



**PROS AND CONS OF E-LEARNING
WHILE LEARNING ENGLISH
AS A FOREIGN LANGUAGE (EFL)**

Betül DEMİRCAN

Master's Thesis

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2020

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**ATATÜRK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

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ERZURUM – 2020



TEZ BEYAN FORMU

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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Dr. Öğretim Üyesi Oktay AKARSU danışmanlığında, Betül DEMİRCAN tarafından hazırlanan bu çalışma 29 / 07 / 2020 tarihinde aşağıda isimleri yazılı jüri tarafından. İngiliz Dili ve Edebiyatı Anabilim Dalı'nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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ÖZET

YÜKSEK LİSANS TEZİ

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİRKEN
E-ÖĞRENMENİN ARTI VE EKSİLERİ

Betül DEMİRCAN

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2020, 59 Sayfa

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Bu çalışmanın amacı, bir yabancı dil olarak İngilizce öğrenirken e-öğrenmenin artı ve eksilerini araştırmaktır. Bu amaçla çalışmada e-öğrenmenin tarihsel süreci ve bir yabancı dil olarak İngilizce öğrenirken önemi kısaca özetlenerek, e-öğrenmenin artı ve eksileri, çevrimiçi öğrenenlerin karşılaştıkları olası güvenlik sorunları ve öğrenenlerin sosyal medya kullanım amaçları tartışılmaktadır. Çalışmada Becker'ın 'E-öğrenme Anketi'nden uyarlanan bir anket kullanılmıştır. Çalışmanın katılımcıları, Türkiye'de Atatürk Üniversitesi'nde İngiliz Dili ve Edebiyatı Bölümü'nde okuyan 66 öğrencidir.

Bu çalışmanın sonuçları tüm katılımcıların yıllardır internet kullandığını göstermektedir. Katılımcıların çoğu internet üzerinden İngilizce dil yeteneklerini geliştirmektedirler ve internete erişim sağlamak için çoğunlukla taşınabilir dijital teknolojileri tercih etmektedirler. Güncel İngilizce kaynaklara kolay erişim, kişinin kendi hızında öğrenmesi, zaman ve mekanda esneklik, seyahat ve konaklama maliyetlerini ortadan kaldırması katılımcılar tarafından çoğunlukla hemfikir olunan e-öğrenmenin artıları arasındadır. E-öğrenmenin başlıca dezavantajları ise sosyal izolasyon, anında dönüt alamama, e-öğrenmeye karşı negatif tutumlar, tek başına çalışma alışkanlığı eksikliğinden kaynaklanan planlama zorlukları, ve teknik eğitim ve destek eksikliğinden kaynaklanan dijital teknolojileri kullanma korkusudur. Çevrimiçi öğrenenlerin karşılaştıkları güvenlik sorunları şu şekilde sıralanabilir: kasti yanlış bilgilendirme, bilginin silinmesi, kişisel veri hırsızlığı, kötü amaçlı yazılım ve virüsler, istenmeyen sayfalar ve reklamlar. Ayrıca hem sosyal medyayı İngilizce dil yeteneklerini geliştirmek için kullananlar hem de sosyal medyanın zaman tüketici olduğunu düşünenler vardır.

Anahtar Kelimeler: e-öğrenme, e-öğrenmenin artı ve eksileri, bilgisayar destekli öğrenme, mobil destekli öğrenme, bir yabancı dil olarak İngilizce'de e-öğrenme, bilgi ve iletişim teknolojileri

ABSTRACT**MASTER'S THESIS****PROS AND CONS OF E-LEARNING WHILE LEARNING
ENGLISH AS A FOREIGN LANGUAGE (EFL)****Betül DEMİRCAN****Advisor: Assist. Prof. Dr. Oktay AKARSU****2020, Page: 59****Jury: Assist. Prof. Dr. Oktay AKARSU****Assoc. Prof. Savaş YEŞİLYURT****Assoc. Prof. Ceyhun YÜKSELİR**

The aim of this study is to explore pros and cons of e-learning while learning English as a Foreign Language (EFL). For this reason, historical process of e-learning and importance of e-learning while learning EFL are briefly summarized, and pros and cons of e-learning, possible security problems faced by online learners and purposes of learners' use of social media are discussed in the study. A questionnaire adapted from Becker, titled 'E-learning Questionnaire' was used in the study. The participants of the study are 66 students studying English Language and Literature at Atatürk University in Turkey.

The results of this study show that all participants have been using the Internet for years. Most of the participants improve their English language skills through the Internet, and they mostly prefer portable digital technologies to access the Internet. Easy access to updated English resources, learning at one's own pace, flexibility in time and place, and eliminating travel and accommodation costs are among the pros of e-learning mostly agreed by the participants. The main disadvantages of e-learning are social isolation, not getting instant feedback, negative attitudes towards e-learning, planning difficulties as a result of lack of self-study habits, and fear of using digital technologies resulting from lack of technical training and support. The security problems online learners face can be listed as follows: deliberate misinformation, deletion of information, personal data theft, malware and viruses, and unwanted pages and advertisements. Also, there are both those who use social media as a tool to improve their English language skills and those who think that it is time-consuming.

Key Words: e-learning, pros and cons of e-learning, computer assisted learning, mobile assisted learning, e-learning in EFL, information and communication technologies

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ABBREVIATIONS

CBT	: Computer Based Training
EFL	: English as a Foreign Language
ICT	: Information and Communication Technology
LMS	: Learning Management System
MALL	: Mobile Assisted Language Learning
PAVS	: Pembrokeshire Association of Voluntary Services
PLATO	: Programmed Logic for Automatic Teaching Operations
SNS	: Social Network Sites



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I would like to thank all the participants of my survey, who provided valuable information about pros and cons of e-learning while learning EFL by diligently answering the questions of the questionnaire. Finally, I am grateful to my family for their unceasing support and patience.

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CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION

In today's world, information technology is one of the primary elements that affect our lives greatly. It has developed by a great speed for recent 30 years. With the development of the information technology, learning environments have started to diversify, too. Additionally, with the emergence of COVID-19 pandemic, all educational institutions (schools, universities and colleges) around the world have been closed and they have switched to distance education. As a result, the concept of e-learning has gained importance. Thanks to the diversity of the technologies, e-learning has spread on a larger area. Horton and Horton (2003, as cited in Bezhovski & Poorani, 2016, p. 50) list these e-learning technologies as "personal computer, internet connection, web browser, media players, e-mail programs, client software for online meetings, microphone for audio conferencing, video camera for video conferencing." Patil (2014, as cited in Bezhovski & Poorani, 2016, p. 51) specifies some other e-learning technologies such as "audio broadcasting methods like webcasts and podcasts; video broadcasting methods in YouTube, Skype, Adobe Connect and webcams; using tools like Microsoft Word, PowerPoint, Excel and PDF and through blogs, whiteboards, screen casting."

People can reach information whenever they want or wherever they are via the Internet. They can improve their listening, speaking, writing and reading skills easily. Therefore, people can have control over their own learning processes.

The information technology, which affects our lives greatly, has disadvantages as well as advantages. Unfortunately, most people are unaware of these disadvantages. Also, some people have some security problems while they are surfing on the Internet.

This study aims to determine pros and cons of e-learning from the perspectives of the university students studying English Language and Literature at Atatürk University in Turkey and make some recommendations to raise awareness of these students of how to overcome the cons of e-learning on the basis of the findings of the questionnaire. The questionnaire of this study is based on that of Becker, titled 'E-learning questionnaire'.

This questionnaire form developed by PAVS (Pembrokeshire Association of Voluntary Services) for the general population was reached in the literature review. The questionnaire she used was adapted by making some changes and adding, and it was conducted among the university students to find out these students' awareness of the pros and cons of e-learning. Having an opinion about the participants' awareness, the researcher will offer strategies to overcome the cons of e-learning and develop their skills of using information technology. The detailed information about the questionnaire is given in the methodology part of this study.

1.2. NATURE OF THE STUDY

With the latest technological developments and innovations, there have been some changes in education as in many other fields. In this way, people can easily learn a foreign language by getting help from technology in traditional classrooms or outside of these classrooms. Although technology provides many advantages in learning a foreign language, it also has disadvantages. A questionnaire was conducted to evaluate the pros and cons of e-learning while learning EFL, the attitudes of the learners towards technology use, and some possible security problems online learners face.

1.3. STATEMENT OF THE PROBLEM

Information technology has been evolving day by day, so education system and people have to keep up with it. Moreover, teenagers have a great interest in technological devices, smartphones, personal computers, the Internet, social media, etc. Sometimes they can be unaware of the disadvantages of technology. In this study, it will be explored whether the university students studying English Language and Literature at Atatürk University are conscious of the pros and cons of e-learning or not. Some recommendations will be made about how the students can avoid the disadvantages of e-learning or what they can do to use information technology effectively when they learn a foreign language.

1.4. PURPOSE OF THE STUDY

This study aims to explore whether the students studying English Language and Literature at Atatürk University are aware of the advantages and disadvantages of e-learning or not. Do they have enough knowledge about e-learning? It is important to follow technological developments in these days. Also, people should learn how to use information technology safely. Security issues are significant in using information technology. After having some information about the state of the participants' using e-learning, the researcher puts forward some ideas to encourage people in using e-learning and having information about security issues of e-learning.

1.5. RESEARCH QUESTIONS

The research questions to be answered by the researcher in the study are listed below:

1. What are the pros and cons of e-learning while learning EFL?
2. What are the attitudes of the learners towards technology use?
3. What are some possible security problems online learners face?

1.6. DEFINITION OF THE TERMS

Electronic Learning (E-learning): Horton (2006, p. 1) defines e-learning as “the use of information and computer technologies to create learning experiences.”

Distance Learning: Vlasenko and Bozhok (2014) state that distance learning is a kind of learning the learners are physically away from the source of information and do not have to be in a regular face-to-face contact with a teacher in a classroom.

Traditional Learning: Traditional learning is a kind of education taking place in a physical location and given in the framework of a particular curriculum and plan. The education given at schools is a good example of traditional learning.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The use of information and Internet technologies as teaching and learning tools changes the language learning habits of learners. With the rapid increase in the Internet use, the learning environments of the learners have begun to shift from traditional way of learning to digital one. E-learning is one of the most preferred learning environments in the digital age. Liaw, Huang and Chen (2007, p. 1067) stated “Indeed, e-learning extends traditional learning paradigms into new dynamic learning models through computer and web technologies.”

Nowadays every individual of the society is under the influence of e-learning because e-learning is accessible to people of all ages and experiences. Also, e-learning allows learning anytime and anywhere. Especially, social media and smartphone applications have attracted a lot of people around the world. Most people use social media and smartphone applications to learn a foreign language as well. Alsaleem (2013) stated that Whatsapp electronic journaling helps students improve their writing and speaking skills, vocabulary and word choice.

Arifah (2014) stressed that use of the Internet increases learners’ motivation and use of films helps learners understand the topic and develop their language knowledge. According to Arifah (2014, p. 7), “When students learn with technology, it helps them develop higher order of thinking and research skills.” The learners can act and think independently. They can gather information through the Internet by themselves. Therefore, their self-confidence increases. In this sense, it is important to choose proper technological devices and methods to learn a foreign language.

History of e-learning, importance of e-learning in EFL, e-learning today, and pros and cons of e-learning will be reviewed in this chapter. This part of the study is important as it constitutes the basis of the possible suggestions to be made in the conclusion part to eliminate the disadvantages of e-learning.

2.2. A BRIEF HISTORY OF E-LEARNING

E-learning has taken its current form through many stages throughout the history. E-learning has continued to evolve as technology developed. In this sense, Bezhovski and Poorani (2016, p. 51) stated “E-learning can be considered as natural evolution of distance learning.”

It can be said that e-learning began with the mail-learning method through correspondence courses. Horton (2001) stated that the first distance learning course was Sir Isaac Pitman’s mail course in 1840, and he sent homework to his students by mail and they were finishing their homework using the same system.

Bezhovski and Poorani (2016) indicated that in 1920’s, the first testing machine was invented by Sidney Pressey. Also, it was called ‘teaching machine’. Students could test themselves with this device. Bezhovski and Poorani (2016) emphasized that in 1954, teaching machines became very popular thanks to the works of Burrhus Frederic Skinner. Therefore, schools had the opportunity of administration of programmed instruction for their students.

In the 1960s, the first Computer Based Training program or CBT program known as PLATO (Programmed Logic for Automatic Teaching Operations) was introduced to the world. PLATO was created by Professor Don Bitzer to deliver information to students attending the University of Illinois. It was a timeshared computer system. Bitzer, Braunfeld et al. (1962, as cited in Nicholson, 2007) stated that educators and students can use high-resolution graphics stations and an educational programming language, called TUTOR via PLATO; therefore, they not only can be in connection with other users through electronic notes, but also can create and interact with educational courseware. However, then it went beyond its educational purposes. According to Woolley (1994), it could be said that the PLATO system was the pioneer of online forums, message boards, email, chat rooms, instant messaging, remote screen sharing, and multiplayer games constituting the world’s first online community.

Bezhovski and Poorani (2016) indicated that CD-ROM based training was the new training technology in e-learning in the early 1990s, and also some workshops were arranged on the basis of it. Cross (2004) mentioned that World Wide Web emerged around 1998 and allowed the learners to get learning instructions and materials through the web,

and also the learners can have a ‘personalized’ learning experience through chat rooms, newsletters, interactive content and study groups.

Bezhovski and Poorani (2016) stated that with the popularity of the Internet and personal computers in the late 20th century, the concept of e-learning started to shape. Therefore, information technologies provided flexible, interactive and innovative structure. Cecil was the first web based Learning Management System (LMS) and it was launched in 1996. LMS is a software application allowing to organize, document, record and deliver e-learning courses. Bezhovski and Poorani (2016) indicated that the modern LMSs are mainly web based and include different types of learning contents such as reading materials, testing, grading, videos, audios, forums, wikis, blogs, web conferencing, chats, learning games, etc.

With the development of the mobile technology, a new era in e-learning known as ‘mobile learning (m-learning)’ started. According to Bezhovski and Poorani (2016), mobile learning is a portable platform providing the learners with learning activities anywhere and anytime. Mobile phones, smartphones, Tablet PCs, laptops, handheld computers and media players can be used in mobile-learning.

2.3. IMPORTANCE OF E-LEARNING IN EFL

Learning a foreign language is a long term process. It requires time and effort. Also, traditional classroom activities are not sufficient for foreign language learning. With technology being a part of our everyday lives, e-learning began to play an important role in learning a foreign language. In this way, foreign language learning can be supported by e-learning both inside and outside the classroom. In order to ensure permanent and effective foreign language learning, learners should be exposed to the target language because the more learners are exposed to the target language, the quicker and better they learn.

Shishkovskaya, Bakalo and Grigoryev (2015) made an experimental study of the pedagogical integration of Internet technologies into the EFL teaching process in the e-learning environment. The results of this study indicated that if Web 2.0 tools in the e-learning environment run effectively and efficiently, they increase EFL learners’ motivation and the level of their foreign language proficiency.

Soliman (2014) claimed that e-learning should be used to support the EFL classroom activities and to motivate the learners to improve their language skills outside the classroom. She indicated that e-learning offered several activities and resources, and if it is used by the learners under the supervision of their teachers, it will help the learners enhance their language proficiency and independent learning.

Mohammadi, Ghorbani and Hamidi (2011) mentioned that e-learning tools such as television, computer, smartphones, etc. were attractive as they consisted of sounds, actions and visual elements. According to Mohammadi, Ghorbani and Hamidi (2011, p. 466), "When children are attracted by the actions, sounds and pictures of television, they try to imitate them at first and imitation can be considered as the first step in learning for children." They also indicated that blogs, online games, chat rooms, websites, online English learning magazines, etc. which can be reached through the Internet were powerful learning environments because these tools help foreign language learners to be self-confident and discuss on various topics and express themselves freely and achieve meaningful learning.

Soong (2012) carried out a study about students' frequency of using English e-learning programs in a local university in Taipei. He concluded that e-learning programs were useful to improve students' English learning and to study at their own pace at any time and any place, but Soong (2012, p. 92) stated that "technology itself is not a panacea." He stated that successful integration of Information and Communication Technology (ICT) into teaching could occur with the support of teachers because teachers' guidance cannot be replaced by technology.

Another study was done by Hsu (2013) on EFL learners' perception of Mobile Assisted Language Learning (MALL) through cross-cultural analyses. The aim of his study was to get information about EFL learners' attitudes towards MALL from three points of view: the technological affordances, the applicability and a constructivist approach to MALL. Based on the results of this study, it was concluded that although all participants had different cultural backgrounds, they benefited from MALL and their attitudes towards MALL were positive. He also stated that the fact that MALL was portable made it usable both inside and outside the classroom.

Mohamad, Rashid and Mohamad (2017) carried a research on the advantages and disadvantages of using electronic dictionaries (e-dictionaries) in learning English. The findings revealed that using e-dictionaries had some benefits such as portability, visual features, saving time, ease of use and access, and word pronunciation. However, using e-dictionaries also has some limitations such as limited internet access, incomplete definitions and credibility, and classroom or learner distraction.

Hubackova (2015) conducted a questionnaire to show the effectiveness of the use of ICT in language teaching and how often the learners used ICT to study foreign languages. The results of the study demonstrated that most of the learners liked working with audio and video recordings, and they considered that blended learning was the most suitable method for foreign language learning.

2.4. E-LEARNING TODAY

E-learning can be in two ways: synchronous and asynchronous. Nedeva and Dimova (2010, p. 21) defined synchronous education as “real-time communication is implemented, such as video conferencing, teleconferencing and on-line chat programs.” Nedeva and Dimova (2010, p. 21) stated “Asynchronous education indicates that other means of communication are utilized that do not require real time responses.” E-mail, list serves, threaded discussions, blogs, wiki and online forums can be given as examples of asynchronous e-learning tools.

Today, most of the educational institutions prefer blended learning. Blended learning is a combination of traditional face-to-face education and online learning. Istifci (2017) conducted a questionnaire to get information about the perceptions of EFL students on blended language learning and online learning platforms. Her students used Edmodo which is a social learning platform in addition to the online components of their course books. At the end of this study, the students indicated that they had the opportunity to get instant feedback and studied at their own pace through online learning, and also they interacted with their peers and teachers through face-to-face learning.

In another study on blended learning made by Aladwan, Fakhouri, Alawamrah and Rababah (2018), it was concluded that blended learning was more effective than

traditional learning and also in blended learning the students could access information in more than one way.

M-learning has also frequently been preferred in foreign language learning recently due to the increase in the use of smartphones and tablet PCs. Kuimova, Burleigh, Uzunboylu and Bazhenov (2018) carried out a study of the benefits and challenges of m-learning in foreign language learning. They chose first-year students who studied English as a foreign language and they divided them into four groups: Two of them were experimental groups and the other two groups were control groups. Then, they created a Whatsapp group and tasks were sent to the students on Whatsapp. While the experimental groups received both traditional learning and m-learning, the control groups received only traditional learning. The study showed that the experimental groups had better grades than the control groups at the end of the final exams. Also, they indicated that m-learning aroused the students' curiosity and motivated them to be active learners.

Telegram is another mobile application mostly used to learn foreign languages. It is a speed and security oriented messaging application. Since it is a cloud-based application, it enables users to share videos, audio, pictures, links, or any file without occupying a place in their mobile devices. Abu-Ayfah (2020) in her study on the use of Telegram for English language learning stated that it was a useful tool to improve the students' listening, speaking, reading and writing skills, grammar learning, and especially vocabulary learning.

Social Network Sites (SNS) such as Facebook, Twitter, Instagram, YouTube, LinkedIn, Pinterest, etc. have been widely used as EFL learning tools. As stated by Alnujaidi (2017), SNS allowed the learners to interact with their peers, instructors and native speakers in authentic ways and also gave them opportunity to create their own digital learning materials and personalized learning environments.

Hakami and Abdelrahman (2019) conducted a study on the effects of using e-learning games in teaching and learning English Grammar. The results of the pre-test and post-test showed that learning through games enhanced learners' performance in learning the verb tenses and verb to be, and also it offered the opportunity to learn with fun and motivated even shy learners to participate in activities.

Taskiran (2019) made a project which included a 5-week telecollaboration activity between EFL students from Jiangxi University of Finance and Economics in China and Anadolu University in Turkey. The aims of the study were improving foreign language skills, observing intercultural communicative competence and increasing awareness of culture. At the end of the telecollaboration activity, Turkish EFL students answered a questionnaire. According to results, the students were happy to practise English with their online partners. It was stated that using English in real conversations helped them be aware of their language competence and develop confidence in their foreign language skills.

Many translation systems such as SDL Trados Studios, CSOFT, Memsource, and SYSTRAN have been developed in recent years due to the increasing demand for translation services. Also, some applications such as Google Translate, Microsoft (Skype Translator) and Facebook have started providing translation services. Gomaa, AbuRaya and Omar (2019) carried out an investigation into the impacts of translation technologies on improving EFL students' translation productivity. They mentioned that it was important to provide the students with technical training about the use of software, and also the students should be informed of the new language applications in different areas. They concluded that using translation technologies improved the translation quality and accuracy of the students.

2.5. PROS OF E-LEARNING

The question 'Has e-learning got advantages or disadvantages?' is still a matter of debate. As anything, e-learning has both pros and cons. Pros of e-learning can be listed as follows (Beam & Cameron, 1998; Burgstahler, 1997; Carswell, 1997; Hiltz & Wellman, 1997; McCloskey, Antonucci, & Shug, 1998, as cited in Zhang & Nunamaker, 2003):

- Flexibility in time and location: Learners can reach information through e-learning anytime and anywhere as long as they have an access to a computer or a smartphone with the Internet connection.

- Cost and time saving: Learners do not have to travel for their education while they are learning online. Therefore, they can save money and also they can save the time they will spend by travelling.
- Self-paced and self-directed learning: Learners can choose their own learning activities according to their own interests, backgrounds or careers at that moment. Also, they can create their personal schedules according to their own learning speeds and attend classes at their suitability.
- Collaborative learning environment: Learners feel free to share their personal opinions and ask questions about the topics they do not understand through online forums. Therefore, learners help each other with the topics they have difficulty in understanding. Arkorful and Abaidoo (2014) mentioned that e-learning motivated learners to overcome the fear of talking to others and have a respect for different points of view.
- Unlimited use of materials: Learners can access to electronic learning materials 24 hours a day. These electronic materials allow the learners to review current or past information over and over again.
- According to Chen, Lee, and Chen (2005) and Liaw (2004), learners can improve their problem solving capabilities, enhance their high order skills, and achieve learning effectiveness through e-learning.
- Motivation: Mohammadi, Ghorbani and Hamidi (2011) indicated that e-learning increased learners' motivation of learning a foreign language and their global awareness.
- Soliman (2014) stressed that learners could improve their language skills by practising writing, speaking, listening and reading through different e-learning resources and tasks.
- Mutambik (2018) stated that learners could communicate with native English speakers through the Internet and in this way they had a chance to get to know the culture of other countries. When learning a foreign language, it is important to learn the culture of the country where the target language is spoken because language and culture are closely related. Besides, they have an opportunity to use the target language in real life situations while talking to native speakers.

- Self-knowledge and Self-confidence: Nedeva and Dimova (2010) claimed that e-learning allowed learners to develop knowledge about technological tools and helped in studying independently.

2.6. CONS OF E-LEARNING

Besides its benefits, e-learning also has some cons and limitations. We can list them as follows:

- Arkorful and Abaidoo (2014), Cook (2007), Nedeva, Dimova and Dineva (2010) and Vlasenko and Bozhok (2014) stated that e-learning could cause learners to feel socially isolated because of the lack of face-to-face interaction with other learners and their instructors. They can contact with other learners and their instructors through e-mail, chat rooms, video conferencing, discussion boards, etc., but these will be quite different experiences from traditional face-to-face courses.
- Nedeva, Dimova and Dineva (2010) and Vlasenko and Bozhok (2014) mentioned that learning through technological tools could be complicated and this could have a dissuasive effect on some learners who are afraid of technology.
- Cook (2007) indicated that serious technical problems with technological tools such as computers, smartphones, etc. could completely disrupt an online course.
- As stated by Cook (2007), poor instructional design was not useful for learners. Cook's (2007, p. 39) classic example about this situation was "the 'textbook on the web' – publishing the text of an existing syllabus or book on the Internet and calling it a course." Therefore, instructional design in e-learning must be carefully planned and implemented.
- Cook (2007) and Vlasenko and Bozhok (2014) claimed that there would be extra expenses and unseen costs in time and money while taking online courses, developing new materials and updating courses.
- Nedeva, Dimova and Dineva (2010) stressed that learners without motivation or with low motivation might not maintain their online learning. Some learners

are not capable of planning their own schedules and they need to be guided by an instructor. Therefore, studying on their own can demoralise them.

- Arkorful and Abaidoo (2014) claimed that e-learning could mislead learners into plagiarising other people's ideas or making piracy because of the ease of copy and paste.



CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

Learning English as a foreign language through the Internet has been increasing among young learners, especially university students day by day. On the one hand, the Internet offers countless opportunities such as videos, audios, pdf files, e-mail, video conferencing, online courses (both synchronous and asynchronous), online dictionaries, etc. that the learners can easily access. On the other hand, e-learning has some drawbacks such as security problems, technical problems, perception of social isolation, etc. This chapter presents the methodology applied in order to determine the pros and cons of e-learning while learning English as a foreign language. The methodology constitutes a requisite part of this study because it enlightens the readers about how the researcher conducted the survey to answer the research questions.

3.2. PARTICIPANTS

Participants of the study are 66 respondents, 13 of whom are male and 53 of whom are female. They studied English Language and Literature at Atatürk University in Turkey between the years 2019 and 2020. The frequencies of gender are given in Table 3.1.

Table 3.1. Frequencies of Gender

Gender	Number of Participants
Male	13
Female	53
	Total: 66

There are participants from all age groups. But the participants of the questionnaire are university students, so most of them are in their twenties. The exact age frequencies are given in Table 3.2.

Table 3.2. Frequencies of Age

Age	Number of Participants
18-24	51
25-29	6
30-34	5
35-39	2
40 and more	2
Total: 66	

3.3. DATA COLLECTION AND ANALYSIS

The information about the pros and cons of e-learning while learning English as a foreign language was gathered through a questionnaire. The questionnaire was prepared over Google Docs, a web-based office suite provided by Google. The participants were university students. In the questionnaire, the names of the participants were not asked; therefore, they would feel comfortable to answer the questions honestly.

Some parts of the questionnaire cover a 3-point Likert Scale: agree, undecided and disagree while the other parts of the questionnaire have two options: agree and disagree. The data were analysed with SPSS 20 (Statistical Package for the Social Sciences) program and the distribution of responses was found.

3.4. QUESTIONNAIRE

The questionnaire was prepared and used as a part of this research. During the preparation of the questionnaire, a comprehensive review of literature was done and the measurement tools developed for measuring e-learning processes were compiled and evaluated for suitability for the research. A questionnaire form developed by an e-learning researcher named Bettina Becker at PAVS (Pembrokeshire Association of Voluntary Services) for the general population was reached in the literature review. When the items in the questionnaire were examined, it was determined that 4 items could be taken as they were. It was determined that the options in 2 items could be used by re-expressing them as 25 separate items. Such an arrangement was needed as the measurement tool in the questionnaire was developed for the general population and this research was conducted

only among the students studying English Language and Literature at Atatürk University in Turkey. Each item in the questionnaire had been prepared by considering the general characteristics of the target group. Accordingly, in addition to the 4 items compiled from the questionnaire developed by PAVS and 25 re-expressed items, 14 items considered to be necessary for ensuring content validity were added by the researcher and a questionnaire form consisting of 43 items was obtained. The final form of the questionnaire was used for reliability analysis after receiving expert opinions. Cronbach's Alpha values were calculated in the reliability analysis. Cronbach's Alpha value was found 72 for the total of the questionnaire. As suggested by Landis and Koch (1977) and Robinson, Shaver and Wrightsman (1991), the reliability co-efficient should be at least 70 and above for the measurement tools. Therefore, it was concluded that the 43-item questionnaire form, which was developed based on the values reached, could be used to determine the awareness levels of university students regarding the e-learning process in this research.

Some sections of the questionnaire of this study were created by taking some items from the questionnaire of Becker, titled "E-learning Questionnaire". After the researcher had made some changes and added new items, the questionnaire was conducted among the university students studying English Language and Literature at Atatürk University in Turkey and pros and cons of e-learning while learning English as a foreign language were explored. The items 7, 8, 9 and 10 in Part B of the questionnaire were taken from the questionnaire of Becker. Part C in the questionnaire was inspired by I5 in the questionnaire of Becker. Also, Part D in the questionnaire was inspired by I6 in the questionnaire of Becker. The rest of the items of the questionnaire were prepared by the researcher herself.

The questionnaire includes six parts. The first part of the questionnaire aims at gathering general information about the participants such as their gender and age.

The purpose of the second part of the questionnaire is to get information about the participants' technology use. How long the learners have been using the Internet, the tools the learners use to access the Internet, duration of the Internet use per day, duration of the Internet use for English learning per day, whether they have experienced e-learning or not and if yes, what kind of e-learning activities they have had, and what they think about

using ICT are asked in this part. These questions show the current state of the Internet, technological tools and e-learning in participants' lives.

The third part of the questionnaire focuses on the pros of e-learning such as easily accessing updated English resources, learning English on one's own without needing anyone, offering self-paced learning, opportunity to have a conversation with native speakers, learning anytime and anywhere, giving a chance to learn a foreign language while doing one's other daily activities, reducing travel and accommodation costs, providing 24/7 access to learning environment, improving reading, listening, speaking and writing skills through the Internet, and having a lot of online course options for foreign language learning. This part includes a 3-point Likert Scale: agree, undecided and disagree.

The fourth part of the questionnaire searches for the cons of e-learning such as difficulties in planning and self-study, not getting instant feedback, health problems due to prolonged computer use, not being suitable for doing group work, needing technical training and support, not knowing effective language learning methods through e-learning, technical problems, lack of knowledge in course selection and e-learning, not having computer skills, fear of using technological tools, costs of technological tools and the Internet, perception of social isolation, online course fee, lack of suitability of a learner's learning style for e-learning and having negative attitude towards e-learning. This part also includes a 3-point Likert Scale: agree, undecided and disagree.

In the fifth part of the questionnaire, the possible security problems on the Internet are investigated. The items of this part include the pages redirecting different sites, opening unwanted pages on the screen and opening ads while watching videos, misinformation deliberately uploaded to the Internet, personal data theft, deletion of information, and malware and viruses. The responses to the items in this part have two options: agree and disagree.

The sixth part of the questionnaire aims to find out whether the learners use social media in order to learn a foreign language or not. The items of this part focus on chatting with native speakers through social media applications, spending a lot of time on social media applications, attending live broadcasts made by online instructors on the social media applications to improve pronunciation and speaking skill, faster dissemination of

information through social media and receiving threat messages through social media. There are two options of responses to these items in this part: agree and disagree.

The questionnaire form was prepared by the researcher by using Google Docs which is a web-based office suite which enables users to create an online questionnaire. The link of the questionnaire was sent to students through the Student Information System (SIS) of Atatürk University. The link of the questionnaire was available for 75 days between the dates of March, 18th to May, 31st 2020.

To sum up, in order to provide detailed information about the pros and cons of e-learning while learning English as a foreign language, a very comprehensive questionnaire was prepared and conducted by the researcher. The findings were discussed one by one in the Results and Discussions section.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. INTRODUCTION

In this chapter, the findings and evaluations of these findings obtained through questionnaire conducted are presented. This chapter has a great importance since it provides the outcomes of the research and forms the basis of what can be done to overcome the cons of e-learning. The research questions of the study which aims to explore the pros and cons of e-learning while learning English as a foreign language are:

1. What are the pros and cons of e-learning while learning EFL?
2. What are the attitudes of the learners towards technology use?
3. What are some possible security problems online learners face?

Chapter four mainly deals with the findings of the questionnaire and tries to answer the research questions in accordance with the questionnaire responses.

4.2. DATA ANALYSIS

The analysis of the data was done under six main categories: general information about participants, information about participants' technology use, pros of e-learning, cons of e-learning, security and use of social media. Each of these categories was placed in the questionnaire to find out whether the learners used the Internet to learn English and what the pros and cons of e-learning were. Each of these categories is of great importance in providing reliable results of the survey.

General information about the participants was given in 'Table 3.1. Frequencies of Gender' and 'Table 3.2. Frequencies of Age' in the third chapter of the study.

4.2.1. Information About Participants' Technology Use

The aim of this part of the questionnaire is to gather information about participants' technology use. How long they have been using the Internet, which tools they use to access the Internet, how many hours they use the Internet per day, how much time they

spend on learning English per day, whether they have experienced e-learning or not, and if yes, what kind of e-learning activities they have had, and what they think about using ICT are determined.

Table 4.1. How Long Have You Been Using the Internet?

I don't use the internet	0%
1-3 years	4.5%
4-6 years	13.6%
7-9 years	38.8%
10 years and more	47%

As seen in Table 4.1., all of the participants have been using the Internet for years. Their purpose of using the Internet and whether they use the Internet with the aim of learning English or not are discussed in the following parts of the questionnaire.

Table 4.2. Which Tools Do You Use to Access the Internet?

Desktop computer	24.2%
Laptop computer	65.2%
Tablets	16.7%
Smart phone	98.5%
Others	0%

Almost all of the participants (98.5%) chose smart phone to access the Internet. Laptop computer is in the second rank with 65.2%. The third one is desktop computer with 24.2% and the fourth one is tablets with 16.7%. No one marked other options.

Table 4.3. How Many Hours Do You Spend On the Internet per Day?

Less than 1 hour	0%
1-5 hours	56.1%
5-10 hours	33.3%
10-15 hours	4.5%
More than 15 hours	6.1%

There is nobody who uses the Internet less than 1 hour. The majority of the participants (56.1%) spend between 1 to 5 hours online everyday. Those (33.3%) who spend between 5 to 10 hours on the Internet are also in majority. Some of the participants (4.5%) use the Internet between 10 to 15 hours per day and the rest of the participants (6.1%) spend more than 15 hours online. We can say that using the Internet more than 5 hours is too much for a day.

Table 4.4. How Much of the Time You Spend on the Internet During the Day Do You Use for Foreign Language Learning?

Less than 1 hour	33.3%
1-3 hours	50%
3-5 hours	12.1%
5-7 hours	4.5%
More than 7 hours	0%

The figures given in Table 4.4., show that the majority of the participants (50%) use the Internet between 1 to 3 hours for foreign language learning. 33.3% of the respondents claim that they spend less than 1 hour online for foreign language learning. 12.1% of the participants use the Internet for the purpose of learning a foreign language between 3 to 5 hours. Only 4.5% of them say that they learn a foreign language online between 5 to 7 hours. There is no one who uses the Internet more than 7 hours with the aim of learning a foreign language. It can be said that the participants of the questionnaire do foreign language learning activities through the Internet.

Table 4.5. Have You Done Any E-learning?

YES	80.3%
NO	19.7%

As seen in Table 4.5., most of the respondents (80.3%) indicate that they have done e-learning while 19.7% of them claim that they have not done any e-learning.

Table 4.6. If Your Answer Is “Yes”, What Did You Do As An E-learning Activity?

Online Language Course (e.g. learndirect)	15.2%
Using e-mail/the Internet	34.8%
Using the Internet discussion forums	18.2%
CD-Rom	6.1%
TV	31.8%
Video tape	15.2%
Audio cassette	9.1%
Smart phone or laptop	60.6%
Digital TV services	18.2%
Others:	
Smart phone applications	1.5%
Duolingo	1.5%
Computer games	1.5%

The findings of the questionnaire show that smart phones and laptops (60.6%) are the most preferred e-learning activity tools. Therefore, it can be said that smart phones and laptops have a great impact on our lives. Using e-mail and the Internet are in the second rank with 34.8% and TV follows them with 31.8%. The others use the Internet discussion forums (18.2%), digital TV services (18.2%), online language courses (15.2%), video tapes (15.2%), audio cassettes (9.1%) and CD-Roms (6.1%) respectively. Also, some respondents mark the option “others” and they add some other e-learning activities such as smart phone applications (1.5%), Duolingo (1.5%) and computer games (1.5%).

Table 4.7. What Do You Do When You Spend Your Time Online?

I spend time on my social media accounts.	81.8%
I look at the photos.	36.4%
I listen to music.	72.2%
I play games.	27.3%
I chat with my friends.	69.7%
I check my e-mails.	60.6%
I do shopping.	59.1%
I read newspapers, books, magazines, etc.	47%
I watch movies, TV series and videos.	89.4%
I do reading, listening, speaking and writing practices to improve my English.	53%
I create text and graphics.	4.5%
I design websites.	0%
I design educational materials.	9.1%
I check the financial situation and numerical data.	13.6%

Based on the findings in Table 4.7., watching movies, TV series and videos (89.4%) is the most preferred answer. Most of the respondents (81.8%) spend their time in their social media accounts. There are some respondents (72.2%) who listen to music. While 69.7% of the respondents chat with their friends, 60.6% of them check their e-mails. Also, doing shopping (59.1%), doing reading, listening, speaking and writing practices to improve their English (53%), and reading newspapers, books, magazines, etc. (47%) are among the mostly preferred answers. The rest of the answers can be listed as follows: looking at the photos (36.4%), playing games (27.3%), checking the financial situation and numerical data (13.6%), designing educational materials (9.1%) and creating text and graphics (4.5%). None of the respondents reported they design websites. Here the participants chose all options that suited them; therefore, the total is not 100%.

Table 4.8. What Do You Think About Using Information and Communication Technologies (ICT)?

My job does not require the use of ICT.	0%
Absolutely terrified: Avoid using the computer whenever possible.	4.5%
Very confident, a bit of an expert.	19.7%
Not confident, but can use it.	36.4%
Ok, but it is just part of the routine.	39.4%

As seen in Table 4.8., the majority of the participants (39.4%) say that using ICT is just a part of the routine and some of them (36.4%) indicate that they are not confident, but they can use it. 19.7% of the respondents are very confident (a bit of an expert) while only 4.5% of them are absolutely terrified and avoid using the computer whenever possible. It can be said that although most of them are not experts about using ICT, they know how to use it as much as they can handle their own works. After we have information about participants' technology use, we will evaluate pros of e-learning.

4.2.2. Pros of E-learning

In this part of the questionnaire, pros of e-learning are discussed. It is important to find out whether the learners are aware of the pros of e-learning or not.

Table 4.9. Pros of E-learning

Description	Agree	Undecided	Disagree
I can easily access updated English resources through the Internet.	71.2%	18.2%	10.6%
Thanks to e-learning, I can learn English on my own without needing anyone.	28.8%	45.5%	25.8%

Table 4.9. (Continue)

The unlimited time in e-learning allows the learners to continue their English learning activities in accordance with their own learning speed.	65.2%	27.3%	7.6%
The fact that e-learning is independent of the place eliminates the geographical and regional obstacles. In this way, I can have the opportunity to speak with native speakers without going abroad.	77.3%	13.6%	9.1%
Thanks to e-learning, I can learn English anytime and anywhere.	69.7%	15.2%	15.2%
Thanks to e-learning, I can learn English while I am doing my other daily activities.	62.1%	31.8%	6.1%
Since there are no expenses such as travel expenses and accommodation costs in e-learning, it significantly reduces language learning costs.	78.8%	16.7%	4.5%
E-learning provides 24/7 access to the language learning environment.	77.3%	19.7%	3%
While learning English, I can practise reading, listening, speaking and writing through the Internet.	87.9%	12.1%	0%
There are a lot of course options for language learning in e-learning.	53%	34.8%	12.1%

As time goes on, information resources change and develop. The first item of this part of the questionnaire evaluates whether the learners can reach updated information resources or not. 71.2% of the participants ‘agree’ that they can easily access updated English resources through the Internet while 10.6% of them ‘disagree’. Also, some participants (18.2%) are ‘undecided’.

E-learning requires self-study. For this reason, the participants are asked whether they can learn English on their own without needing anyone or not. The majority of the participants (45.5%) are ‘undecided’. 28.8% of the participants indicate that they ‘agree’ and the rest of them (25.8%) ‘disagree’. Based on these findings, it can be said that the

participants who are ‘undecided’ should be encouraged to discover the ability of self-study inside them in order to benefit from e-learning.

Self-paced learning is also one of the important features of e-learning because the learners have unlimited time to learn something completely in e-learning in accordance with their own learning speed. As seen in Table 4.9., most of the respondents (65.2%) ‘agree’ that it is one of the pros of e-learning that unlimited time in e-learning allows learners to continue their English learning activities in accordance with their own learning speed. Still, there are some respondents (27.3%) who are ‘undecided’ and some of them (7.6%) ‘disagree’.

When learning a foreign language, it is important to communicate with native speakers of the target language in order to have an acquaintance with their culture. Language and culture of a country are closely associated with each other. 77.3% of the respondents ‘agree’ that e-learning eliminates geographical and regional obstacles as a result of being independent of place; therefore, they can have the opportunity to speak with native speakers without going abroad. While 13.6% of the respondents are ‘undecided’, 9.1% of them ‘disagree’.

As seen in Table 4.9., 69.7% of the participants ‘agree’ that they can learn English anytime and anywhere through e-learning. Both ‘undecided’ and ‘disagree’ responses have the same percentages (15.2%). Based upon these findings, it can be concluded that most of the respondents are aware that learning anytime and anywhere is an advantage of e-learning.

Another item was used to get information about the learners’ planning ability. If a learner plans his/her time properly, s/he can have time to do other daily activities. Most of the respondents (62.1%) ‘agree’ that they can learn English through e-learning while they are doing their other daily activities. 31.8% of the respondents are ‘undecided’ and only 6.1% of them choose ‘disagree’.

It is difficult for the learners to have to go to a city for educational purposes other than the city they live in because travel and accommodation are both time and money consuming. Therefore, the majority of the respondents (78.8%) ‘agree’ that since there are no expenses such as travel expenses and accommodation costs in e-learning, it

significantly reduces language learning costs. Some of the respondents (16.7%) state that they are 'undecided' and only 4.5% of them 'disagree'.

In e-learning, learners can obtain any information anytime as long as they have the Internet access. 77.3% of the respondents state that e-learning provides 24/7 access to language learning environment. 19.7% of the respondents are 'undecided' and only 3% of them 'disagree'.

The Internet offers many resources to learners for improving their language skills such as listening, writing, speaking and reading. A high percentage (87.9%) of the respondents 'agree' that while learning English, they can practise reading, listening, speaking and writing through the Internet. Very few of them (12.1%) are 'undecided' and there is no one who 'disagrees'.

The last item of this part of the questionnaire aims to provide information about online course options. With a percentage of 53 (agree), most of the respondents think that there are a lot of course options for language learning in e-learning. Few of the respondents (12.1%) say that they 'disagree' while 34.8% of them are 'undecided'. Based on these findings, if we evaluate the percentages of those who choose 'disagree' (12.1%) and 'undecided' (34.8%) together, it can be concluded that almost half of the respondents (46.9%) are not conscious of online course diversity.

To sum up, this part of the questionnaire evaluates whether learners are aware of the pros of e-learning or not. Being aware of the pros of e-learning motivates learners to learn English through e-learning. Based upon the overall results of this part of the questionnaire, it can be said that the majority of the respondents can benefit from e-learning effectively. After we have information about pros of e-learning, we will evaluate cons of e-learning.

4.2.3. Cons of E-learning

This part of the questionnaire focuses on gathering information about cons of e-learning. It is important to find out what learners think about cons of e-learning and whether they think that e-learning has some disadvantages or not.

Table 4.10. Cons of E-learning

Description	Agree	Undecided	Disagree
Individuals who do not have a habit of self-study and have not developed this ability have planning difficulties in language learning.	87.9%	12.1%	0%
In e-learning, learning difficulties encountered in foreign language learning process cannot be solved instantly. This affects foreign language learning negatively.	72.7%	24.2%	3%
In e-learning, students and lecturers may experience health problems due to prolonged computer use.	68.2%	21.2%	10.6%
In e-learning, like in formal education system, students cannot do group work.	45.5%	25.8%	28.8%
Technical training and support for students and instructors are also among the limitations of e-learning.	63.6%	27.3%	9.1%
Learners need to know how to learn a language effectively through e-learning. Otherwise, this situation turns into a disadvantage.	81.8%	15.2%	3%
Technical problems that may occur with the Internet or computer can have deterrent effect for the person who learns foreign languages.	72.2%	13.6%	15.2%
It is a disadvantage that a foreign language learner has a lack of knowledge on topics such as e-learning and course selection.	83.3%	10.6%	6.1%
It is a disadvantage that a person learning a foreign language does not have the ability to use computers.	77.3%	9.1%	13.6%

Table 4.10. (Continue)

A foreign language learner's fear of using technological tools (computer, smart phone, tablet, etc.) is a disadvantage.	86.4%	6.1%	7.6%
For a person who learns a foreign language, costs of technological equipment and the Internet connection are disadvantages.	60.6%	19.7%	19.7%
The fact that people learning a foreign language in e-learning perform their education on their own without communicating with other people may create a perception of social isolation. Therefore, they can lose their ability to socialise with people.	62.1%	19.7%	18.2%
The online course fee is a disadvantage.	60.6%	18.2%	21.2%
It is a disadvantage that learning style of a person learning a foreign language is not suitable for computer use.	77.3%	16.7%	6.1%
It is a disadvantage that a foreign language learner has a negative attitude towards e-learning.	83.3%	12.1%	4.5%

It is quite clear that self-study constitutes the success key of e-learning. The learners who have a discipline of working alone have no problem with planning their daily schedules. 87.9% of the respondents 'agree' that individuals who do not have a habit of self-study and have not developed this ability have planning difficulties in language learning. 12.1% of them claim that they are 'undecided'. There is nobody who 'disagrees'.

In learning a foreign language, it is important to get instant feedback because the earlier learners notice their mistakes and correct them, the more false learning decreases. 72.7% of the respondents think that in e-learning, learning difficulties encountered in foreign language learning process cannot be solved instantly and this affects foreign language learning negatively. While 24.2% of the respondents are 'undecided', only 3% of them 'disagree'.

People may experience health problems such as cervical discal hernia, backache, visual disorder, etc. when they are involved in computer or other technological tools for

a long time. Sometimes e-learning requires learners to use technological tools for hours. 62.2% of the respondents state that in e-learning, students and lecturers may experience health problems due to prolonged computer use. Some respondents 21.2% are 'undecided' and the rest of them (10.6%) 'disagree'.

Another item of the questionnaire evaluates whether learners can do group work through e-learning or not. Most of the respondents (45.5%) indicate that in e-learning, like in formal education system, students cannot do group work. Although the percentages are quite close, 25.8% of the respondents are 'undecided' and 28.8% of them 'disagree'.

Providing learners and instructors with technical training and support will increase their motivation and self-confidence. 63.6% of the respondents 'agree' that technical training and support for students and instructors are also among the limitations of e-learning. 27.3% of them claim that they are 'undecided' and 9.1% of them 'disagree'.

In e-learning, learners should know how to learn a foreign language effectively. If they do not have enough information about it, they will waste their time. Therefore, it is stated that learners need to know how to learn a language effectively through e-learning; otherwise, this situation turns into a disadvantage. The majority of the respondents (81.8%) 'agree', 15.2% of them are 'undecided' and only 3% of them 'disagree'.

All learners can face technical problems when they learn online. At this point, it is important to know how to deal with these technical problems and not to lose motivation. 72.2% of the respondents 'agree' that technical problems that may occur with the Internet or computer can have deterrent effect for the person who learns foreign languages. Still, there are some respondents (15.2%) who 'disagree', and 13.6% of them are 'undecided'.

In item 28, it is investigated whether lack of knowledge on e-learning and course selection is a disadvantage or not. The vast majority of the respondents (83.3%) 'agree' that it is a disadvantage that a foreign language learner has a lack of knowledge on topics such as e-learning and course selection. 10.6% of them are 'undecided' and 6.1% of them 'disagree'. Based upon these results, it can be said that learners who learn online should have information about e-learning and course selection.

Another item that evaluates learners' use of technological tools is: 'It is a disadvantage that a person learning a foreign language does not have the ability to use computers'. 77.3% of the respondents 'agree' that EFL learners should have the ability

to use technological tools. 13.6% of them claim that they 'disagree' this idea. 9.1% of them are 'undecided'.

Some learners abstain from using technological tools because of their fear. The vast majority of the respondents (86.7%) 'agree' that a foreign language learner's fear of using technological tools (computer, smart phone, tablet, etc.) is a disadvantage. 6.1% of them are 'undecided' and 7.6% of them 'disagree'. Based on these findings, it can be concluded that an EFL learner's fear of using technological tools is a huge obstacle for the learner to benefit from e-learning.

It is widely known that technological tools are expensive. This causes learners to spend a lot of money to take advantage of e-learning. 60.6% of the respondents state that for a person who learns a foreign language, costs of technological equipment and the Internet connection are disadvantages. The choices 'undecided' and 'disagree' have the same percentages 19.7.

The next item of the questionnaire evaluates the thoughts of the learners about social isolation. Most of the respondents (62.1%) 'agree' that the fact that people learning a foreign language in e-learning perform their education on their own without communicating with other people may create a perception of social isolation, and consequently, they can lose their ability to socialise with people. The percentages of the choices 'undecided' (19.7) and 'disagree' (18.2) are close to each other.

Learners can learn a foreign language through the Internet for free. Also, they have an another option: signing up for a fee-paying online course. 60.6% of the respondents indicate that online course fee is a disadvantage. 18.2% of them are 'undecided' and 21.2% of them 'disagree'.

Learning styles can vary from one person to another. Some learners may think that use of technological tools is not suitable for them. 77.3% of the respondents 'agree' that it is a disadvantage that learning style of a person learning a foreign language may not be suitable for computer use. 16.7% of them mark 'undecided' and only 6.1% of them 'disagree'.

Learners' attitudes shape their learning. If a learner has a positive attitude, his/her learning proceeds in a positive way. On the other hand, if a learner has a negative attitude, s/he can have learning difficulties or cannot learn. As a result, the learners' attitudes have

great importance in learning. While the vast majority of the respondents (83.3%) ‘agree’ that it is a disadvantage that a foreign language learner has a negative attitude towards e-learning, only 4.5% of them ‘disagree’. Also, some respondents (12.1%) are ‘undecided’. After getting information about cons of e-learning, we will evaluate security problems that online learners face.

4.2.4. Security

Security problems that learners face are discussed in this part of the questionnaire. This part evaluates whether learners have security problems or not. Security problems may discourage learners to continue their learning.

Table 4.11. Security

Description	Agree	Disagree
I think it is time consuming and dangerous that a page redirects me to different sites, opening a page that I do not want on the screen, or opening ads while watching videos on video channels like YouTube.	97%	3%
I do not believe in any information I come across on the Internet because sometimes misinformation can be deliberately uploaded on the Internet by malicious people.	98.5%	1.5%
I am concerned in case my personal data are stolen when I subscribe to a platform.	86.4%	13.6%
I cannot access any information that I have accessed over the Internet when I needed it again as that information is deleted. Therefore, I think the protection of the information on the Internet is important.	78.8%	21.2%
Malware and viruses are also important threats to e-learning.	92.4%	7.6%

Unwanted advertisements or pages redirecting learners to different sites are mostly time-consuming and annoying. Because of them, learners can get demoralised and do not want to continue learning online. The vast majority of the respondents (97%) 'agree' that it is time consuming and dangerous that a page redirects them to different sites, opening a page that they do not want on the screen, or opening advertisements while watching videos on video channels like YouTube. Only 3% of them 'disagree'.

All kind of information has been found on the Internet and while some are true, some may be false. For this reason, learners should be able to distinguish between true and false information. While 98.5% of the respondents state that they do not believe in any information they come across on the Internet because sometimes misinformation can be deliberately uploaded on the Internet by malicious people, only 1.5% of them state that they 'disagree'.

Today, personal data theft is a common problem almost every Internet user faces. An item was used to find out learners' thought and 86.4% of the respondents 'agree' that they are concerned in the event that their personal data is stolen when they subscribe to a platform. 13.6% of them tick 'disagree'.

It is important to access any information whenever it is needed. Deleted pages, links, etc. can cause learners to worry and lose their trust. 78.8% of the respondents say that they cannot access any information that they have accessed over the Internet when they need it again as that information is deleted. Therefore, they think the protection of the information on the Internet is important. 21.2% of them claim that they do not face such a problem.

Because of malware and viruses, materials downloaded to technological tools can be deleted and it may cause data loss. Most of the respondents (92.4%) accept that malware and viruses are also important threats to e-learning. 7.6% of them choose 'disagree'. After having information about security problems, we will evaluate use of social media.

4.2.5. Use of Social Media

Today, almost every person has at least one social media account. It shows that social media has a great impact on our lives. Therefore, in this part of the questionnaire, it is discussed whether learners use social media for the purpose of learning English or not.

Table 4.12. Use of Social Media

Description	Agree	Disagree
Thanks to the Internet, I can chat with people who are native English speakers, make video calls and communicate with them easily via social media tools (Facebook, Twitter, Instagram, etc.).	66.7%	33.3%
I think I spend a lot of time on social media tools (Facebook, Twitter, Instagram, Pinterest, etc.) and I think this affects my life negatively.	51.5%	48.5%
Today, there are many people from various countries who teach online on social media (Facebook, Instagram, etc.). I follow some of these people according to the language I want to learn and I participate in live broadcasts made by them. Therefore, I improve my pronunciation and speaking ability.	47%	53%
Information spreads faster via social media.	90.9%	9.1%
I get messages and threats from people I do not know on social media. Therefore, I am afraid to use social media, even for foreign language learning purpose.	18.2%	81.8%

66.7% of the respondents 'agree' that thanks to the Internet, they can chat with people who are native English speakers, make video calls and communicate with them easily via social media tools (Facebook, Twitter, Instagram, etc.). 33.3% of them 'disagree'. Based upon these findings, it can be said that most respondents are aware of the use of social media as a language learning tool.

51.5% of the respondents say that they spend a lot of time on social media tools (Facebook, Twitter, Instagram, Pinterest, etc.) and they think this affects their lives negatively. 48.5% of them tick the option 'disagree'.

Today, there are many people from various countries who teach online on social media (Facebook, Instagram, etc.). They follow some of these people according to the language they want to learn and they participate in live broadcasts made by them. Therefore, they improve their pronunciation and speaking ability. While 47% of the respondents 'agree', 53% of them 'disagree' with this idea.

Recently, almost everybody has been using social media and if one person shares a post, it can be seen by many people within a few hours. The vast majority of the respondents (90.9%) 'agree' that information spreads faster via social media. Only 9.1% of them tick 'disagree' for this statement.

18.2% of the respondents 'agree' that they get messages and threats from people they do not know on social media. Therefore, they are afraid to use social media, even for foreign language learning purpose. Most of them (81.8%) indicate that they do not get threat messages on social media.

In conclusion, it cannot be denied that social media affects our lives greatly. If learners use social media wisely, it will not be time-consuming any longer, and so they can succeed effective foreign language learning for free.

4.3. DISCUSSION

This part of the study discusses the responses to three research questions mentioned at the beginning of the study. These research questions aim to find out pros and cons of e-learning, how influential the Internet is in learning a foreign language for a university student and what some possible suggestions are to overcome the disadvantages of e-learning.

4.3.1. What Are the Pros and Cons of E-learning While Learning EFL?

One of the major goals of this study is to explore pros and cons of e-learning from the perspectives of EFL learners studying English Language and Literature at Atatürk

University in Turkey. Pros and cons of e-learning while learning EFL are analysed through a questionnaire. The items in the third, fourth and sixth parts of the questionnaire may determine pros and cons of e-learning.

In order to discover pros of e-learning, various items were included in the questionnaire. The following findings were obtained through the analysis of the data collected by using these items: 65.2% of the respondents 'agree' that unlimited time in e-learning allows them to continue their English learning activities in accordance with their own learning speed. 87.9% of the respondents 'agree' that they can practise reading, listening, speaking and writing through the Internet. 34.8% of the respondents are 'undecided' while 53% of them 'agree' that there are a lot of course options for language learning in e-learning. Based upon these findings, it can be concluded that most of the learners are aware of the advantages of e-learning and they use it to improve their foreign language skills. Providing the most updated and easily accessible resources, learning anywhere and anytime, and eliminating travel and accommodation expenses are the advantages of e-learning mostly agreed by the participants. The most important requirement of effective e-learning is that a learner has an ability or a habit of studying on his/her own. Nedeva, Dimova and Dineva (2010) stated that learners should be highly motivated and aware of their responsibility to study on their own. Most of the learners (45.5%) are undecided that they can learn English on their own through e-learning. It may be due to the fact that they are used to guidance of a teacher in traditional education.

Cons of e-learning were also explored through various items. These findings of the questionnaire show that the majority of the learners have information about the disadvantages of e-learning. Learners' awareness of the disadvantages of e-learning may lead learners about how to overcome them. Perception of social isolation may be the most critical disadvantage of e-learning. Vlasenko and Bozhok (2014) indicated that interpersonal interactions in a classroom help learners to improve their critical thinking and problem-solving skills. Another problem in e-learning is that learners cannot always get feedback immediately. Not getting instant feedback may cause learning difficulties and deficiencies. Lack of information about technical problems and fear of using technological tools are among the most frequently encountered difficulties in e-learning. Because of these difficulties, learners have a negative attitude towards e-learning. It can be said that one disadvantage causes another one.

66.7% of the participants accept that they can chat with people who are native English speakers, make video calls and communicate with them easily via social media tools (Facebook, Twitter, Instagram, etc.). 48.5% of the participants refuse while 51.5% of them accept that they spend a lot of time on their social media accounts and it affects their lives in a negative way. 47% of the participants indicate that they follow English language instructors who are from various countries on social media and they participate in their live broadcasts to improve their English pronunciation and speaking ability. 53% of the participants state that they do not improve their English pronunciation and speaking ability by following English language instructors on social media. The vast majority (90.1%) accept that information spreads faster via social media. 18.2% of the participants claim that they get thread messages from some people on social media. 81.8% of them state that they are not afraid of using social media and they do not get thread messages. Based upon these findings, it can be said that social media is used as a foreign language learning tool by some learners and it is a great advantage for learners to have real life conversation with native speakers. Alnujaidi (2017) stated that Social Network Sites increased learners' communication skills, foreign language skills, knowledge and motivation of learning. However, SNSs have some drawbacks as well. Alnujaidi (2017) stressed that one of the disadvantages that was often discussed was privacy violation. After learners get used to communicating with other people through SNSs, they gradually start talking about their own private lives. This may cause personal data theft.

4.3.2. What Are the Attitudes of the Learners Towards Technology Use?

In order to determine the attitudes of the learners towards technology use, various items were used in the questionnaire. These items mainly aimed to explore how long they have been using the Internet, which tools they use to access the Internet, the average daily Internet usage time of them, the average time they spend on the Internet for foreign language learning, their e-learning experience, e-learning activities they have done, what they do when spend time online and their thoughts about ICT.

Based upon the findings in Table 4.1., there is no one who does not use the Internet among the participants. It can be said that almost all of them are users of the Internet for a long time and the Internet has become an integral part of their lives. Also, the findings in Table 4.3. and Table 4.4. show that although most of the learners spend their time

online for many hours, they spend very little of this time for language learning. As seen in Table 4.2., the most used tools by the learners to access the Internet are smart phone (98.5%) and laptop computers (65.2%). That's the reason why these two tools are chosen mostly to access the Internet is that both of them are portable. Learners can reach all kinds of information anytime and anywhere through portable tools with the Internet connection. These tools provide ease of use.

80.3% of the respondents state that they have done e-learning activities before. Based upon the findings in Table 4.6., the mostly chosen e-learning activities are as follows: using mobile phone or laptop, using e-mail/the Internet, TV, using the Internet discussion forums, digital TV services, online language courses and video tapes. These findings show that the mostly chosen e-learning activities constitute learners' daily routine. People have begun to spend almost all of their time with digital technologies during the day. Digital technologies have changed every aspect of people's lives in countless ways: education, work, games, communication, etc. It can be said that all of them are digitalised. As seen in Table 4.7., when learners are asked about what they do when they are online, the mostly given answers are as follows: watching movies, TV series and videos, spending time on social media accounts, listening to music, chatting with friends, checking e-mails, doing shopping, doing reading, listening, speaking and writing practices in English and reading newspapers, books, magazines, etc. These findings show that although improving English language skills does not come first, it is still among the most preferred options.

As for the thoughts of the learners about Information and Communication Technologies (ICT), based on the findings in Table 4.8., it can be concluded that there are both those who see themselves as experts and those who refrain from using ICT. Liu (2009) stated that learners' attitudes towards ICT were related to their ability to use digital technologies, namely that if a learner has limited digital technology experience, s/he might have a lower positive attitude towards using digital technologies.

In conclusion, most of the learners have positive attitudes towards using technological tools. Although all of the learners are not experts about using ICT, almost all of them use it. Also, they choose mostly portable tools to access the Internet because of their flexibility in time and location.

4.3.3. What Are Some Possible Security Problems Online Learners Face?

In the fifth part of the questionnaire, some items dealing with security problems online learners face are included. As seen in Table 4.11., malware, viruses, unwanted pages or advertisements come out of the screen and pages redirecting the learners to different sites discourage the learners from using the Internet. Also, based upon the findings in Table 4.11., it can be said that the learners lose confidence in the Internet because of misinformation deliberately uploaded to the Internet, deletion of information and identity theft, and these adverse situations cause them to take a negative attitude towards e-learning. Adams and Blanford (2003) stated that security is a means to sustain learners' trust in system's reliability in online learning. Therefore, security is the most critical issue for a learner to start and continue his/her learning through the Internet.

Tsiantis, Stergiou and Margariti (2007) indicated that authentication and privacy were two critical security issues online learners face. They stressed that when users encountered problems with authentication procedures such as pins, passwords, etc., they stopped using digital technologies requiring authentication and used other technologies that did not require authentication. In addition, they stated that some companies sold users' personal information they collected and this was an important threat to users' privacy.

Furnell and Karweni (2001) listed some threats to online distance learning as follows: hacking, fraud, malware such as worms, viruses, trojan horses, spyware, etc., data theft, and spoofing. They stated that recognition of security threats was crucial to identify appropriate precautions.

Chen and He (2013) indicated that social media sites such as Facebook, Twitter, YouTube, Tumblr, etc. posed various security risks and threats. For example, some users post their personal data on their social media accounts and their personal data could be misused in many ways. They also stressed that social media sites were used to deliver malware by malicious people. As a result, social media sites can turn into a risk factor that threatens our security. As seen in Table 4.12., there are some respondents (18.2%) who state that they get threat messages from people they do not know on social media sites.

Singh (2015) stated that protection of availability and integrity of information was the main goal in e-learning and data must be protected to retain availability, integrity and confidentiality. As seen in Table 4.11., most of the respondents indicated that they could not access any information that they had accessed over the Internet when they needed it again as that information was deleted.



CHAPTER FIVE

CONCLUSION

5.1. OVERVIEW OF THE STUDY

The recent developments in technology have a great effect on education system. People can access any information in seconds through their portable technological tools such as smartphones, tablet computers, laptops, etc. with the Internet connection anytime and anywhere. E-learning is a great convenience especially for those who want to learn a foreign language. In the past, it seemed necessary to go abroad to learn a foreign language and to gain fluency in the language learned. But now they do not need to go abroad because they can easily communicate with native speakers through the Internet. The Internet provides learners with authentic learning environments, and so they have a chance to use the foreign language they learn in real-life situations. Although it greatly facilitates people's lives, it also has some disadvantages.

In order to evaluate pros and cons of e-learning while learning EFL, an online questionnaire was conducted among 66 respondents. The link of the questionnaire was sent to students studying English Language and Literature through the Student Information System (SIS) of Atatürk University and it was available for 75 days.

5.2. CONCLUSION

Education system is affected by the developments and changes in technology. Learners have a lot of options such as smart phones, laptop computers, televisions, radios, tablet computers, etc. to communicate with each other and gather information. Moreover, EFL learners can easily practise their listening, speaking, reading, writing, grammar and vocabulary through blogs, discussion forums, podcasts, videos, online courses, social media, etc. on the Internet. In addition, the COVID-19 pandemic have greatly affected education system all over the world. All educational institutions cancelled their face-to-face classes. Teaching and learning have moved online. As a result, e-learning came to the fore. This study mainly focused on the evaluation of the pros and cons of e-learning while learning EFL.

A questionnaire was conducted to find out pros and cons of e-learning while learning EFL. The first part of the questionnaire gathered the personal details of the respondents. The second part of the questionnaire gathered information about the respondents' technology use. The third part of the questionnaire explored pros of e-learning. The fourth part of the questionnaire investigated cons of e-learning. In the fifth part of the questionnaire, possible security problems online learners face were explored. Finally the last part of the questionnaire gathered information about whether learners use social media for the purpose of learning a foreign language.

Respondents studying English Language and Literature at Atatürk University in Turkey were 66 students and 53 of them were female and 13 of them were male. 51 of them were between 18 and 24 years old. Those who were between 25 and 29 years old were 6 students. 5 students were between 30 and 34 years old. Also, there were some participants (only 2 students) who were between 35 and 39 years old, and only 2 of them were 40 and more.

Considering the findings of this study, all learners indicated that they had been using the Internet for years and they preferred portable technological tools such as smartphones and laptops to access the Internet. But most of them stated that they spented very little of their time on the Internet to improve their foreign language skills and they spented the rest of their time on the Internet for their daily routines such as checking e-mails, watching movies, TV series and videos, using social media, doing shopping, chatting with friends, reading newspapers, books, magazines, etc., looking at photos and playing games.

The findings of the study showed that the pros on which most participants agreed were easy access to updated English resources, learning at one's own pace, flexibility in time and place, and eliminating travel and accommodation costs. Most participants stated that they could improve reading, listening, writing and speaking skills through the Internet. But most of them expressed that they could not learn a foreign language on their own through the Internet. It can be said that they cannot develop self-study habits. In addition, these findings showed that most of the participants were not aware of the diversity in online courses. They should be informed about online courses.

Based on the findings of this study, the most critical disadvantages of e-learning were social isolation, not getting instant feedback, negative attitudes towards e-learning,

planning difficulties as a result of lack of self-study habits, and fear of using digital technologies. Fear of using digital technologies mostly results from lack of technical training and support.

In the fifth part of the questionnaire, possible security problems online learners face were discussed. Deliberate misinformation, deletion of information, personal data theft, malware and viruses, and unwanted pages and advertisements were seen as serious threats to e-learning by almost all of the participants.

In the last part of the questionnaire, EFL learners' use of social media was explored. Based upon the findings of this study, most of the participants stated that they used social media to communicate with native English speakers to improve their English language skills. Also, there were those who thought that social media was time-consuming.

5.2.1. What can be done to overcome the cons of e-learning?

It cannot be denied that e-learning has been a part of our lives for years. However, some learners are not aware of its importance. Some learners still try to abstain from technological devices and the Internet because of various reasons such as fear of using technological devices, lack of technical knowledge, etc. They should be encouraged in using e-learning and overcome the cons of e-learning by giving conferences about e-learning, online courses and self-study, by creating technology classes and giving technology courses in each department of the universities, and by leading them to applications which provide face-to-face meeting.

Cons of e-learning mostly consist of the lack of information about use of technological devices and the Internet. 71.2% of the respondents 'agree' that technical problems that may occur with the Internet or a computer can have a deterrent effect on EFL learners. 77.3% of them 'agree' that it is a disadvantage that EFL learners do not have the ability to use technological devices. 86.4% of them 'agree' that an EFL learner's fear of using technological tools (computer, smartphone, tablet, etc.) is a disadvantage. 83.3% of them 'agree' that EFL learners' negative attitudes towards e-learning are a disadvantage. In order to familiarise the students with the technological devices and the Internet, technology classes can be created and technology courses can be given in each department of the universities. Therefore, they can overcome their fear of using

technology and gain self-confidence. Also, their negative attitudes towards e-learning may disappear.

One of the cons of e-learning is that learners do not have enough knowledge about e-learning, online courses and self-study. 87.9% of the respondents 'agree' that individuals who do not have a habit of self-study and have not developed this ability have planning difficulties in language learning. 81.8% of them 'agree' that it is a disadvantage that learners do not know how to learn a language effectively through e-learning. 83.3% of them 'agree' that it is a disadvantage that learners have a lack of knowledge of topics such as e-learning and online course selection. Giving conferences about e-learning, online courses and self-study can lead EFL learners to use e-learning effectively, participate in online courses and self-study.

Another possible disadvantage of e-learning is social isolation. 62.1% of the respondents 'agree' that e-learning may cause a perception of social isolation, and learners may lose the ability to socialise with people. 72.7% of them 'agree' that learning difficulties cannot be solved instantly in e-learning. Learners can make online video calls which enable them to communicate with each other face-to-face through some applications such as Zoom, Skype, Adobe Connect, etc. Therefore, they can continue to socialise with people. Also, they can get instant feedback and discuss topics together synchronously through these applications.

To sum up, there are various ways to overcome the cons of e-learning such as giving conferences about e-learning, online courses and self-study, creating technology classes and giving technology courses in each department of the universities, and offering learners applications which provide face-to-face meeting. All of these suggestions must be discussed with authorized people so that learners can overcome the cons of e-learning in the following years.

5.3. PROSPECTS FOR FURTHER RESEARCH

The research done in this study focused on analysing pros and cons of e-learning while learning EFL. The questionnaire was conducted among only university students studying English Language and Literature at Atatürk University in Turkey. A more detailed research can be done among all EFL learners in collaboration with researchers at

other universities in Turkey in the following years. Also, this study focused on only pros and cons of e-learning while learning EFL, use of social media and some possible security problems online learners face. A more detailed study based on a successful implementation of e-learning system while learning EFL at universities in Turkey can be conducted.

5.4. LIMITATIONS OF THE STUDY

Since pros and cons of e-learning while learning EFL is a very broad topic, the number of the students could have been greater than 66 in order to get more reliable responses. An online course can be applied among not only university students studying English Language and Literature but also all EFL learners to find out readiness of learners in e-learning and factors affecting learners' attitudes towards e-learning while learning EFL. After this online course, a questionnaire can be conducted among them to receive more detailed information about e-learning while learning EFL.



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APPENDICES**APPENDIX 1. PROS AND CONS OF E-LEARNING IN FOREIGN LANGUAGE LEARNING QUESTIONNAIRE****DEAR PARTICIPANTS,**

This questionnaire will be used to determine the pros and cons of e-learning in foreign language learning and whether you are using e-learning or not. The answers given to this questionnaire will be seen only by the researcher and no other participants will be able to see your data. Answering the items by expressing your real thoughts will help us to get healthy results. Thanks for filling in this questionnaire.

PART A – GENERAL INFORMATION ABOUT PARTICIPANTS

(Please tick the answer that suits you.)

1. Your gender:

- A. Female
- B. Male

2. Your age:

- A. 18 – 24
- B. 25 - 29
- C. 30 – 34
- D. 35 – 39
- E. 40 and more

PART B – INFORMATION ABOUT PARTICIPANTS' TECHNOLOGY USE

(Please tick the answer that suits you.)

3. How long have you been using the Internet?

- A. I don't use the internet.
- B. 1-3 years
- C. 4-6 years
- D. 7-9 years
- E. 10 years and more

4. Which tools do you use to access the Internet? (Please tick all options that suit you.)

- A. Desktop computer
- B. Laptop computer
- C. Tablet computer
- D. Smart phone
- E. Others

5. How many hours do you spend on the Internet per day?

- A. Less than 1 hour
- B. 1-5 hours
- C. 5-10 hours
- D. 10-15 hours
- E. More than 15 hours

6. How much of the time you spend on the Internet during the day do you use for foreign language learning?

- A. Less than 1 hour
- B. 1-3 hours
- C. 3-5 hours
- D. 5-7 hours
- E. More than 7 hours

7. Have you done any e-learning?

- A. YES
- B. NO

8. If your answer is "yes", what did you do as an e-learning activity? (Please tick all options that suit you.)

- A. Online language course (e.g. learndirect)
- B. Using e-mail/the Internet
- C. Using the Internet discussion forums
- D. CD-Rom
- E. TV
- F. Video tape
- G. Audio cassette
- H. Mobile phone or laptop
- I. Digital TV services
- J. Others

9. What do you do when you spend time online? (Please tick all options that suit you.)

Online activities	Tick
I spend time on my social media accounts.	
I look at the photos.	
I listen to music.	
I play games.	
I chat with my friends.	
I check my e-mails.	
I do shopping.	
I read newspapers, books, magazines, etc.	
I watch movie, TV series and videos.	
I do reading, listening, speaking and writing practices to improve my English.	
I create texts and graphics.	
I design websites.	
I design educational materials.	
I check the financial situation and numerical data.	

10. What do you think about using Information and Communication Technologies (ICT)?

- A. My job does not require the use of ICT.
- B. Absolutely terrified: Avoid using the computer whenever possible.
- C. Very confident, a bit of an expert.
- D. Not confident, but can use it.
- E. Ok, but it is just part of the routine.

PART C – PROS OF E-LEARNING

(Please tick the answer that suits you.)

11. I can easily access updated English resources through the Internet.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

12. Thanks to e-learning, I can learn English on my own without needing anyone.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

13. Unlimited time in e-learning allows learners to continue their English learning activities in accordance with their own learning speed.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

14. The fact that e-learning is independent of the place eliminates geographical and regional obstacles. In this way, I can have an opportunity to speak with native speakers without going abroad.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

15. Thanks to e-learning, I can learn English anytime and anywhere.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

16. Thanks to e-learning, I can learn English while I am doing my other daily activities.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

17. Since there are no expenses such as travel expenses and accommodation costs in e-learning, it significantly reduces language learning costs.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

18. E-learning provides 24/7 access to language learning environment.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

19. While learning English, I can practise reading, listening, speaking and writing through the Internet.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

20. There are a lot of course options for language learning in e-learning.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

PART D – CONS OF E-LEARNING

(Please tick the answer that suits you.)

21. Individuals who do not have a habit of self-study and have not developed this ability have planning difficulties in language learning.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

22. In e-learning, learning difficulties encountered in foreign language learning process cannot be solved instantly. This affects foreign language learning negatively.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

23. In e-learning, students and lecturers may experience health problems due to prolonged computer use.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

24. In e-learning, like in formal education system, students cannot do group work.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

25. Technical training and support for students and instructors are also among the limitations of e-learning.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

26. Learners need to know how to learn a language effectively through e-learning. Otherwise, this situation turns into a disadvantage.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

- 27. Technical problems that may occur with the Internet or a computer can have a deterrent effect on the person who learns foreign languages.**
- A. AGREE
 - B. UNDECIDED
 - C. DISAGREE
- 28. It is a disadvantage that a foreign language learner has a lack of knowledge of topics such as e-learning and course selection.**
- A. AGREE
 - B. UNDECIDED
 - C. DISAGREE
- 29. It is a disadvantage that a person learning a foreign language does not have the ability to use computers.**
- A. AGREE
 - B. UNDECIDED
 - C. DISAGREE
- 30. A foreign language learner's fear of using technological tools (computer, smartphone, tablet, etc.) is a disadvantage.**
- A. AGREE
 - B. UNDECIDED
 - C. DISAGREE
- 31. For a person who learns a foreign language, costs of technological equipment and the Internet connection are disadvantages.**
- A. AGREE
 - B. UNDECIDED
 - C. DISAGREE
- 32. The fact that people learning a foreign language in e-learning perform their education on their own without communicating with other people may cause a perception of social isolation. Therefore, they can lose their ability to socialise with people.**
- A. AGREE
 - B. UNDECIDED
 - C. DISAGREE
- 33. Online course fee is a disadvantage.**
- A. AGREE
 - B. UNDECIDED
 - C. DISAGREE

34. It is a disadvantage that learning style of a person learning a foreign language is not suitable for computer use.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

35. It is a disadvantage that a foreign language learner has a negative attitude towards e-learning.

- A. AGREE
- B. UNDECIDED
- C. DISAGREE

PART E – SECURITY

(Please tick the answer that suits you.)

36. I think it is time-consuming and dangerous that a page redirects me to different sites, opening a page that I do not want on the screen, or opening advertisements while watching videos on video channels like Youtube.

- A. AGREE
- B. DISAGREE

37. I do not believe in any information I come across on the Internet because sometimes misinformation can be deliberately uploaded to the Internet by malicious people.

- A. AGREE
- B. DISAGREE

38. I am concerned in the event that my personal data is stolen when I subscribe to a platform.

- A. AGREE
- B. DISAGREE

39. I cannot access any information that I have accessed over the Internet when I need it again as that information is deleted. Therefore, I think protection of the information on the Internet is important.

- A. AGREE
- B. DISAGREE

40. Malware and viruses are also important threats to e-learning.

- A. AGREE
- B. DISAGREE

PART F – USE OF SOCIAL MEDIA

(Please tick the answer that suits you.)

41. Thanks to the Internet, I can chat with people who are native English speakers, make video calls and communicate with them easily via social media tools (Facebook, Twitter, Instagram, etc.).

- A. AGREE
- B. DISAGREE

42. I think I spend a lot of time on social media tools (Facebook, Twitter, Instagram, Pinterest, etc.) and I think this affects my life negatively.

- A. AGREE
- B. DISAGREE

43. Today, there are many people from various countries who teach online on social media (Facebook, Instagram, etc.). I follow some of these people according to language I want to learn and I participate in live broadcasts made by them. Therefore, I improve my pronunciation and speaking skill.

- A. AGREE
- B. DISAGREE

44. Information spreads faster via social media.

- A. AGREE
- B. DISAGREE

45. I get messages and threats from people I don't know on social media. Therefore, I am afraid of using social media, even for foreign language learning purpose.

- A. AGREE
- B. DISAGREE

APPENDIX 2. PERMISSION



T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Edebiyat Fakültesi Dekanlığı

Sayı : 82806933-000-E.2000083767
Konu : İzin (Anket Yapılması)

16.03.2020

SAYIN: BETÜL DEMİRCAN

İlgi : 13.03.2020 tarihli dilekçeniz

İlgi dilekçenize istinaden Fakültemiz İngiliz Dili ve Edebiyatı Bölümü öğrencilerine yapacağınız "**Yabancı Dil öğreniminde E-öğrenmenin Artı ve Eksileri**" konulu anket çalışmanız Dekanlığımızca **uygun** görülmüştür.

Bilgilerinize rica ederim.

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