5	67	23.4	74	25.9	61	21.3	31	10.8

$\chi^2=14.78$ df=4 *P<.01

The ratio of students who think that asking questions during online compulsory English courses leads anxiety is shown in Table 79. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 25.9% (17.3% agree and 8.6% strongly agree) while for the students who have Professional English course it is 34.6% (22.9% agree and 11.7% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2=14.78$; df=4; P=.005).

Table 80. *Item 18 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	8	9.6	11	13.4	15	18.3	34	41.5	14	17.1
yes	24	11.5	41	19.7	66	31.7	51	24.5	26	12.5
total	32	11.0	52	17.9	81	27.9	85	29.3	40	13.8

$\chi^2=11.92$ df=4 *P<.05

The ratio of students who can express themselves freely during online compulsory English courses is shown in Table 80. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 58.6% (41.5% agree and 17.1% strongly agree) while for the students who have Professional English course it is 37.0% (24.5% agree and 12.5% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 11.92$; $df=4$; $P=.018$).

Table 81. *Item 19 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	31	37.8	12	14.6	6	7.3	18	22.0	15	18.3
yes	52	25.1	33	15.9	42	20.3	33	15.9	47	22.7
total	83	28.7	45	15.6	48	16.6	51	17.6	62	21.5

$\chi^2 = 11.04$ $df=4$ $*P<.05$

The ratio of students who are happy to have online compulsory English courses is shown in Table 81. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 40.3% (22.0% agree and 18.3% strongly agree) while for the students who have Professional English course it is 38.6% (15.9% agree and 22.7% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 11.04$; $df=4$; $P=.026$).

Table 82. *Item 20 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	27	33.3	13	16.0	13	16.0	15	18.5	13	16.0
yes	41	20.1	44	21.6	51	25.0	41	20.1	27	13.2
total	68	23.9	57	20.0	64	22.5	56	19.6	40	14.0

$\chi^2 = 7.60$ $df=4$ $P>.05$

The ratio of students who are happy to attend online compulsory English courses is shown in Table 82. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 34.5% (18.5% agree and 16.0% strongly agree) while for the students who have Professional English course it is 33.3% (20.1% agree and 13.2% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 7.60$; $df=4$; $P=.107$).

Table 83. *Item 21 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	14	17.1	15	18.3	12	14.6	17	20.7	24	29.3
yes	29	14.0	35	16.9	60	29.0	45	21.7	38	18.4
total	43	14.9	50	17.3	72	24.9	62	21.5	62	21.5

$\chi^2 = 8.57$ df=4 P>.05

The ratio of students think that English cannot be taught during online compulsory English courses is shown in Table 83. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 50.0% (20.7% agree and 29.3% strongly agree) while for the students who have Professional English course it is 40.1% (21.7% agree and 18.4% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 8.57$; df=4; P=.073).

Table 84. *Item 22 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	17	20.8	10	12.2	16	19.5	21	25.6	18	22.0
yes	37	17.8	32	15.4	53	25.5	43	20.7	43	20.7
total	54	18.6	42	14.5	69	23.8	64	22.1	61	21.0

$\chi^2 = 2.26$ df=4 P>.05

The ratio of students who think that having online compulsory English courses are relaxing is shown in Table 84. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 47.6% (25.6% agree and 22.0% strongly agree) while for the students who have Professional English course it is 41.4% (20.7% agree and 20.7% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 2.26$; df=4; P=.688).

Table 85. *Item 23 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	14	17.1	14	17.1	6	7.3	33	40.2	15	18.3
yes	20	9.7	18	8.7	64	30.9	49	23.7	56	27.1
total	34	11.8	32	11.1	70	24.2	82	28.4	71	24.6

$\chi^2 = 27.49$ df=4 *P<.001

The ratio of students who think that it is advantageous not to pay for travel expense as the course is online is shown in Table 85. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 58.5% (40.2% agree and 18.3% strongly agree) while for the students who have Professional English course it is 50.8% (23.7% agree and 27.1% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2=27.49$; $df=4$; $P=.000$).

Table 86. *Item 24 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	19	23.2	19	23.2	9	11.0	18	22.0	17	20.7
yes	40	19.3	53	25.6	73	35.3	20	9.7	21	10.1
total	59	20.4	72	24.9	82	28.4	38	13.1	38	13.1

$\chi^2=24.53$ $df=4$ * $P<.001$

The ratio of students who cannot attend online compulsory English courses because of technical disabilities is shown in Table 86. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 42.7% (22% agree and 20.7% strongly agree) while for the students who have Professional English course it is 19.8% (9.7% agree and 10.1% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2=24.53$; $df=4$; $P=.000$).

Table 87. *Item 25 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	14	17.1	17	20.7	12	14.6	25	30.5	14	17.1
yes	30	14.5	35	16.9	71	34.3	46	22.2	25	12.1
total	44	15.2	52	18.0	83	28.7	71	24.6	39	13.5

$\chi^2=11.36$ $df=4$ * $P<.05$

The ratio of students who cannot attend online compulsory English courses only when they are busy is shown in Table 87. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 47.6% (30.5% agree and 17.1% strongly agree) while for the students who have Professional English course it is 34.3% (22.2% agree and 12.1% strongly agree). There is a statistically significant

difference in terms of having Professional English course for this question. ($\chi^2 = 11.36$; $df=4$; $P=.023$)

Table 88. *Item 26 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	10	12.3	23	28.4	26	32.1	11	13.6	11	13.6
yes	26	12.6	46	22.2	76	36.7	29	14.0	30	14.5
total	36	12.5	69	24.0	102	35.4	40	13.9	41	14.2

$\chi^2 = 1.32$ $df=4$ $P>.05$

The ratio of students who think that the duration of online compulsory English courses is too short to ask questions is shown in Table 88. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 27.2% (13.6% agree and 13.6% strongly agree) while for the students who have Professional English course it is 28.5% (14% agree and 14.5% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 1.32$; $df=4$; $P=.858$).

Table 89. *Item 27 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	40	48.8	12	14.6	13	15.9	11	13.4	6	7.3
yes	44	21.3	37	17.9	69	33.3	28	13.5	29	14.0
total	84	29.1	49	17.0	82	28.4	39	13.5	35	12.1

$\chi^2 = 24.17$ $df=4$ $*P<.001$

The ratio of students who are content to have face-to-face exams is shown in Table 89. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 20.7% (13.4% agree and 7.3% strongly agree) while for the students who have Professional English course it is 27.5% (13.5% agree and 14% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 24.17$; $df=4$; $P=.000$).

Table 90. *Item 28 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	18	22.2	9	11.1	20	24.7	25	30.9	9	11.1
yes	40	19.2	22	10.6	61	29.3	38	18.3	47	22.6
total	58	20.1	31	10.7	81	28.0	63	21.8	56	19.4

$\chi^2 = 8.93$ df=4 P>.05

The ratio of students who think that not having to go to school for Online Compulsory English Course is motivating is shown in Table 90. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 42.0% (30.9% agree and 11.1% strongly agree) while for the students who have Professional English course it is 40.9% (18.3% agree and 22.6% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 8.93$; df=4; P=.063).

Table 91. *Item 29 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	5	6.2	15	18.5	15	18.5	17	21.0	29	35.8
yes	24	11.6	37	17.9	67	32.4	39	18.8	40	19.3
total	29	10.1	52	18.1	82	28.5	56	19.4	69	24.0

$\chi^2 = 12.37$ df=4 *P<.05

The ratio of students who think that during Online Compulsory English Course, teacher-student interaction falls short is shown in Table 91. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 56.8% (21.0% agree and 35.8% strongly agree) while for the students who have Professional English course it is 38.1% (18.0% agree and 19.3% strongly agree). There is a statistically significant difference in terms of having Professional English course for this question. ($\chi^2 = 12.37$; df=4; P=.015)

Table 92. *Item 30 in terms of having Professional English Course*

	Strongly disagree		Disagree		Neutral		agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
no	9	11.0	15	18.3	15	18.3	28	34.1	15	18.3
yes	30	14.5	25	12.1	59	28.5	49	23.7	44	21.3
total	39	13.5	40	13.8	74	25.6	77	26.6	59	20.4

$\chi^2 = 7.24$ df=4 P>.05

The ratio of students who are roamed to a variety of activities that computer provides during Online Compulsory English Course is shown in Table 92. When the statement was examined in terms of having professional English course, the ratio for the students who do not have Professional English course is 52.4% (34.1% agree and 18.3% strongly agree) while for the students who have Professional English course it is 45.0% (23.7% agree and 21.3% strongly agree). There is not a statistically significant difference in terms of having Professional English course for this question ($\chi^2 = 7.24$; $df=4$; $P=.124$).

4.2. Qualitative Findings

In this part, findings of semi-structured interviews conducted with the participation of 16 students are presented. First, demographic information of participants will be given and then findings of each question are presented and explained.

Table 93. *Demographic Information of Interviewed Participants*

Participant Code	Age	Gender	Department	Participant Code	Age	Gender	Department
P1	38	Female	Public Relations	P9	19	Female	Marketing
P2	35	Male	Public Relations	P10	18	Male	Marketing
P3	20	Female	Public Relations	P11	21	Male	Marketing
P4	19	Male	Public Relations	P12	21	Female	Marketing
P5	20	Female	Nursing	P13	18	Female	Civil Aviation
P6	20	Male	Nursing	P14	19	Female	Civil Aviation
P7	19	Female	Nursing	P15	19	Male	Civil Aviation
P8	19	Male	Nursing	P16	22	Male	Civil Aviation

Table 93 shows demographic information of interviewed participants. The participant's code, age, gender and departments are shown in the table. A total of 16 participants took part in the

study with 50.0% female (n=8), and 50.0% male (n=8). The participants were between 18 and 38 years of age. The participants come from four different departments: Public Relations, Nursing, Marketing and Civil Aviation. There are 4 participants from the Public Relations department, 4 participants from the Marketing department, 4 participants from the Nursing department and 4 participants from Civil Aviation department.

Table 94. *Opinions of Participants on the Usefulness of Online English Courses*

Sub-theme	Code	Frequency (n)	Percentage (%)
Negative	Useless	6	37.5
	Inadequate-of Poor Quality	3	18.8
	Ineffective compared to face-to-face education	2	12.5
	Not useful	2	12.5
	Inappropriate infrastructure	2	12.5
	Non-existence of school attendance	1	6.3
	Useless in terms of profession	1	6.3
	unsuitable environment	1	6.3
	Waste of time and effort	1	6.3
	Inappropriate level	1	6.3
Positive	Useful	5	31.3
	I use it in every pace of my life.	1	6.3
	Investment in the future	1	6.3
	Academically useful	1	6.3
	It reviews basic English course	1	6.3
	It is advantageous due to low attendance	1	6.3

Participants' responses to the questions "*Do you think Online Compulsory English classes are useful? Why?*", are shown in Table 94. The participants' views on whether they found the online English course useful were grouped into two sub-themes, "positive" and "negative".

First, when respondents' negative opinions on online English lessons were examined, it was determined that the most frequently repeated code was the phrase "*useless*" (f=6, 37.5%). Then, subsequently "*inadequate-of poor quality*" (f=3, 18.8%), "*ineffective when compared to face-to-face education*" (f=2, 12.5%), "*not useful*" (f=2, 12.5 %), "*Inappropriate infrastructure*" (f=2, 12.5%), "*Non-existence of school attendance*" (f=1, 6.3%), "*Useless in terms of profession*" (f=1, 6.3%), "*unsuitable environment*" (f=1, 6.3%), "*Waste of time and effort*" (f=1, 6.3%) and "*Inappropriate level*" (f=1, 6.3%) codes followed.

When the other sub-theme positive views were examined, it was revealed that the most frequently repeated code was “*useful*” ($f=5$, 31.3%). Then, subsequently “*I use it in every pace of my life.*” ($f=1$, 6.3%), “*Investment in the future*” ($f=1$, 6.3%), “*Academically useful*” ($f=1$, 6.3%), “*It reviews basic English course*” ($f=1$, 6.3%) and “*It is advantageous due to low attendance*” ($f=1$, 6.3%) codes followed.

The views of some participants who think Online Compulsory English Course is not useful and who have negative opinions about the foresaid course are as follows:

“I definitely do not think that this course is useful, face-to-face English courses are definitely more effective for us.” (P1)

“I don’t think that this course is useful because it will contribute to my future as the course level is very low.” (P3)

“If suitable conditions are set, I think they are helpful but currently this is not an available condition. So, I do not think that they are useful due to connection problems or indifference of the students.” (P5)

“No because of connection problems, I cannot focus on the lesson.” (P7)

“No. I do not attend the course because we do not have to attend the course as school attendance is not compulsory.” (P11)

“I do not think that this course is useful. In my opinion, teacher-students interaction is essential.” (P13)

“No because the education is of poor quality and school attendance is not compulsory.” (P14)

Views of some participants having positive views on the course and thinking that the course is useful are as follows:

“Yes, I think the course is useful, I use it in many paces of my life.” (P2)

“I think they are useful.” (P6)

“Yes, I think this course is an investment to the future.” (P10)

“Yes, I think this course is useful. Due to low attendance of the class, I feel like I take private lessons.” (P15),

Findings for the views of the participants on the question “Do you think that online compulsory English courses contribute to your future?” are shown in Table 95.

Table 95. *Participants' Views on the Contribution to the Future of Online English Courses*

Sub-theme	code	Frequency (n)	Percentage (%)
Negative Judgement	Does not contribute	6	37.5
	Face-to-face education is better	2	12.5
	It does not improve my English	1	6.3
	I cannot learn	1	6.3
	I have better English	1	6.3
	It prevents commitment to the lesson	1	6.3
	It is not productive	1	6.3
Positive Judgement	It is an important language	2	12.5
	I can speak more fluently	1	6.3
	Advantageous in terms of accessibility	1	6.3
	It helps in exams	1	6.3
	It makes me more equipped	1	6.3

The participants' views on whether online English lesson contributes to their future were gathered on two sub-themes, "negative judgement" and "positive judgment".

First, when negative judgments were examined about the online English course's contribution to the participants' future, it was determined that the most frequently repeated code was "not contributing" ($f=6$, 37.5%). Then, subsequently “Face-to-face education is better” ($f=2$, 12.5%), “It does not improve my English” ($f=1$, 6.3%), “I cannot learn” ($f=1$, 6.3%), “I have a better English” ($f=1$, 6.3%), “It prevents commitment to the lesson” and “It is not productive” ($f=1$, 6.3%) codes followed.

Another sub-theme, the positive judgement, shows that the most frequently repeated answer is "It is an important language" ($f=2$, 12.5%). Then subsequently “I can speak more fluently” ($f=1$, 6.3%), “Advantageous in terms of accessibility” ($f=1$, 6.3%), “It helps in exams” ($f=1$, 6.3%) and “It makes me more equipped” ($f=1$, 6.3%), answers followed.

The views expressed in the negative judgment sub-item by participants who felt that the online English course does not contribute much to their future, or even has a harmful effect, were as follows:

“I don't think it is making a contribution to my future because I can't learn how hard I try.” (P4)

“It doesn't contribute because I think my level of English is higher than the level offered to me. (P5)

“I don't think it is contributing because it's online, so there's not much commitment.” (P8)

“I don't think it is contributing because it's online.” (P11)

“If English were given face-to-face, it would contribute, but it does not contribute. (P12)

The participants' views on the positive judgement sub-theme, created by those who believe that the online English course is generally beneficial and contributes to their future, are as follows:

“I think it's helping me do my job more in a more equipped way.” (P6)

“I think it's a contribution, and I'm more fluent thanks to this lesson.” (P15)

“In terms of accessibility, this course is a great opportunity for most people, and it can turn into a more intensive and interactive lesson.” (P16)

The codes and themes created in action from the participants' views on the question “What are the advantages of Online Compulsory English?” are shown in 96.

Table 96. *Participants' Views on the Advantages of Online English Courses*

Sub-theme	Code	Frequency (n)	Percentage (%)
Physical	Saving time	2	12.5
	No need to go to school	2	12.5
	Advantageous for those who live away from the school	2	12.5
	Online	1	6.3
	Able to watch from everywhere	1	6.3
	Comfort zone	1	6.3
	Budget friendly	1	6.3
Educational	practical	2	12.5
	Enhance language learning	1	6.3
	Suitable for beginners	1	6.3
	Enhance familiarity	1	6.3
Sensual	Not advantageous	4	25.0
	Comfortable	2	12.5
	Easy to ask questions	1	6.3
	Far from social pressure	1	6.3
	Make lives easier	1	6.3

The participants' views on the advantages of an online English lesson were grouped into three sub-themes: "physical", "educational" and "sensual".

First, when participants' views on the physical advantages of online English lessons were examined, the most frequently repeated code were the codes " Saving time", "no need to go to school" and " Advantageous for those who live away from school" (f=2,12.5%).

Then subsequently "being online" (f=1, 6.3%), "able to watch everywhere" (f=1, 6.3%), "enhancing a comfort zone" (f=1, 6.3%) and "being budget friendly" (f=1, 6.3%) codes followed. Another sub-theme, the educational benefit, suggests that the most repetitive code is "practical" (f=2,12.5%). Then subsequently "enhancing language learning" (f=1, 6.3%), "appropriate for beginners" (f=1, 6.3%) and "enhance sound familiarity" (f=1, 6.3%) codes followed. Finally, when examining the sensual subtheme, the most repeating code appeared to be "no advantages". (f=4, 25.0%). Then subsequently "Comfortable" (f=2, 12.5%), "Easy to ask questions" (f=1, 6.3%), "Far from social pressure" (f=1, 6.3%) and "Make lives easier" (f=1, 6.3%) codes followed.

The participants, who typically highlighted the course's physical contributions to the advantages, and emphasized in particular that the lesson is not restricted to a specific location, expressed their views on the physical sub-theme as follows:

"You don't have to go to school, but education isn't enough." (P1)

"I don't think it's useful to be online." (P6)

"It is an advantage for those who are far away." (P7)

"It's good for time, and it can be good for the budget." (P12)

On the educational sub-theme, the views of the participants, who highlighted the advantages of online English lessons as a contribution to more educational processes, were as follows:

"It's just practical, and there's no plus." (P13)

"It does not have many advantages; it just provides sound familiarity." (P4)

Under sensual sub-theme, views of the participants, who highlighted the advantages of online English lessons on mental and social conditions, is as follows:

“Attending the course readily and comfortably.” (P8)

“It makes my life easier” (P9)

“It decreases social pressure so I can freely ask and answer questions.” (P16)

Code and themes based on the views of the participants on the question “What are the disadvantages of online English lessons?” are shown in Table 97.

Table 97. *Participants' Views on the Weaknesses of Online English Course*

Sub-theme	Code	Frequency (n)	Percentage (%)
Physical	Being online	5	31.3
	Inadequate internet connection	4	25.0
	Inadequate material	3	18.8
	Limited time	3	18.8
	Not compulsory attendance	2	12.5
	Inaccessibility to the lesson	1	6.3
	Inadequate resources	1	6.3
	Technical problems	1	6.3
	Headache, eye pain	1	6.3
Educational	I cannot learn	2	12.5
	Low level	2	12.5
	Unproductive	1	6.3
	Waste of energy	1	6.3
	We cannot benefit from it	1	6.3
Sensory	Inadequate interaction	3	18.8
	Distracting	3	18.8
	Inadequate interest	2	12.5
	Problems in socializing	1	6.3
	Limited dialogues	1	6.3
	Causing unwillingness	1	6.3

The participants' views on the weaknesses of the online English course were gathered on three sub-themes, "physical", "educational" and "sensory".

First, when participants' views on the physical shortcomings of online English lessons were examined, it was determined that the most frequently recurring code was the expression "Inadequate internet" (f=5,31.3%).

Then “online” ($f=4$, 25.0%), “inadequate material” ($f=3$, 18.8%), “limited time” ($f=3$, 18.8 %), “attendance is not compulsory” ($f=2$, 12.5%), “inaccessibility to the lesson” ($f=1$, 6.3%), “inadequate resources” ($f=1$, 6.3%), “technical problems” ($f=1$, 6.3%) and “headache, eye pain” ($f=1$, 6.3%) codes followed respectively. Another sub-theme, educational, showed that the most repetitive code was "I can't learn" and "low level" ($f=2$, 12.5%).

Then “unproductive” ($f=1$, 6.3%), “waste of energy” ($f=1$, 6.3%) and “we cannot benefit from the course” ($f=1$, 6.3%) followed respectively. Finally, when examining the sensory subtext, the most recurring code appears to be "inadequate interaction" and "attention is distracted" ($f=3$, 18.8%).

Next, “inadequate interest” ($f=2$, 12.5%), “limited dialogues” ($f=1$, 6.3%) and “causes unwillingness” ($f=1$, 6.3%) codes followed respectively.

On the physical sub-theme, the participants' views, expressing the course's physical effects as the most important weakness of the online English lessons, are as follows:

“Technical problems and internet problems cause trouble.” (P1)

“I don't have access to lessons where I'm not connected to the Internet, or when I open the lesson, my attention shifts to other things. We can't learn in this way, and we cannot read the articles we need to read for our profession.” (P5)

“Insufficient material and lessons for the advanced level.” (P14)

The views on the weaknesses of online English courses included in the educational sub-theme are as follows:

“We don't get performance and high scores in the exam. It's low-level, but it's so easy, it gives rise to reluctance. Attendance is not compulsory, and I do not want to learn the same subjects as my sister who studies in primary school.” (P3)

“A waste of time, a waste of energy, a loss of effort. The greatest weakness is that I cannot learn English and this condition does not stem from me. Interaction is inadequate, resources are not instructive enough in virtual environments. Also, this course's being online causes eye pain and headache.” (P4)

The views on the weaknesses of online English courses, which are included in the sensory sub-theme, are as follows:

“Limited personal dialogues.” (P2)

“Internet problems, trouble in socializing and speaking.” (P7)

“Virtual classroom reduces the seriousness of the lesson in terms of interest, Internet-related problems are diverting our attention because of breakdowns.” (P16)

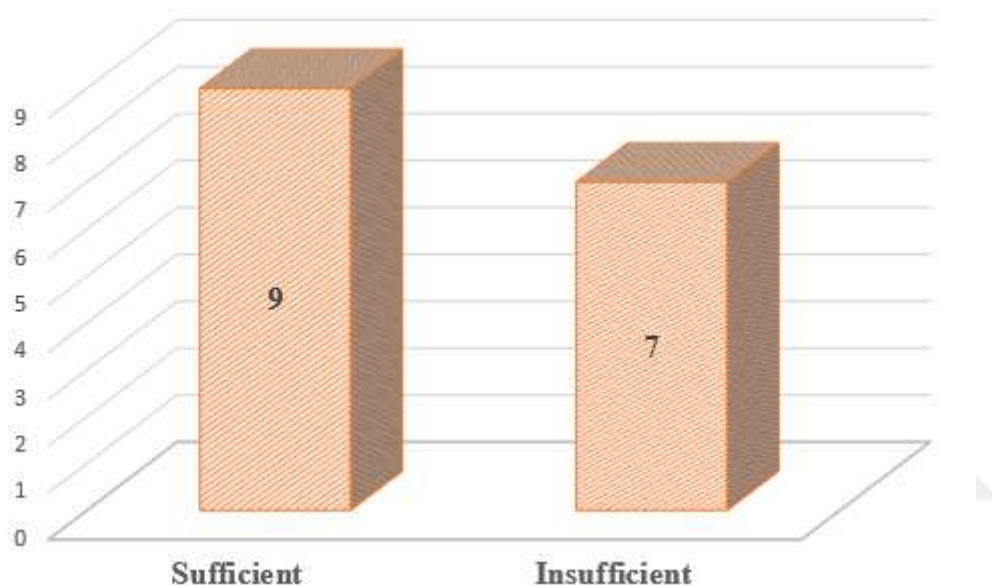


Figure 1. *Participants' Views on the Duration of Online Compulsory English Course*

Figure 1 shows the ratio of students who think and do not think that the duration of online compulsory English course is sufficient. When the views of the participants were examined on the question, "Do you find the duration of English lessons sufficient?", most participants stated that it was sufficient ($f=9$, 56.03% and the other participants stated that it was inadequate ($f=7$, 43.2%).

The opinions of the participants who think that the duration of online class is sufficient were as follows:

“Lesson hours may be sufficient, but I regard the learning process as painful.” (P1)

“No, we cannot practice the language enough.” (P14)

“I think it is quite sufficient.” (P15)

The opinions of the participants who think that their class hours are insufficient were as follows:

“Not enough, but it doesn't have to be long.” (P4)

“Absolutely inadequate, we're just learning grammar, there's hardly any speaking and writing activities.” (P5)

“2 lessons a week are inadequate.” (P7)

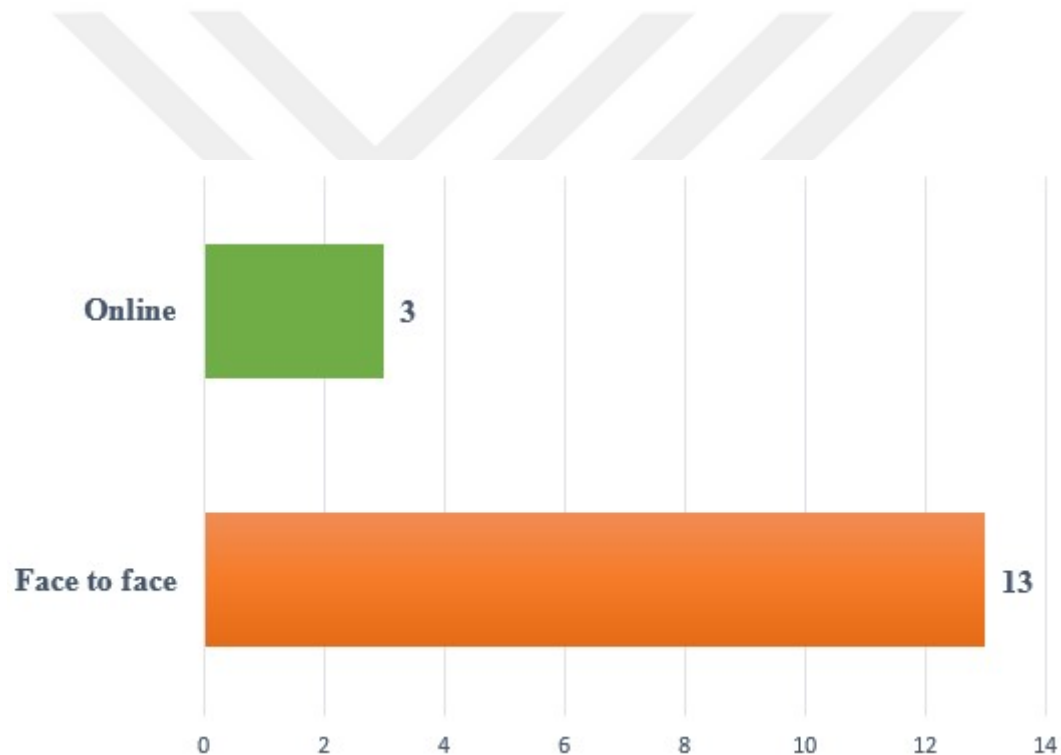


Figure 2. *Participants' Opinions on the Type of the English Course (Online or Face-to-face)*

Figure 2 shows how students prefer to take English course (online or face-to-face). When participants were asked, "Would you like to take an online or face-to-face English lesson if you had a choice?" most of the participants said they would take the lesson face to face (81.25%), while the other participants stated that they would like to take the lesson online (18,75%).

The views of participants who preferred the practice of English courses face-to-face were as follows:

"I'd definitely like to take face-to-face English course because I don't think this kind of learning is enough There's no positive extra situation provided by the teacher. The fact that I was a consistent student in the first term, but it didn't give me any plus in terms of grade, pushed me into instability." (P1)

"I'd like to take a face-to-face lesson because I can ask the question in the dialogues instantly." (P2)

"I'd like to take the English lesson face-to-face, I love the lesson, but if it's face to face, I would like to be able to chat with my teacher." (P5)

"I'd like it to be face-to-face. I think it'll be more effective." (P6)

"It'd be better if the lesson was face-to-face. Practice is very important when learning English, and it's not possible in an online environment. It's getting worse at home." (P7)

"I'd like to take the lesson Face-to-face because I think it's more meaningful and useful." (P9)

"Of course I'd like to take the lesson face-to-face, because coming face to face with the teacher makes us take it seriously." (P13)

The opinions of participants who preferred the English courses to be conducted online were as follows:

"I'd like to take the lesson online and I think I learn better." (P10)

"I'd rather take the course online because it saves time and I find it more practical and efficient." (P15)

"It's better to have a virtual classroom because we're saving time, not getting stuck and there's no transportation problem." (P16)

In conclusion, both quantitative and qualitative findings are presented comprehensively in this chapter. The relationship between both types of findings and motivation will be explained in discussion part of this study.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion and Conclusion

In this chapter, the study is briefly summarized. Next, findings from the questionnaire are interpreted and finally some suggestions are provided.

The study aimed at finding whether students find online English courses motivating, whether the motivations of students who take online compulsory English course depend on their gender, department, and state of having professional English course and also to unveil the factors that motivate or demotivate the participants towards online compulsory English course. This present study was carried out with the participation of 290 first year students who take online compulsory English course at Akdeniz University. Participants were from four different departments, and they were chosen through convenience sampling. Data of the study were gathered through questionnaires developed by the researcher (see Appendix 2 and 3) and semi-structured interviews (see Appendix 4). In this study the following research questions are aimed to be answered:

1.What are the factors that influence language motivations in compulsory English courses?

1.a. Do students find online English classes motivating?

1.b. Are there any meaningful statistical differences between the motivations of students according to their genders?

1.c. Are there any statistically meaningful differences between the motivations of students according to their departments?

1.d. Are there any statistically meaningful differences between the motivations of students according to presence of professional English course in the following year?

1.e. What factors affect the motivations of students in online compulsory classes?

1a. Do students find online English classes motivating?

According to the answers of the students, students had a neutral perspective for 14 out of 30 statements. Each statement is discussed below to answer the first research question.

According to the answers of statement 1 "*I love online compulsory English courses*", nearly half of the students disagreed that they love the course while only 32.7 % of them agreed or strongly agreed (respectively 19.3% agree, 13.4% strongly agree). As research by Ayan (2015) suggests that learner autonomy, the ability to make choices about what and how they learn, is crucial for motivation, it can be inferred from the answers that as students can not choose how to learn, their motivation is low towards online compulsory English courses.

For statement 2, "*I find Online Compulsory English Courses entertaining*", 47,6% of students gave disagree or strongly disagree answers (24.5% disagree and 23.1% strongly disagree) while only 32.7% of them gave agree or strongly agree answers (22.4% agree, 10.3% strongly agree). This suggests that a significant portion of students do not find the courses entertaining. This can lead to decreased motivation as entertainment can enhance engagement, a key factor of motivation according to Fredricks et al. (2016)

A total of 45.1 % of them disagreed or strongly disagreed to statement 3 "*I can learn English during Online Compulsory English Course.*" (18.4% disagree, 26.7% strongly disagree), "*I can learn English during Online Compulsory English Course.* ", while only 32.3 % of them agreed or strongly agreed (23.6 % agree and 8.7% strongly agree). This can be demotivating as students might not see the value in spending time on the course. Research by Schunk & Pintrich (2008) highlights the importance of self-efficacy, the belief in one's ability to learn, for academic motivation.

About Statement 4 "*I consider Online Compulsory English Courses as a waste of time.*" students are neither positive nor negative (27.9%). It may be because they do not usually attend the online course. According to Meşe and Sevilen (2021), low student attention leads to a decrease in motivation.

To Statement 5 "*I feel free during Online Compulsory English Course.*" "The highest percentage of answer was agree with 27.6% For this statement the reason behind this high percentage of neutral answers can be that students value the flexibility that the course offers.

Answers of Statement 6 "*I like Online Compulsory English Course teacher.*" show that over half of the students like their teachers (34.8% agree and 24.0% strongly agree). Teacher is a very significant factor in students' motivation.

For Statement 7 "*I feel like wasting time during Online Compulsory English Course.*" students had a neutral perspective (27.3%). The students may feel that they save time as they do not go to school while they also may think that the online course is useless and is not worth spending time.

About Statement 8 "*Online Compulsory English Courses contribute to my future.*" "most of the students are neither positive nor negative. Most of them had a neutral perspective (24.3%).

Another distinctive statement is statement 9" *Online Compulsory English Courses provide advantages to the school in terms of classrooms.*". According to the findings 38,9% of the participants agreed or strongly agreed with (respectively 23.3% agree, 15.6% strongly agree) the opinion that the course is advantageous for school, not for the benefit of students.

Answers of Statement 10 "*I do not think that Online Compulsory English Course is sufficient in terms of content.*" show that most of the students (24.6% agree and 21.1% strongly agree) think that the course is not sufficient in terms of content. When students do not find the content sufficient, they may not value the lesson, and this makes them lose their motivation towards the course. A study by Phuong (2022) supports this finding as it revealed that the degree to which students find the course valuable increases motivation.

For Statement 11 "*I do not think that Online Compulsory English Course is sufficient in terms of period.*" the highest percentage of answers were neutral (27.7%). Most of them had a neutral perspective.

Answers of statement 12 "*Online Compulsory English course make us save time.*" show that most of the students think that the online course saves their time. For this statement, students may think that the time saved from travelling to the school is used for practising the related subjects. Thus, they feel relaxed, and this helps boost their motivation towards the course.

Statement 13 "*I prefer to take face-to-face English course.*" is a crucial statement in the questionnaire as it focuses on students' preference. 54.4% of the participants agreed or strongly agreed to this statement (16.3 % agree, 38.1% strongly agree) while only 32.9% of them disagreed or strongly disagreed (20.4 % disagree and 12.5 % strongly disagree). Face-to-face classes allow group activities, and student-student and student-teacher interaction, which

can be more engaging than online learning. This creates a sense of community and belonging, which can enhance motivation according to a study by Wentzel (1998). Similarly, in the studies of Klimova (2020) and Erarslan&Arslan (2019), it was found that most of the participants preferred face-to-face education instead of online education.

According to the answers of statement 14 "*I do not think that Online Compulsory English course contributes to my future.*", nearly half of the students (19.7% disagree and 22.4% strongly disagree) think that the online course is beneficial for their future. Finding a good job may be their goal in learning English. Thus, it can be said that those students are extrinsically motivated towards online compulsory English courses.

About Statement 15 "*I attach importance to Online Compulsory English Course.*", "students are neither positive nor negative (28.6% neutral). It may be because they do not usually attend the online course.

For Statement 16 "*I do not think that online evaluation is objective.*", most of the students' answers are neutral (37.4). It may be because they do not have online exams anymore.

For Statement 17 "*Asking questions make mee feel nervous during Online Compulsory English Course.*", students had a neutral perspective (25.9%). Their state of being neutral may be linked to the fact that they do not attend the online compulsory English courses.

On the other hand, 43.1% of students agreed or strongly agreed with statement 18 "*I can express myself easily during Online Compulsory English Course.*" (29.3% agree, 13.8% strongly agree). When students feel comfortable expressing themselves in the online course, it can foster a sense of agency and control over their learning. This feeling of being heard and valued can contribute to increased motivation, as highlighted by research from Deci & Ryan (2000) on self-determination theory.

44.3% of the students disagree or strongly disagree with statement 19 "*I am contented to take Online Compulsory English Course.*" (15.6% agree and 28.7% strongly agree). This result supports the result of statement 13. It can be said that most of the students do not prefer to learn English in an online platform. So having online classes has a deterring effect in their motivations.

For statement 20 "*I like having Online Compulsory English Course.*", the most common responses were disagree, and strongly disagree (20.0% disagree and 23.9% strongly disagree). Enjoyment of the learning experience is a key component of motivation. It's probable that the design of the online courses discourages participation and enjoyment, given the large number of students who disagree. This lack of enjoyment, in Wentzel's (1998) opinion, might result in apathy and, eventually, demotivation.

For Statement 21 "*English language cannot be taught in online environments.*" most of the students had a neutral perspective (24.9%). When students do not feel that they learn it may influence their motivation badly.

For Statement 22 "*It makes me comfortable to take English course on online platform.*" students had a neutral perspective (23.8%). For this statement the reason behind this high percentage of neutral answers can be that while students value the flexibility, they find the course too comfortable to take it seriously.

On the other hand, for statement 23 "*It is advantageous for me not to pay for travel expense as the course is online.*", the most popular answers were agree (28.4%) and strongly agree (24.6%). It is related to travel expense and also the time and money saved from commuting can be redirected towards studying the course material or practicing English. This can lead to a sense of accomplishment and progress, which can be motivating factors according to research by Locke & Latham (1990) on goal setting theory.

For Statement 24 "*I cannot attend Online Compulsory English Course because of technical impossibility.*" and for Statement 25 "*I do not attend Online Compulsory English Course only when I am busy.*" most of the students had a neutral perspective (respectively 28.4 neutral and 28.7% neutral). These two statements are to find the reason behind the students' low attendance. According to the study of Koçer and Köksal (2024), one of the biggest drawbacks of online learning was technological problems.

For Statement 26 "*As we have limited time, we cannot ask questions about what we do not understand.*" most of the students had a neutral perspective (35.4%). This high percentage of neutral answers may be because students do not attend and thus do not ask questions during online classes.

According to the answers of statement 27 *“I am contented to have face to face exams of Online Compulsory English Course”*, the most popular answers were disagree and strongly disagree (respectively 17.0% disagree and 29.1% strongly disagree). The students may think that if the lesson is online, evaluation should be online as well. As the students cannot prefer how to take the course, their expectations are not met, and this leads to demotivation of students. According to the Goldilocks rule of motivation, one should find the right point in between comfort and discomfort to enhance motivation (Brantley-Dias & Ertmer, 2013) That is, if students feel free during the lesson it is a good point for motivation, but they also should feel some discomfort to take the lesson seriously.

For Statement 28 *“As we have limited time, we cannot ask questions about what we do not understand.”* and for Statement 29 *“During Online Compulsory English Course, teacher-student interaction falls short.”* students mostly had a neutral perspective. (respectively 28.0% and 28.5% neutral).

For statement 30 *“As the courses are conducted via computers, I am distracted by other facilities that computer provides.”*, most of the students chose agree option (26.6%). While computers offer a variety of activities, they can also be a source of distraction (games, social media). This can hinder a student's ability to focus on the learning tasks within the course, ultimately demotivating them. Sitzmann & Ely (2011) found that students in online courses are more likely to experience distractions. leading to decreased motivation and poorer learning outcomes.

In conclusion, according to the findings, motivation of students seems to be moderate similar to the results of the studies of Vibuphol (2016) and Erarslan& Arslan (2019). Most of them were neutral about some of the statements and this may stem from the fact that most of them do not attend the online classes, so they do not have ideas about it.

1b. Are there any statistically meaningful differences between the motivations of students in terms of their genders?

According to the findings, it was revealed that 26 out of 30 statements are gender dependent. There were statistically meaningful differences in 26 statements. In this part, answers of 30 statements are interpreted to answer the first research question.

For statement 1 "*I love Online Compulsory English Course.* ", females more negatively answered than males did (respectively 47.5%disagree and 43.1% disagree). It offers a glimpse into a possible gender difference in intrinsic motivation, females seem to be less motivated towards online English course as Wen (1997), suggests that intrinsic motivation has a big influence on learning outcome.

Answers of Statement 2 "*I find Online Compulsory English Courses entertaining.* " show that while 43.9 % of male participants think that the course is entertaining only 25.9 % of female students think so. A possible link is suggested between entertainment and intrinsic motivation, with females potentially showing a slight edge. In a similar study, Phuong (2022) found that students who find the course engaging are highly motivated to learn the language.

Answers of Statement 3 "*I can learn English during online compulsory English course.*" indicate that 40.7% of male students and 27.2% of female students believe that they can learn English during online compulsory English course. A similar study by Acat&Demiral (2002) supports this finding by stating that incapability of learning hinders motivation. Male students may be inherently more motivated than female students.

Answers of Statement 4 "*I consider Online Compulsory English Courses as a waste of time.*" show that, 51.4 % of males disagree or strongly disagree (respectively 21% and 30.3%) that the course is a waste of time while only 33.1 % of females disagreed or strongly disagreed (respectively 20.4% and 12.7%) with the statement. It can be deduced from the answers that male students are happier about online compulsory English courses than female students and being happy is directly related to intrinsic motivation of students. This may stem from the fact that males like online environments and working on computers.

Answers of Statement 5 "*I feel free during Online Compulsory English Course.* "show that 53.3% of males feel free during online English course while only 36.3% of females feel so. Feeling free, being away from troubles may have a positive impact on motivation. So, it can be inferred from the answers that female students less motivated than males according to this statement.

Answers of Statement 6 "*I like Online Compulsory English Course teacher.* "show that the students like their teachers in general, regardless of their genders (males 59.5% and females 58.5%). Course teacher has a big influence on learners' motivation. If the students like their teachers, they adopt a positive attitude towards the course. The study of Phuong (2022) also revealed that teachers guide is a powerful motivator.

Similarly to statement 4, according to the answers of statement 7 "*I feel like wasting time during Online Compulsory English Course.*" 39.2% of females agree with the statement while 30.8 % of males agreed. It reveals that, more male students are negative about having online classes in terms of wasting time during online compulsory courses. They do not find the course as time-wasting. It again shows that male students are more content and have higher motivations than female students towards online compulsory English courses.

Answers of Statement 8 "*Online Compulsory English Courses contribute to my future.*" indicate that, the percentage of female students who disagree or strongly disagree (respectively 26.3% and 16.8%) that online compulsory English courses contribute to their future is higher than the percentage of the male students (respectively 11.9% disagree and 21.1% strongly disagree). It shows that female students do not find the course meaningful and females who do not find value for the future might be less intrinsically motivated to participate the lessons actively. In this vein, Phuong (2022) supports this finding by stating that the degree to which students find the course valuable has a significant influence on their motivations.

With Statement 9 "*Online Compulsory English Courses provide advantages to the school in terms of classrooms.*", 49.6% of male students agree while only 32.4 % of females think so. This again highlights that the advantages of online courses are more valued by male students.

Answers of statement 10 "*I do not think that Online Compulsory English Course is sufficient in terms of content.*" reveal that when compared to male students, more female students agree with the opinion that the course content is not sufficient (respectively 48.9% and 40.4%). This may stem from the fact that generally students are taught solely grammar. According to Paker (2012), grammar-based teaching causes a loss in students' motivation. Females who find the content less sufficient might be less motivated to learn and participate actively.

Similarly, according to answers of Statement 11 "*I do not think that Online Compulsory English Course is sufficient in terms of period.*", more female students (32.3%) think that the duration of the course is short when compared to the male students (25.6%). When the students feel in rush, some points of the course can be missed, and this leads a decrease in success. Similar to this result, Ekmekçi (2015) also found that the students regarded the duration of the course as inadequate.

According to the answers of statement 12, "*Online Compulsory English course make us save time.*", 39.1% of females want to have face-to-face courses while only 48.1% of males think so. Male students may think thanks to this course, they do not waste their time on commuting to school.

According to the answers of statement 13, "*I prefer to take face-to-face English course.*", 60.0% of females want to have face-to-face courses while only 46.0% of males think so. This shows that male students are more motivated than females towards the online course. Females who prefer face-to-face learning might be less motivated in the online format.

Answers of statement 14 "*I do not think that Online Compulsory English course contributes to my future.*" show that 43.0% of female students regarded the course as not contributing while only 30,6 % of male students did so. This suggests that females might see less future value in the online English course, potentially leading to a decrease in intrinsic motivation (Phuong,2022).

According to the answers of statement 15 "*I attach importance to Online Compulsory English Course.*", while nearly half of the male students thought that online compulsory English course is important, only 32.8 % of females stated that they attach importance to online compulsory English courses. According to Spaulding (1992), being interested in an activity directly boosts motivation to do it. This suggests that females might place less importance on the online English course, potentially leading to a difference in intrinsic motivation.

The answers of statement 16 "*I do not think that online evaluation is objective.*", show that 34.8% of females are not happy about online evaluation while only 29.6% of males are happy. Male students value and like virtual environments, so they seem to be more motivated than females towards online English course.

Answers of Statement 17 "*Asking questions make me feel nervous during Online Compulsory English Course.*" show that only 20.6 % of males stated that they felt nervous while asking questions while 39.1 % of females expressed nervousness. This shows that females have more anxiety than males about online compulsory English courses. As anxiety is a barrier for motivation it can be deduced that male students have more motivation than females. According to a study by Jiang et al. (2022), motivation of students increases, when their anxiety decreases.

Answers of statement 18 "*I can express myself easily during Online Compulsory English Course.*" support answers of statement 17. According to the answers of statement 18 "

I can express myself easily during Online Compulsory English Course.", 56.9% of males agreed with the statement while only 34.8 % of females agreed. Females might experience more difficulty expressing themselves in the online English course, potentially leading to lower participation and reduced motivation.

Statement 19 "*I am contented to take Online Compulsory English Course.*" was agreed by 49.6% of males while it was agreed by only 32.8 % of females. It shows that nearly half of the males are happy about being taught on online platforms while females might be less content with the online English course, potentially leading to lower motivation.

For statement 20 "*I like having Online Compulsory English Course*", 49.5 % of females disagreed that they like attending to online compulsory English courses while only 34.6 % of males disagreed. Similarly, more males agreed to the statement while than females agreed. Thus, females might derive less enjoyment from the online English course compared to males, potentially leading to lower motivation.

Answers of Statement 21 "*English language cannot be taught in online environments.*", show that, 50.3% of females agreed with the statement while only 30.5 % of males agreed. This result shows that male students can learn the language better on online platforms when compared to females. On the other hand, females might have lower confidence in online English language learning, potentially leading to lower motivation. They may have seen that they cannot learn English on this new online environment.

Answers of Statement 22 "*It makes me comfortable to take English course on online platform.*" show that 50.5 % of males agreed with the statement while only 38.7% of females agreed. This suggests that females might feel less comfortable in the online English course environment, potentially leading to lower participation and motivation. Schwendiger and Algert (2020) also found that females participated less frequently in online discussions compared to males.

For statement 23 "*It is advantageous for me not pay for travel expense as the course is online.*", there is not a statistically meaningful difference. Students gave similar answers.

With Statement 24 "*I cannot attend Online Compulsory English Course because of technical impossibility.*", less male students agreed (23.9%), and this shows that males students do not have technical limitations. This may lead to an enhancement in males' motivation as they have the related technical devices. Research by Özer&Görgülü (2022) also suggests that one of the biggest drawbacks of online classes is technical problems.

Statement 25 "*I do not attend Online Compulsory English Course only when I am busy.*" is actually related to the eagerness of students. Students did not give the highest agree or disagree answers to this statement. For this statement, both male and female students were mostly neutral. This may stem from the fact that some students just do not want to attend the classes even if they do not work or they are not busy.

For statement 26 "*As we have limited time, we cannot ask questions about what we do not understand.*", the most popular answer was "neutral" for both groups. This may be because they do not ask questions, or they do not attend the course. When findings of this statement were examined, while 31.3% of female students agreed or strongly agreed with the statement only 22.9% of males agreed or strongly agreed. This statement again a gender-dependent statement. Females want the courses to be long enough to ask questions. According to the study of Henry&Thorsen (2018), it was revealed that if students get immediate feedback or answers during the course, the students become more motivated. In this context, it can be said that female students are less motivated towards the course than male students.

For statement 27 "*I am contented to have face to face exams of Online Compulsory English Course*", there is not a statistically meaningful difference according to the genders of the students. They gave similar answers.

For statement 28 "*Not having to go to school for Online Compulsory English Course motivates me*", there is not a statistically meaningful difference according to the genders of the students. Students gave similar answers.

Participants' answers to statement 29 "*During Online Compulsory English Course, teacher-student interaction falls short.*" show that 34.2% of males agreed with the statement while 48.9% of females agreed. Females might perceive a greater lack of teacher-student interaction, potentially leading to lower motivation. In their study Rovai and Wighting (2009) uncovered that students who perceive a stronger teacher-student interaction tend to be more motivated and engaged in their learning.

With statement 30 "*As the courses are conducted via computers, I am distracted by a variety of facilities that computer provides.*", 53.4 % of females and 36.7 % of males agreed. It shows that attention of female students tends to be distracted to different activities more than the male students. This statement is related to learner engagement. Kiranou, H., & Karayianni, (2021), found that keeping students cameras open enhances their engagement to the lesson. From this point of view, it can be said that females are less motivated than males.

In conclusion, students mostly answered “neutral” to some statements, and they showed similar opinions to some of the statements.

The students like their teachers, they want to have face-to-face education, and they value not coming to school for English course regardless of their genders. Besides, there are 26 gender-dependent statements. According to findings and their relation to learner motivation, female students seem to be less motivated than males. While in their studies Nguyen (2019), Ataman (2017), Karakış (2020) and Fırat Et al. (2017) have revealed no gender difference in student motivation, in this study it can be inferred from 26 statements that females displayed a more negative perception of the course, thus less motivation toward online compulsory English courses when compared to males. This result is supported by Gökyer & Bakcak (2014) as they also revealed that female students have less motivation than males towards the course. Also, studies conducted by Çakıcı (2007), Genç et al (2016), Kılıç& Akan (2020), Puspitaningrum Et al. (2020), Prihandono Et al. (2021) and Zayyana Et al. (2022) have revealed difference in student motivation based on genders of the participants.

The results also suggest a potential difference in intrinsic motivation, the desire to learn for the sake of learning itself. Factors like course content, perceived value, and enjoyment might be less stimulating for females.

1c. Are there any meaningful statistical differences in the motivations of students in terms of their departments?

According to the findings, answers given to 21 out of 30 statements were found to be related to departments of the students. There are statistically meaningful differences in 22 statements. In this part answers to these statements and their relationship to the student motivation will be interpreted and discussed.

For statement 1” *I love Online Compulsory English Course.*”, students are more or less of the same opinion "disagree". For this statement no statistically meaningful differences were found. However, the highest percentage of students who like online compulsory English courses are from Public Relations department with 34.8% and from Nursing department with 34.7%. Students of Marketing department follow them with 33.4%, and finally students of Civil Aviation department follow with 28.6%. From these agree and strongly agree answers, it can be deduced that most of the students do not like online compulsory English courses in general regardless of their departments.

According to the answers of Statement 2 "*I find Online Compulsory English Courses entertaining.*" Public Relations department has the highest percentage of agree (26.1%) or strongly disagree (13.0%) answers, then Nursing and Marketing follows and finally Civil Aviation department comes with 25%. These results show that, civil aviation is by far the most unhappy department about online compulsory English courses. If students are unhappy, they cannot be motivated towards the course.

According to the answers of statement 3 "*I can learn English during Online Compulsory English Course.*", there is not a statistically meaningful difference in student motivation according to their departments. They are more or less of the same opinion that they cannot learn during online compulsory English courses.

According to the answers of statement 4 "*I consider Online Compulsory English Courses as a waste of time.*", there is a considerable difference in students' motivation in terms of department. 38.0% of students from Civil Aviation department, 37.1% of students from Nursing department and 28.2% of students from Public Relations department regard online compulsory English courses as a waste of time, while only 5.6% of the students from Marketing department thinks so. According to this ratio, marketing students think that the time spent for the lesson is worth. Thus, it can be said that the students of Marketing department are more motivated than the others and students of Civil Aviation department are the least motivated group of all.

According to the answers of statement 5 "*I feel free during Online Compulsory English Course.*", students of Marketing department are the happiest about the course. Then public relations department follows this by 53.3 % and Civil Aviation and Nursing departments seem to be the least content departments. This discontent may be due to the extrinsic motivation as these departments use the language in their careers more than the other departments.

According to answers of statement 6 "*I like Online Compulsory English Course teacher.*", students of Civil Aviation department like their teacher the most while Marketing students neither like nor do not like their teacher. Answers of students studying at Marketing department show a neutral attitude (47.2%) towards online compulsory English teacher. This may be because they do not see and meet their teachers in classroom. Kiefer et al. (2015) found that when the students are supported by their teachers, they become more motivated towards the lesson.

Statement 7 "*I feel like wasting time during Online Compulsory English Course.*" got the highest percentage of agree answers from students of Civil Aviation department. This means that students of Civil Aviation department agree that this course is a waste of time. Students do not think that this lesson is useful for their careers, and this may refer to extrinsic motivation. On the other hand, only 11.8 % of Marketing students agreed to this statement which indicates that most of the marketing students value this lesson, and they think that this course is worth spending time. Therefore, according to this statement it can be said that students of Civil Aviation department are the least motivated of all.

According to the answers of statement 8 "*Online Compulsory English Courses contribute to my future*", there is not a statistically meaningful difference in motivations of students. However, when the answers were examined, it was seen that students of Public Relations department have the highest percentage of agree answers (39.1%). They may think that the lesson is useful for their carriers. Students of Nursing department follows with 39.0% and students of Marketing department follows the other departments with 3.9%. As students of Civil Aviation department need to use English in their future jobs more than the other departments, this statement is related to instrumental motivation, and it can be said that students from Civil Aviation department are less motivated than the other departments.

According to the answers of Statement 9, "*Online Compulsory English Courses provide advantages to the school in terms of classrooms.*", there is a statistically meaningful difference in students' motivation according to their departments. It can be seen that, students of Marketing department gave the highest percentage of agree answers, students of Public Relations and Civil Aviation follow it and the lowest percentage of agree answers came from students of Nursing department. This statement is not directly related to motivation however it may also refer to independency of learners as instruction is not conducted in classrooms, they may feel more relaxed in their comfort zone and become more motivated. The study of Erarslan and Arslan (2019) also found that students value comfortable environment which is provided by online learning.

According to the answers of statement 10 "*I do not think that Online Compulsory English Course is sufficient in terms of content*" there is not a statistically meaningful difference in students' motivation according to their genders. Students of all the departments generally think that the course content is not sufficient. It may be related to the level or activities of the course. Similar to the study of Paker (2012), when students learn only grammar, the lose their motivation towards the course.

To statement 11", *I do not think that Online Compulsory English Course is sufficient in terms of class hours.*" the highest percentage of agree or strongly agree answers came from the students of Marketing and Public Relations departments (respectively 41.7% and 37.0%). The participants do not think that the duration the course is enough. Students of Nursing department follows Public Relations and Marketing students with 26.8%. And students of Civil Aviation department have the least percentage of agreement with 25.0%. Students of Marketing and Public Relations believe that the course duration is not long enough to learn the skills they need. They see the time investment as worthwhile for achieving their career goals which is a part of extrinsic motivation.

For statement 12 " *Online Compulsory English course make us save time.* ", there is a statistically meaningful difference. According to the answers public relations students gave highest percentage of agree or disagree answer 53,4% (26.7% disagree and 26.7% strongly disagree), civil aviation department follows public relations with 52,2% (18.1% disagree and 24.1% strongly disagree). From these answers, it can be deduced that over half of the students from Public Relations and Civil Aviation think that online compulsory English course takes their time. When students spend time on the activities which are useful for them, this motivates them. In this context, it can be stated that students of Public Relations and Civil Aviation are less motivated than the students of other two departments.

There is not a statistically significant difference in student motivation according to their departments for Statement 13. "*I prefer to take face-to-face English course.*" Regardless of their departments, students state that they like their online compulsory English course teacher in general. Similarly, Klimova (2020) and Erasrslan& Arslan also revealed that students prefer face-to-face language education.

According to the answers of statement 14 "*I do not think that Online Compulsory English course contributes to my future.*" answers, the highest percentage of agree and strongly agree answers came from marketing students with 47.3% and from civil aviation students with 45.8 %. It can be deduced from these percentages that most of civil aviation and marketing students do not think that the course is useful for their careers and that refers to their lack of extrinsic motivation.

For Statement 15 "*I attach importance to Online Compulsory English Course.*", there is not a statistically significant difference in student motivation according to their departments. Most of the students generally attach importance to online compulsory English courses.

Answers of statement 16 "*I do not think that online evaluation is objective.*" show that the highest percentage of students who agreed with the statement is from Marketing (63.9%) and Civil Aviation (35,7%). Both groups are of the opinion that online evaluation is not objective.

According to the answers of statement 17 "*Asking questions make me feel nervous during Online Compulsory English Course.*", the students of nursing and public relations departments feel nervous and avoid asking questions during online compulsory English courses. This point out their anxiety and, anxiety is an important hindrance of motivation as Jiang et al. (2022) found that motivation and anxiety are inversely proportional. Therefore, for this statement it seems that students of Nursing and Public relations departments have less motivation than the students of Civil Aviation and Marketing departments.

According to answers of statement 18 "*I can express myself easily during Online Compulsory English Course.*", students of Marketing and Public Relations are the least nervous of all. This statement is also related to learner anxiety which hinders to be motivated. According to this result, students of Nursing and Civil Aviation departments have less motivation than the other two departments.

Statement 19 "*I am contented to take Online Compulsory English Course.*", is an important statement in the questionnaire as it directly seeks answers to satisfaction about online compulsory English courses and it addresses intrinsic motivation. According to the answers, 50.0% of the students from Civil Aviation department (14.3% disagree and 35.7% strongly disagree) and 49.0% of the students from Marketing department disagreed with the statement (11.1%disagree and 38.9% strongly disagree). This high percentage of disagreement suggests a lack of satisfaction with the online English course, which can negatively impact both group students' intrinsic motivation. Therefore, according to this statement, students of Civil Aviation and Marketing departments are less intrinsically motivated than the students of Public Relations and Nursing departments.

For the Statement 20 "*I like having Online Compulsory English Course.*", there is not a statistically significant difference in student motivation according to their departments. The students are more or less of the same opinion about online compulsory English courses.

According to the answers of statement 21 "*English language cannot be taught in online environments.*", although there is a relatively high percentage of agreement with the statement, the highest percentage of students who agree with the statement is from Marketing (55.6%) and

Civil Aviation department (52.4%) departments. These two groups are of the opinion that they cannot learn English during online compulsory English courses. According to Ryan and Deci (2017), learning outcome is another important factor of motivation. Therefore, it can be stated that, according to this statement, students of Marketing and Civil Aviation are less motivated than students of Public Relations and Nursing departments.

For Statement 22, there is not a statistically significant difference in student motivation according to their departments. Most of the students generally think that it is comfortable to take online compulsory English courses. According to the answers of statement 22 "*It makes me comfortable to take English course on online platform*" 55.6% of the students from Marketing department agreed that they feel relaxed during online compulsory English courses so it can be said that students of Marketing have the least anxiety and thus highest motivation in the group. Students of Nursing follow students of Marketing with 46,8 %. As a comfortable learning environment can reduce anxiety and increase student engagement, leading to higher motivation to participate and learn, it can be deduced from the finding that the students of Civil Aviation and Public Relations departments have more anxiety and less motivation than the other two groups.

For the statement 23 "*It is advantageous for me not to pay for travel expense as the course is online.*" 63.9 % of the students from Marketing department and 54.4 % of students from Public Relations department gave the highest percentage of agree and strongly agree answers. They seem happy about the course, and they value the advantage of not going to school while students of Nursing and Civil aviation students gave the least percentage of agree answers to this statement. It can be interpreted from these answers that students studying at Civil Aviation and Nursing departments have less motivation towards online language compulsory English courses in terms of the cost and time spent for commuting to school. Considering the high percentage of agreement of students in Marketing (63.9%) and Public Relations (54.4%) departments it can be suggested that they find the cost savings associated with an online course advantageous. This financial benefit can be a motivating factor (extrinsic motivation).

According to the answers of statement 24 "*I cannot attend Online Compulsory English Course because of technical impossibility.*", most of the students in each department gave disagree or strongly disagree answers to this statement. The highest disagree and strongly disagree answers came from students of Public Relations and Civil Aviation departments (respectively 50.0% and 48.2%). As Özer and Görgülü (2022) found, connection problems are a hindrance for engagement and participation to the course, it can be said that students of

Marketing and Nursing departments are more motivated than the students of Public Relations and Civil Aviation departments.

To the statement 25 "*I do not attend Online Compulsory English Course only when I am busy.*", students of Marketing department gave the highest percentage of agree answers (52.8%). It shows that they are motivated towards the online compulsory English courses, but they do not attend only when they are busy while only 30.9 % of the students from Civil Aviation department agreed with the statement. Therefore, according to this, it can be said that students of Marketing department have the highest and students of Civil Aviation department students have the lowest motivation in the group. A higher percentage of agreement suggests that Marketing students might find the course more valuable and attend whenever possible, even if they are occasionally busy. This could indicate stronger intrinsic motivation to learn and improve their English skills. A lower percentage of agreement suggests students of Civil Aviation might not see the immediate value of the online English course for their careers. This could lead to lower intrinsic motivation to attend regularly, especially when they are busy with other commitments.

For the Statement 26 "*As we have limited time, we cannot ask questions about what we do not understand.*", there is not a statistically significant difference in student motivation according to their departments. The students are more or less of the same opinion. According to Azmat and Ahmad (2022), lack of interaction is a disadvantage of online learning.

Statement 27 "*I am contented to have face to face exams of Online Compulsory English Course*" got highest percentage of agree answers from the students of Civil Aviation department (34.5%) while it got the lowest percentage of agree answers from the students of Marketing department (22.2%). Therefore, it can be said that students of Civil Aviation department are more contented than the others in terms of face-to-face evaluation. It can be deduced that Civil Aviation department has the highest motivation towards face-to-face exams. If a student feels more anxious in a specific assessment format, it can negatively impact their motivation and performance. Using preferred assessment methods can help reduce anxiety and increase motivation.

According to the statement 28 "*Not having to go to school for Online Compulsory English Course motivates me.*", students of Marketing department have the highest percentage of agree or strongly agree answers (respectively 40.0% agree and 11.4% strongly agree). This shows that students of Marketing department appreciate the absence of cost or time spent for

the way. Moreover, a higher percentage of agreement suggests that the flexibility and convenience of the online format might be a motivating factor for Marketing students.

For statement 29 " *During Online Compulsory English Course, teacher-student interaction falls short.*", the highest percentage of agree or strongly agree answers is received from public relations department (62.3%) while the lowest percentage of agree answers is received from nursing department (32.6%). Some students might learn best through active participation and discussions, and a lack of interaction might hinder their motivation. According to Henry& Thorsen (2018) an adequate interaction is a powerful motivator. A lack of interaction can lead to feelings of isolation, disengagement, and ultimately, lower motivation. Students might feel less connected to the course material and the instructor. This shows that public relations students do not think that the interaction is not sufficient during online compulsory English courses.

Statement 30 " *As the courses are conducted via computers, I am distracted by other facilities that computer provides.* ", is about student focus. It was observed that some of the students are busy with other activities during online compulsory English courses. Distraction is inevitable when students do not turn on their cameras and microphones. It is also supported by the study of Wen&Xio (2018) that distraction hinders focusing on the lesson. Therefore, distraction may hinder students from being motivated. It can be deduced from the answers that students of Civil Aviation department are the most distracted and the least motivated in the group.

In conclusion, students of Marketing department showed a more positive attitude towards the online course compared to other departments. They valued the advantages of the course such as flexibility and convenience of online learning while they stated that they have concerns about course content sufficiency, online evaluation methods, and distractions during online activities. Public relations students, while showing some motivation expressed the highest concern about insufficient teacher-student interaction during online classes. Students of Nursing department displayed a more neutral stance towards the online course. They weren't as enthusiastic as marketing but also didn't express strong negativity like civil aviation. Civil aviation students displayed the lowest overall motivation towards the online English course.

Similar to the results of this present study, Gökyer&Bakcak (2014),Ataman (2017) and Doğan (2020), have also revealed that student motivation is dependent on department of the participants. On the other hand, in their studies Çakıcı (2007) and Fırat et al (2017), found that students' motivation is not influenced by departments of the participants.

1d. Are there any statistically meaningful differences between the motivations of students in terms of presence of Professional English course in their department?

Results show that 16 of 30 statements are dependent on the presence of professional English course. In professional English courses, students and teachers generally use A2-B1 books to learn English to use in their careers or to read articles in the field. However, when students do not attend online compulsory English courses, they cannot reach this level. Some of the students are conscious about the importance of English and the advantages it provides such as finding a well-paid job, a better career or personal development while some of them understand this importance in their second year when they experience professional English course. Thus, the 4th research question was aimed to reveal the motivations of students according to the condition of having professional English course in the following year.

According to the answers of Statement 1 "*I love Online Compulsory English Course.*", there is not a statistically meaningful difference in students' motivation in terms of having Professional English course in the following year. Regardless of presence of professional English course, students' answers show an overall displeasure about online compulsory English courses as they mostly disagreed with statement. If students don't see the value of the online English course for their present or future needs (extrinsic motivation), they might be less motivated to participate actively. Students who are currently dissatisfied might be more motivated to participate in the online English course if they knew a professional English course will follow, hoping the foundation provided by the compulsory course will enhance their experience in the future program. On the other hand, some students might feel discouraged by their negative experience in the current online course and lose motivation to participate, even if there's a professional English course offered next year.

According to answers of statement 2 "*I find Online Compulsory English Courses entertaining.*", students who do not have professional English course show a higher percentage of agreement (36.6%) than the students who take Professional English course in the following year (31.3%). This means that students who do not have professional English course find the

course entertaining. While entertainment shouldn't be the sole focus of this statement, incorporating engaging activities and elements can enhance intrinsic motivation.

For statement 3 "*I can learn English during Online Compulsory English Course.*", there is not a statistically meaningful difference in students' motivation in terms of having Professional English course in the following year. 29.5% of the students taking professional English course agreed with statement while 39.1% of the students who do not have professional English course. Therefore, the students taking professional English course mostly think that they cannot learn English sufficiently for their careers. If students doubt the current online course's effectiveness in helping them learn English, it can negatively impact their motivation for active participation.

Statement 4 "*I consider Online Compulsory English Courses as a waste of time.*" got more agreement from the students who take professional English course (37.5%) while only 18.3 % of the others agreed. If students believe the online English course is not contributing to their goals, it can significantly decrease their motivation to participate actively. Students might become disengaged and invest less effort in the course.

60.1% of the students who do not take professional English agreed to statement 5 "*I feel free during Online Compulsory English Course.*". This result shows that students who do not have Professional English course do not have concerns about the course.

According to the answers of Statement 6 "*I like Online Compulsory English Course teacher.*", there is not a statistically meaningful difference in students' motivation in terms of having Professional English course in the following year. Regardless of having professional English course, students like their teachers in general.

62.5 % of students who do not have professional English course disagrees or strongly disagrees (respectively 30.0% agree and 32.5% strongly agree) with the statement 7 "*I feel like wasting time during Online Compulsory English Course.*". These students do not like spending time in online compulsory English courses as their expectations are not met. Therefore, with the light of this, it can be said that students who do not have professional English course are more motivated towards online compulsory English courses than the others.

For statement 8, "*Online Compulsory English Courses contribute to my future.*" there is not a statistically meaningful difference in students' motivation in terms of having Professional English course in the following year. Students from both groups gave similar answers.

With statement 9 *“Online Compulsory English Courses provide advantages to the school in terms of classrooms.”*, 52.4% of the students who do not take Professional English course disagree or strongly disagree (respectively 28.0% disagree and 24.4% strongly disagree). These students value the course’s flexibility and its advantages to their schools.

With statement 10 *“I do not think that Online Compulsory English Course is sufficient in terms of content.”*, 36.1% of the students who do not take Professional English course disagreed or strongly disagreed (respectively 23.5% and 13.6%) while only 27.9% of the students who take Professional English course disagreed or strongly disagreed (respectively 18.3% disagree and 9.6% strongly disagree). According to this statement more students in the first group think that the course content is satisfying. This may be because they do not have Professional English course in the following year, thus it can be said that students who do not take Professional English course in the following year are more motivated than the other group.

For statement 11, *“I do not think that Online Compulsory English Course is sufficient in terms of period.”* there is not a statistically meaningful difference in students’ motivation in terms of having Professional English course in the following year. Students from both groups gave similar answers.

For statement 12 *“Online Compulsory English course make us save time”* and for statement 13 *“I prefer to take face-to-face English course.”* there is not a statistically meaningful difference in students’ motivation in terms of having Professional English course in the following year. Students from both groups gave similar answers.

With statement 14 *“I do not think that Online Compulsory English course contributes to my future.”*, 50.0% of students who do not take professional English course disagreed or strongly disagreed (respectively 14.6% and 35.4%) while only 39.6 % of students who take professional English course disagreed or strongly disagreed (respectively 22.0% and 17.6%). This result shows that students who do not take professional English course think that this course is not useful for their future. According to this statement, it can be stated that students who do not take professional English course are less motivated towards online compulsory English courses than the students who take Professional English course in the following year.

45,2 % of students who do not take professional English course agreed with statement 15 *“I attach importance to Online Compulsory English Course.”* While only 15,1 % of students who take professional English course agreed. When students see the online English course as important for their personal growth, future goals, or overall development, they are more likely

to be motivated to participate actively. Giving importance is directly related to motivation itself so it can be referred that the first group has more motivation towards online compulsory English courses.

With statement 16 "*I do not think that online evaluation is objective.*", the percentage of students who do not have professional English course in the following year agreed more than the students in the other group. It shows that the students who do not take Professional English are more eager to have online exams. The reason for their eagerness may be the fact that online examinations are not inspectional as they are not in a classroom, they feel freer.

According to the answers of statement 17 "*Asking questions make me feel nervous during Online Compulsory English Course.*", students who do not take Professional English course feel more comfortable than the students who take the course. It can be stated that students who have Professional English course in the following year are less motivated when compared to the other group because of their anxiety.

According to the answers of statement 18 "*I can express myself easily during Online Compulsory English Course.*", 58.6 % of the students who do not take professional English course group agreed with the statement while only 37.0% of the students who take the course. If students feel comfortable expressing themselves in English during the online course, it can significantly increase their motivation to participate actively. On the other hand, if students struggle to express themselves or feel uncomfortable communicating in English, it can be discouraging. This can lead to decreased participation, lower engagement, and ultimately, lower motivation. Therefore, it can be said that the students who do not take Professional English course have less anxiety and higher motivation when compared to the students taking the course.

Statement 19 "*I am contented to take Online Compulsory English Course.*", got most agreement from the students who do not take Professional English course with 40.3% while only 38.6% of the students who take Professional English course in the following year. It reveals that students who do not take professional English course in the following year feel happier during online compulsory English courses. If students feel content with the online English course and find it enjoyable, it can significantly increase their motivation to participate actively. On the other hand, students who are not content with the online course might become disengaged and lose interest. This can manifest in lower participation, decreased effort, and ultimately, lower motivation.

For statement 20, *"I like having Online Compulsory English Course."*, there is not a statistically meaningful difference in students' motivation in terms of having Professional English course in the following year. Answers of both groups show that most of the students are not happy to attend the online course.

For Statement 21 *"English language cannot be taught in online environments."* there is not a statistically meaningful difference in students' motivation in terms of having Professional English course in the following year. Nearly half of the students from both groups think that they cannot learn English in online environments.

For Statement 22 *"It makes me comfortable to take English course on online platform."* there is not a statistically meaningful difference in students' motivation in terms of having Professional English course in the following year. Students from both groups gave similar answers. Students generally found online courses relaxing.

According to answers of Statement 23, *"It is advantageous for me not to pay for travel expense as the course is online."* students who do not take Professional English course (58.5%) show a lot more positive attitude than the students who take Professional English course (50.8%). The data reveals a significant difference in student perception of the financial benefit of the online English course (no travel expenses) based on whether they will take a professional English course next year. For some students, the fact that the online course eliminates travel expenses can be an additional motivator to participate actively. For other students, especially those who are already anticipating future travel expenses for a professional course, the cost savings of the online course might not be the primary motivator. Their focus might be on the specific content and skills they will gain to prepare for the future professional course.

Statement 24 *"I cannot attend Online Compulsory English Course because of technical impossibility."*, reveals some important aspects of the course. 42.7% of the students who do not take Professional English course agreed with the statement while only 19.8% of the students who take the course agreed. When students encounter technical difficulties that prevent them from attending the online course, it can significantly hinder their motivation. If students can overcome technical difficulties and continue participating in the online course, it can be a motivating factor.

Statement 25 *"I do not attend Online Compulsory English Course only when I am busy."*, was agreed by 47,6 % of the students who do not take Professional English course while it was agreed by only 34,3 % of the students who take Professional English course. If students

frequently miss online classes due to being busy, it can negatively impact their motivation. Therefore, students who do not take Professional English course are more motivated than the students who have Professional English course in the following year.

For Statement 26 *“As we have limited time, we cannot ask questions about what we do not understand.”* there is not a statistically meaningful difference in students’ motivation in terms of having Professional English course in the following year. Students from both groups gave similar answers.

Students who do not take Professional English course mostly disagreed with statement 27 *“I am contented to have face to face exams of Online Compulsory English Course ”* while only 39.2% of students who take Professional English course disagreed. If students find the online exam format less stressful or more comfortable, it can positively impact their motivation to study and perform well in the course. On the other hand, if students strongly dislike the idea of face-to-face exams, it can negatively impact their motivation. It shows that most students who do not take Professional English course in the following year are not happy to have face-to-face exams and prefer online evaluation.

For Statement 28 *“Not having to go to school for Online Compulsory English Course motivates me.”* there is not a statistically meaningful difference in students’ motivation in terms of having Professional English course in the following year. Students from both groups gave similar answers.

58.8 % of the students who take Professional English course agreed with statement 29 *“During Online Compulsory English Course, teacher-student interaction falls short.”*, while only 38.1% of students who take Professional English course agreed with the same statement. Interaction is a must in language teaching process. The students are more motivated when they are praised, feedback is given, and dialogues are practiced. In this context, students who do not take Professional English course in the following year are more motivated according to this statement.

For Statement 30 *“As the courses are conducted via computers, I am distracted by a variety of activities that computer provides.”* there is not a statistically meaningful difference in students’ motivation in terms of having Professional English course in the following year. Students from both groups gave similar answers. They generally stated that they have distraction problems during online compulsory English course.

In conclusion, the results reveal statistically meaningful differences in motivations between students with and without a professional English course. Students with a professional English course exhibited lower motivation in the current online course. They questioned its effectiveness, saw it as a time burden, and skipped classes more often. On the other hand, students without a future professional English course, displayed slightly higher motivation in the online course. They find it more valuable, enjoyable, and less time-consuming compared to those expecting a professional course next year. They seemed to derive some benefit from it and participated more actively.

1e. What factors affect the motivations of students in online compulsory classes?

According to the findings of semi-structured interviews which were conducted with the participation of 16 students, it was revealed that there are several reasons why students are motivated or demotivated towards online compulsory English courses.

Among the motivating factors, the most frequently stated factors were the usefulness and ease of the lesson, advantages of being able to ask and answer questions without social pressure, benefit of reminding the students of basic English, advantages in terms of accessibility and saving time and money. Keeping away from social pressure factor is supported by the study conducted by (Özer& Akay 2021) as they also revealed that students do not feel free to use the language communicatively for the fear that their friends make fun of their pronunciation. Similar to this study, Meşe and Sevilen (2021) revealed that unsociable interaction, low school attendance and system related problems has a negative influence on motivation.

On the other hand, demotivating factors outweigh motivating factors. Among the demotivating factors, most frequently stated factors were uselessness, ineffectiveness, inadequateness of the lesson. These all may cause students to be incapable of learning the language. This result is supported by the study of Acat&Demiral (2002) as they suggested in their research that incapability of learning the language is the biggest demotivating factor. Other demotivating factors were inappropriate infrastructure, non-existence of school attendance, inadequate teacher-student interaction, distractive aspect of sitting in front of a computer, socializing problems, and technical problems. Moreover, 9 out of 16 students stated that they do not think the duration of lessons is adequate.

The last question of semi-structured interviews was an important inquiry as 13 out of 16 students stated that they would like to have face-to-face English course instead of online

courses. In the same vein, Klimova (2022) and Erasrslan&Arslan (2019) also found out that, participants of their study preferred face-to-face education.

Briefly, although the participants value online compulsory English course to some extent, their motivations seem to be low, and their preference is for face-to-face English courses.

In conclusion, this study aimed at revealing whether students find online compulsory English courses motivating, whether their motivations depend on their genders, departments and state of having professional English course in the following year and also to uncover the motivating and demotivating factors.

Overall ideas of students showed that the motivations of students towards online compulsory English courses are moderate. They are neither greatly nor poorly motivated. The reason for this may be that they do not attend the online course regularly as they do not have compulsory school attendance. Low student attendance influence student motivation negatively according to Meşe and Sevilen (2021). They valued some of the aspects of online courses such as being independent and not spending money for commuting while they questioned the usefulness, effectiveness, limited interaction, time constrains etc. In the light of these ideas of students it can be said that students have moderate motivation towards the course.

When the answers to the questions of the questionnaire were examined in terms of gender, there were statistically meaningful differences in 26 out of 30 statements and this shows that student motivations vary according to their genders. Male students seemed to be more motivated than females. The reason for this, may be active participation eagerness of female students or technological interest of male students. It was also revealed that female students value interactive and social advantages of face-to-face courses while male students value flexibility of online courses.

When the answers to the questionnaire were examined in terms of department, there were statistically meaningful differences in 21 out of 30 statements. Among the departments, students of civil aviation department showed the least positive views thus it can be said that students of Civil Aviation department are the least motivated of all. Students of Marketing department had the most positive views so it can be stated that they are more motivated than the students of other three departments. Students of Nursing and Public Relation departments had moderate motivations as they had neither very positive nor very negative ideas about the course.

When the answers to the questions of questionnaire were examined in terms of having professional English course in the following year, it can be stated that students who do not have professional English course were more motivated than those who have the course. This may stem from the fact that, students who have professional English course find online compulsory English courses inadequate, less useful, less contributing and less effective.

Finally, according to the findings of semi-structured interviews, there are various factors affecting motivation. Most of the students questioned the usefulness of the lesson. They also found the level, duration, interaction and content insufficient. They also questioned the absence of compulsory attendance and lack of socializing aspect of the course. The students regarded problems related to infrastructure and technology as demotivating.

As motivating factors, derived from the answers of students, it can be said that usefulness, flexibility, independence, being budget friendly, being time saving, being far from social pressure were determined. Besides these motivating factors, it was revealed that 81.75 % of interviewed participants stated that they prefer to take the course face-to-face.

5.2. Suggestions

As this present study found out that, most students preferred to have face-to-face classes, it can be stated that there is an overall dissatisfaction among students although their motivations varied in terms of their genders, departments and states of having Professional English course in the following year. Considering the research conducted on the problems experienced in face-to-face classrooms and online courses, it is obvious that students have various problems in learning English. These problems cause students to lose motivation towards the online courses.

- One of the most criticized aspects of online compulsory English course was interaction. As learning a language requires a lot of interactive exercises, it is a fair comment of the students. To make the course more interactive, online courses may be supported by classroom meetings so that the students can ask questions or practise dialogues with their peers.
- Secondly, absence of compulsory attendance was another issue which was stated by students as a hindrance for motivation. This issue is directly related to learner autonomy and in Turkey most of the students do not have learner autonomy, they just

do the things they have to do. Therefore, if this is the issue, an attendance grade can be given to motivate students towards the course.

- According to the results, some departments were less motivated than the others and students who have professional English course were found to be less motivated. Considering this, different curricula can be developed according to the departments.
- Distraction was another important demotivating factor; therefore, it would be a good idea to keep students' cameras on during the course.
- Another criticism of the online compulsory English course was insufficient content. Students can be provided with a higher level of coursebook.
- For time constraints issue, the duration of the lessons may be increased. This way, students can learn better, ask questions without considering the time constraints. This both makes students more engaged and more motivated towards the course.
- As there are many studies conducted to evaluate motivation of students in online courses, it can be seen that there are various problems. Therefore, the decision of the Council of Higher Education to conduct compulsory English courses on online platforms should be reviewed.
- For further studies, a larger sample group can be chosen to generalize the results of this research.

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APPENDICES

Appendix 1

Evrak Tarih ve Sayısı: 11.01.2023-550903



T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 10.01.2023
TOPLANTI SAYISI : 01
KARAR SAYISI : 13

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Doç. Dr. Fatma Özlem SAKA**'nın danışmanlığını, **Gülsüm ALTINOK**'un araştırmacılığını üstlendiği, "Akdeniz Üniversitesi'nde Çevrimiçi Zorunlu İngilizce Derslerinin Öğrenci Motivasyonuna Etkisinin Araştırılması" konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucaya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel MEHTER AYKIN

Üye
Prof. Dr.
Ebru İÇİGEN

Üye
Prof. Dr.
Nuryen ADAK

Üye
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Tamer KORKUT

Üye
Prof. Dr.
Gökhan AKYÜZ

Appendix 2

Sevgili Katılımcı,

Bu anket Akdeniz Üniversitesi'nde zorunlu İngilizce dersini çevrimiçi olarak alan öğrencilerin derse yönelik motivasyonlarının belirlenmesi amacıyla yapılmaktadır.

Katılımınız için teşekkür ederim.

Öğr. Gör. Gülsüm Altınok

Cinsiyetiniz

a) Erkek

b) Kadın

Bölümünüz:

	Fikrinize en yakın olan seçeneği işaretleyiniz.	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1	Çevrimiçi İngilizce derslerini seviyorum.					
2	Çevrimiçi İngilizce derslerini eğlenceli buluyorum.					
3	Çevrimiçi İngilizce derslerinde İngilizceyi öğrenebiliyorum.					
4	Çevrimiçi İngilizce derslerini zaman kaybı olarak görüyorum.					
5	Çevrimiçi İngilizce derslerinde özgür hissediyorum.					
6	Çevrimiçi İngilizce dersi hocasını seviyorum.					
7	Çevrimiçi İngilizce derslerinde zamanım boşa gidiyor.					
8	Çevrimiçi İngilizce dersleri geleceğime katkı sağlıyor.					
9	Çevrimiçi İngilizce dersleri okula derslik açısından avantaj sağlıyor.					
10	Çevrimiçi İngilizce derslerini içerik açısından yeterli bulmuyorum.					
11	Çevrimiçi İngilizce derslerinin ders saatini yeterli bulmuyorum.					
12	Çevrimiçi İngilizce dersleri zamandan tasarruf sağlıyor.					

13	İngilizce derslerinin yüz yüze yürütülmesini tercih ederim.					
14	Çevrimiçi İngilizce derslerinin geleceğime katkı sağladığını düşünmüyorum.					
15	Çevrimiçi İngilizce derslerini önemsiyorum.					
16	Çevrimiçi sınav yöntemini objektif bulmuyorum.					
17	Çevrimiçi İngilizce derslerinde soru sormak gergin hissetmeme sebep oluyor.					
18	Çevrimiçi İngilizce derslerinde kendimi rahat hissediyorum.					
19	İngilizce derslerinin uzaktan yürütülmesinden memnunum.					
20	Çevrimiçi İngilizce derslerine girmekten hoşlanıyorum.					
21	Çevrimiçi ortamda İngilizce öğretilmiyor.					
22	Dersin çevrimiçi olması beni rahatlatıyor.					
	Fikrinize en yakın olan seçeneği işaretleyiniz.	Hiç	Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum
23	Dersler çevrimiçi yürütüldüğünde yol masrafımın olmaması benim için avantaj sağlıyor.					
24	Çevrimiçi İngilizce derslerine teknik imkanlarımın yetersizliğinden dolayı giremiyorum.					
25	Çevrimiçi İngilizce derslerine sadece işim olduğu zamanlar giremiyorum.					
26	Dersin süresi kısa olduğu için anlamadığımız hususları sormamız için zaman kalmıyor.					
27	İngilizce derslerinin sınavlarının yüz yüze olmasından memnunum.					
28	Çevrimiçi İngilizce dersleri için okula gitmek zorunda olmamak beni motive ediyor.					
29	Çevrimiçi İngilizce derslerinde öğrenciler ve öğretim elemanı arasındaki iletişim yetersiz kalıyor.					
30	Dersler bilgisayar üzerinden işlendiği zaman, dikkatim bilgisayarın sunduğu farklı etkinliklere yöneliyor.					

Appendix 3

Dear participant,

This questionnaire is conducted to determine the motivation of students taking online compulsory English course at Akdeniz University. Thank you for participating.

Öğr. Gör. Gülsüm Altınok

Gender:

a) Male

b) Female

Department:

	Choose the best option that is closest to your opinion.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I love Online Compulsory English Course.					
2	I find Online Compulsory English Course entertaining.					
3	I can learn English during Online Compulsory English Course.					
4	I consider Online Compulsory English Courses as a waste of time.					
5	I feel free during Online Compulsory English Course.					
6	I like Online Compulsory English Course teacher.					
7	I feel like wasting time during Online Compulsory English Course.					
8	Online Compulsory English Courses contribute to my future.					
9	Online Compulsory English Courses provide advantages to the school in terms of classrooms.					
10	I do not think that Online Compulsory English Course is sufficient in terms of content.					
11	I do not think that Online Compulsory English Course is sufficient in terms of period.					
12	Online Compulsory English course make us save time.					
13	I prefer to take face-to-face English course.					

14	I do not think that Online Compulsory English course contributes to my future.					
15	I attach importance to Online Compulsory English Course.					
16	I do not think that online evaluation is objective.					
17	Asking questions make mee feel nervous during Online Compulsory English Course.					
18	I can express myself easily during Online Compulsory English Course.					
19	I am contented to take Online Compulsory English Course.					
20	I like having Online Compulsory English Course.					
21	English language cannot be taught in online environments.					
22	It makes me comfortable to take English course on online platform.					
	Choose the best option that is closest to your opinion.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23	It is advantageous for me not to pay for travel expense as the course is online.					
24	I cannot attend Online Compulsory English Course because of technical impossibility.					
25	I do not attend Online Compulsory English Course only when I am busy.					
26	As we have limited time, we cannot ask questions about what we do not understand.					
27	I am contented to have face to face exams of Online Compulsory English Course					
28	Not having to go to school for Online Compulsory English Course motivates me.					
29	During Online Compulsory English Course, teacher-student interaction falls short.					
30	As the courses are conducted via computers, I am distracted by a variety of facilities that computer provides.					

Appendix 4

Sevgili Katılımcı,

Bu anket Akdeniz Üniversitesi'nde zorunlu İngilizce dersini çevrimiçi olarak alan öğrencilerin derse yönelik motivasyonlarının belirlenmesi amacıyla yapılmaktadır.

Katılımınız için teşekkür ederim.

Öğr. Gör. Gülsüm Altınok

Cinsiyetiniz

a) Erkek

b) Kadın

Bölümünüz:

GÖRÜŞME SORULARI

1. Çevrimiçi İngilizce derslerini seviyor musunuz?
2. Çevrimiçi İngilizce derslerini faydalı buluyor musunuz? Neden?
3. Çevrimiçi İngilizce derslerinin geleceğinize katkı sağladığını düşünüyor musunuz? Evet ise ne açıdan katkı sağlayacağını düşünüyorsunuz? Hayır ise neden?
4. Çevrimiçi İngilizce derslerinin artıları nelerdir?
5. Çevrimiçi İngilizce derslerinin eksileri nelerdir?
6. Çevrimiçi İngilizce derslerinin ders saatlerini yeterli buluyor musunuz?
7. Bir tercih hakkınız olsa idi, İngilizce derslerini çevrimiçi mi yüz yüze mi almak isterdiniz?

CURRICULUM VITAE

PERSONAL INFORMATION

Name and Surname: Gülsüm ALTINOK

Birth of Place and Date:

EDUCATION

University Education: Akdeniz University/ English Language Teaching Department (2008-2012)

Foreign Languages: English

EXPERIENCE

Work Experience: Akdeniz University School of Foreign Languages (2014-)

M. Akif Ersoy University School of Foreign Languages (2013-2014)

British Culture Language Course (2012-2013)

COMMUNICATION

E-mail:

Tarih: 01.08.2024

ORIGINALITY REPORT

AN INVESTIGATION INTO THE EFFECT OF ONLINE COMPULSORY ENGLISH CLASSES ON STUDENTS' MOTIVATION AT AKDENİZ UNIVERSITY

ORJİNALLIK RAPORU

% 7	% 6	% 4	% 1
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	core.ac.uk İnternet Kaynağı	% 1
2	discovery.ucl.ac.uk İnternet Kaynağı	% 1
3	files.eric.ed.gov İnternet Kaynağı	<% 1
4	www.dora.dmu.ac.uk İnternet Kaynağı	<% 1
5	Özcan Özyurt, Hacer Özyurt, Bülent Güven, Adnan Baki. "The effects of UZWEBMAT on the probability unit achievement of Turkish eleventh grade students and the reasons for such effects", Computers & Education, 2014 Yayın	<% 1
6	cuir.car.chula.ac.th İnternet Kaynağı	<% 1
7	www.surveymonkey.com İnternet Kaynağı	<% 1

BİLDİRİM

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- Tezimin/Raporumun 1 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

