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**EXAMINING THE RELATIONSHIP BETWEEN EFL LEARNERS'
AUTONOMY AND MOTIVATION IN DISTANCE EDUCATION**

**THESIS BY
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MASTER OF ARTS

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DEDICATION

Dedicated to my son, ATAHAN.



ETHICS DECLARATION

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I hereby declare that;

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

14/06/2021

Sultan BUCAK

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14.06.2020

Sultan BUCAK

ABSTRACT**EXAMINING THE RELATIONSHIP BETWEEN EFL LEARNERS'
AUTONOMY AND MOTIVATION IN DISTANCE EDUCATION****Sultan BUCAK****Master of Arts, Department of English Language Education****Supervisor: Dr. Aysun YURDAIŞIK DAĞTAŞ****June 2021, 90 Pages**

Due to the coronavirus, which has been affecting the whole country since March 2020, distance education has been initiated in all primary, secondary and high schools. Considering this process in our country, this study aimed to examine the relationship between student autonomy and motivation in English lesson in distance education. In addition, the study determined to what extent gender affected student autonomy and motivation. The study was carried out in Altınşehir Anatolian High School in Adıyaman, Turkey. The data were collected from 9th and 10th-grade students in this High School in Adıyaman. 127 of the students who participated in the study were female and 63 were male. In the study, which was carried out as a quantitative study, the data were collected through a questionnaire which included demographic and general variables that can be accounted for by age, gender, and distance education experience, and 32 items related to learner motivation and autonomy. The data obtained from the questionnaire were analysed using descriptive, Independent Sample T-test, and correlation analysis. The results of the study revealed that the learners' levels of autonomy and motivation in English lessons in distance education were above average level. In addition, it was found that gender had an effect in favour of girls on motivation and autonomy in distance education. Lastly, the results of the correlation analysis showed that there was a positive, significant, and moderate relationship between students' autonomy and motivation. This finding was interpreted as the more autonomous the students were in English lessons in distance education, the more motivated they were, and vice versa.

Keywords: Distance education, English language, learner autonomy and motivation

ÖZ**UZAKTAN EĞİTİMDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN
ÖĞRENCİLERİN ÖZERKLİKLERİ VE MOTİVASYONU ARASINDAKİ
İLİŞKİNİN İNCELENMESİ****Sultan BUCAK****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Aysun YURDAIŞIK DAĞTAŞ****Haziran 2021, 90 Sayfa**

Mart 2020'den bu yana tüm ülkeyi etkisi altına alan korona virüsü nedeniyle tüm ilkokul, ortaokul ve liselerde uzaktan eğitime başlandı. Ülkemizdeki bu süreç göz önünde bulundurularak bu çalışma, uzaktan eğitimde İngilizce dersinde öğrenci özerkliği ile motivasyon arasındaki ilişkiyi incelemeyi amaçlamıştır. Ayrıca cinsiyetin öğrenci özerkliğini ve motivasyonunu ne ölçüde etkilediği de bu çalışmada belirlenmiştir. Araştırma, Adıyaman ili Altınşehir Anadolu Lisesi'nde gerçekleştirilmiştir. Veriler Adıyaman ilinde bulunan bu lisenin 9. ve 10. sınıf öğrencilerinden toplanmıştır. Araştırmaya katılan öğrencilerin 127'si kız, 63'ü erkektir. Nicel bir çalışma olarak gerçekleştirilen çalışmada veriler yaş, cinsiyet ve uzaktan eğitim deneyimine göre açıklanabilecek demografik ve genel değişkenleri içeren bir anket ile öğrenen özerkliği ve motivasyonu ile ilgili 32 madde ile toplanmıştır. Anketten elde edilen veriler betimsel, T testi ve korelasyon analizi kullanılarak analiz edildi. Çalışmanın sonuçları, öğrencilerin uzaktan eğitimde İngilizce derslerinde özerklik ve motivasyon düzeylerinin orta düzeyin üzerinde olduğunu ortaya koymuştur. Ayrıca cinsiyetin uzaktan eğitimde motivasyon ve özerklik üzerinde kız çocukları lehine bir etkisi olduğu tespit edilmiştir. Son olarak, korelasyon analizi sonuçları öğrencilerin özerkliği ile motivasyonu arasında pozitif, anlamlı ve orta düzeyde bir ilişki olduğunu göstermiştir. Bu bulgu, öğrencilerin uzaktan eğitimde İngilizce derslerinde ne kadar özerklerle, o kadar motive oldukları ve tam tersi şeklinde yorumlanmıştır.

Anahtar Kelimeler: Uzaktan eğitim, İngiliz dili, öğrenci özerkliği ve motivasyon

PREFACE

The rapid developments in the field of communication and technology in recent years have created very important effects in the field of education as well as in all areas of our lives. The use of computers and the internet in education has become widespread and this has necessitated the reorganization of education. The most important of these regulations is distance education. The Distance Education System is an education system in which courses are offered to students regardless of place and time by using rapid developments in communication technologies (Erkan et al., 2017).

Higher education institutions and courses in the world and our country carry out many training and certificate programs with the distance education system. However, distance education at primary, secondary and high school levels has not been conducted in our country before. The distance education system is a new application for both the Ministry of National Education and educational institutions at these levels. Therefore, this study is important for the evaluation of distance education at the high school level. In addition, the role of motivation and autonomy in language learning is very important in face-to-face education. With this study, the relationship between the autonomy and motivation of high school students in English lessons in distance education can be also examined, and the perceptions of students in these age groups regarding distance education can shed light on future studies.

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ABBREVIATIONS

EFL	: English as a Foreign Language
TRT	: Turkish Radio and Television Corporation
EIN	: Education Information Network
SPSS	: Statistical Package for the Social Sciences



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1. INTRODUCTION

Background of the Study

The world has faced many wars, disasters, and epidemics throughout history. In these extraordinary situations, each country has tried to overcome the situation with different policies and methods in many areas of life. As for today, at the end of December 2019, pneumonia cases of unknown cause were seen in Wuhan, Hubei Province of China, and it was determined that the cases were caused by a new type of coronavirus (2019-nCoV) (WHO, 2020). 2019-nCoV (2019 novel Coronavirus) cases have recently started to appear in the Wuhan region and then outside the People's Republic of China (WHO, 2020). The new virus has been identified as COVID-19 (Coronavirus Disease-2019) by the World Health Organization (WHO, 2020), and pandemic was declared on March 11, 2020, due to an increase in cases and deaths (WHO, 2020).

Coronavirus (Covid-19), which has affected the whole world, caused disruptions and changes in almost every sector. To prevent the spread of the epidemic, all countries worldwide, including our country, have carried out various practices. After the first cases were seen in Turkey on March 11, 2020, all relevant units have taken various decisions in their responsible areas and put them into practice.

The important decision concerning the education sector was announced on March 12, 2020. In this decision, it was announced that face-to-face training was interrupted for two weeks, from March 16 to March 30. The Minister of National Education stated that students would continue their education process from their homes with the distance education service they will provide by starting on March 23.

It was decided to continue education through TV channels for three different levels: primary, secondary, and high school education over Turkish Radio and Television Corporation- the Educational Informatics Network TV (TRT EIN TV) and the Internet with the Education Information Network (EIN) system. Established by the Ministry of National Education and the Turkish Radio and Television Corporation, TRT EIN TV shared pre-recorded lectures with students throughout the day. In addition, students were provided with the opportunity to benefit not only from TRT EIN TV, but also from the EIN website and application, which was developed by the Ministry of National Education and opened for use since 2011, to which new features such as online course functions have been added. It has been announced that with the increase in the

number of cases in the following days, face-to-face training would not be held until the end of the 2019-2020 academic year, and the training would continue digitally in this process.

Even before the coronavirus, the world's and Turkey's many universities used distance/e-learning platforms at least partly. However, distance learning systems in primary, secondary, and high schools are almost negligible. The students who start distance education with a sudden decision may experience confusion. It may be difficult for them to focus on the lesson because of panic in public or their environment. In their distance learning process, it will be important to focus on the students' autonomy and motivation, and distance education technologies.

Statement of the Problem

Distance education is the education offered by various institutions worldwide and in Turkey to the students at different levels for different needs and purposes. It is described as the teaching practice in which the student is in various locations and training is conducted concurrently or at different times by current technological and communicational devices (Moore & Anderson, 2007). Thanks to the fact that distance education can be done at any time and place, education opportunities that are formerly restricted due to geographical location, physical barriers, jobs, and other factors become available. Distance education plays an important part in society's expectation of lifelong learning. It offers a versatile learning atmosphere that encourages learners to learn regardless of location or time, at their speed, and non-linearly (Lou, 2004). However, particularly for younger students, this may have both benefits and drawbacks (Cavanaugh et al. 2004; Mupinga, 2005), since more versatility in distance learning requires the capacity of the learner to control their learning and their motivation (Adam et al., 2017; Dabbagh & Kitsantas, 2004; Fryer & Bovee, 2016; Fryer et al., 2014).

One of the most significant factors of language learning is autonomy. Furthermore, autonomy is essential for distance education students. When students accept liabilities for their learning, they take the first step toward being lifelong learners. Therefore, it is essential to establish autonomy for distance education (Jacobs, Renandya & Power, 2016). According to Moore (1972, 1993), autonomy arises when the individual who determines learning goals, has learning experiences and makes evaluation choices about a learning curriculum is the learner rather than a teacher or tutor. Therefore, when we consider the distance education process, it is usually less

formal and depends on students to control their learning processes autonomously. Also, some techniques, such as goal finding and time management, are thought to be much more relevant in distance education than in conventional learning environments (Dabbagh & Kitsantas 2004).

Filcher and Miller (2000) describe motivation as one of the most significant determinants of a student's language learning in distance education. Motivation is thought to vary depending on situational and other influences. According to Gardner's (1985) socio-educational language learning model, motivation is divided into integrative motivation that aims to incorporate into the target community and instrumental motivation, aiming to succeed academically or professionally, while Deci and Ryan (1985) examine motivation as intrinsic and extrinsic motivation. According to Ehrman, Leaver, and Oxford (2003), a student's overall motivation is always a mix of extrinsic and intrinsic motivation, which is highly dependent on the environment, individuals involved, and individual circumstances.

On the other hand, using Dörnyei's framework of complexity and dynamic systems theory in the field, motivation in language learning was given a new dimension (Dörnyei & Ryan, 2015). MacIntyre, Dörnyei, and Henry (2014), who examined the motivational dynamics in the field, state that "motivation has adaptive and self-organizing properties, with feedback loops that continuously integrate internal and external contexts and act as reinforcing or counteracting forces, creating nonlinear changes in levels of motivated behaviour"(p.423). These concepts indicate an increasing impetus towards a new shift to how applied linguistic scientists see, study, and engage in language learning (Papi & Hiver, 2020).

Achievement in language learning is motivating. A good student is normally self-motivated and autonomous. Although a sense of achievement is the product of several dynamic causes, motivation and learner autonomy are critical to initiating and maintaining effort over time. A good teacher in the classroom can easily determine what students need and then organize the supplies on-site to provide students with the guidance and inspiration they need. When a teacher does not have face-to-face contact with students, the burden falls equally to the students and the teacher as in distance education. Under these conditions, learner contributions in language learning in distance education are fundamental to the theme of motivation and autonomy. Therefore, it becomes important to determine the relationship between motivation and learner autonomy in high school students, especially in English lessons in distance education.

Purpose of the Study

This study aims to examine the relationship between student autonomy and motivation in English lessons in distance education in the context of high school. At the same time, the motivation and autonomy levels of the students who took English lessons through distance education are examined. In addition, the study determines to what extent gender affects student autonomy and motivation.

For these purposes, this study addresses four research questions:

1. What are the students' perceptions about English lessons in distance education?
2. What is the level of student autonomy and motivation in English lessons in distance education?
3. To what extent does gender affect student autonomy and motivation?
4. Is there a statistical relationship between student autonomy and motivation in English lessons in distance education?

Significance of the Study

In recent years, rapid developments in the field of communication and technology, as in all areas of our lives, also have very important effects in the field of education and training. Using computers and the Internet in education and training has become widespread, and this situation has made it necessary to rearrange education. The most important of these regulations is distance education. Distance Education System is an education system where courses are offered to students, regardless of location and time, by using rapid developments in communication technologies (Erkan et al., 2017).

Higher education institutions and courses globally and in our country carry out many training and certificate programs with a distance education system. However, in our country, distance education has not been carried out at primary, secondary, and high school levels before. The distance education system is a new application for both the Ministry of National Education and educational institutions at these levels. For this reason, this study is important for the evaluation of distance education at the high school level. This study can examine the relationship between high school students' autonomy and motivation in English lessons with distance education. The perceptions of students in these age groups about distance education can provide insight for future studies.

Limitations of the Study

There are some limitations to the study. First of all, it is not possible to generalise the study results for all high school students in Turkey because the study is limited only to students from an Anatolian high school in Adıyaman. Second, due to the pandemic process, this research remained only a quantitative study to reach as many participants in a limited time. Third, the scales could only be applied to 2-grade levels, 9th and 10th-grade students. 190 students participated in the study due to the limited number of students from Altınşehir Anatolian High School classrooms. Last, distance education is new at the high school level, so the data collection process took some time to ensure the data's reliability.

Definitions

Distance Education: It is a learning experience where the student and the teacher are in various areas, and teaching takes place concurrently or at another time using current technological devices (Moore & Anderson, 2007).

Learner Autonomy: Learner autonomy can be defined as the ability to study independently (e.g., self-learning) and the ability to use appropriate strategies both inside and outside the classroom (Schwienhorst, 2003).

Motivation: Motivation refers to the direction and size of human behaviour, that is: the individual's choice of a particular action, his ability to sustain it, and his effort (Dörnyei, 2001).

Literature Review

This section mainly comprises four main titles, and each section has related subsections. In the first part, the definitions of distance education and language learning with distance education are discussed. In the second and third sections, detailed information is given about definitions of learner autonomy and motivation and their historical background. Finally, the chapter focuses on some related studies about the relationship between learner autonomy and motivation in foreign language learning in distance education.

Distance Education

The global pandemic of Covid-19 prevented almost 1.2 billion children from attending school. In this period, education has moved away from its traditional form. Distance education has come to the fore, and education has started to be done on digital platforms using many technological devices. So we need to consider what distance education is. In its evolutionary history, different scholars have proposed a variety of definitions for distance education from various viewpoints. According to Mugridge (1991), distance education, which forms the basis of our study, is a form of education in which the teacher and student cannot normally be in the same environment, and other means such as telephone, computer conferencing, or teleconferencing are used to bridge the physical gap. Distance education is a teaching method in which communication and interaction are provided from a specific centre through specially prepared teaching units and various environments between those planning and implementing educational activities and learners in cases where classroom activities cannot be carried out due to the limitations in traditional education and training methods (Cagiltay, 2001). Schlosser and Simonson (2002) also define distance education as an institution-based formal education in which the learning group is separated and interactive telecommunication systems are used to connect students, resources, and teachers. Moreover, Desmond Keegan (2016) makes a comprehensive definition of distance education, emphasizing the features of distance education:

- Throughout the learning process, there is a semi-permanent distinction between teacher and learner.
- An educational organization is effective both in providing student support services and in planning and preparing learning materials.

- The use of technology is required.
- There is two-way communication.
- Throughout the learning process, the learning group is semi-permanently absent.

On the other hand, Garrison & Shale (1987) also highlight three important criteria for distance education:

1. To facilitate and promote the educational process, distance education must provide two-way contact between teacher and student(s).
2. Technology is used in distance education to facilitate the two-way contact that is needed.
3. In distance education, most scholarly communication between teacher and student (s) occurs without coming together, that is, without being face-to-face in the same environment.

While only a few of the many proposed definitions of distance education are mentioned, the separation of learner and teacher and the use of technology and two-way contact is the most striking and basic similarities or features of definitions. What is meant by separation is a state of time and physical separation. Simonson et al. (2019) state that distance education can bring students and the content of teaching together wherever they are. Moreover, technology is used to bring students and teaching together and to present teaching materials to students. Although different definitions have been developed for distance education over the years, these basic elements have always maintained their place in definitions. Therefore, the most fundamental framework underlying distance education is the individual's broad access to educational opportunities under conditions that would not otherwise be possible.

Advantages and Disadvantages of Distance Education during Language Learning

When examining distance education, it is useful to focus on its advantages and disadvantages in language learning. While concentrating specifically on the difficulties encountered during language learning and teaching through distance education, it can be stated that these difficulties are time management, personal tension, a lack of technological skills, and English proficiency (Geduld, 2013). According to Geduld, if students have some strategies such as cognitive, organizational, and emotional skills and

critical thinking at the language learning stage, it will be easier for them to achieve their goals in learning English through distance education. In addition, according to Fouche (2013), distance education teachers should not forget that students have different family structures and economic levels. In order to be able to participate in distance education, students must have some technical equipment such as computers, mobile phones, and the Internet. This detail is critical because, according to a study, students may come from a variety of backgrounds and profiles, and some students may not have access to the Internet, power, or computers because they live in impoverished areas (Dzakiria et al., 2013). This shows that distance education ignores equality of opportunity in education.

While there are some issues and challenges with distance education, as previously said, it provides excellent opportunities for students. One of the most significant benefits of distance education is that it helps students to improve fundamental skills such as soft skills. Individuals' attitudes, strengths, qualities, and personal behaviour are collectively referred to as soft skills. Certain qualities such as listening, problem-solving, self-motivation, decision-making, and time management skills are examples of soft skills (Wats&Wats, 2009). Using google classrooms or podcasts, which make homework control and feedback easier in distance education, the writing tasks given to develop these soft skills allow students to develop their writing and self-expression skills.

According to research on foreign language education with distance education conducted worldwide, students can prepare their own educational procedures without time or space limitations. In contrast, distance education makes their learning methods flexible and offers continuous opportunities for learning because they have immediate feedback (White, 2003). Furthermore, some applications used in distance education have been shown to benefit foreign language learning processes by allowing students to assess their own processes, levels, and preparation (Karasu & Sari, 2019).

Benson stated in his study (2011a) that distance education contributes to the development of foreign language autonomy, which enables students who learn foreign languages, especially through distance education, to control their own learning processes. Moving away from the traditional classroom environment and using some of the technologies offered by distance education gives students the chance to reduce their dependence on teachers and control the process by following and planning their own learning processes (Karasu & Sari, 2019).

Learner Autonomy

Many scholars in the last three decades have identified learner autonomy concerning language learning because learning is a process in which each individual participates and derives their own meanings. At this stage, learner autonomy is a prominent position, given that autonomy is a requirement for learners to be responsible for their own learning (Cakici, 2017).

Until the 1970s, according to Benson (2011b), autonomy was a term that was never used in the field of language learning. After the establishment of CRAPEL, a language learning and research centre, learner autonomy started to be used in the field of language learning, thanks to Yves Chalon and Henri Holec, who are considered as the pioneers of learner autonomy (Benson, 2011b). According to the definition made by Holec (1981) and cited most in this field, learner autonomy is 'the ability to take responsibility for one's own learning' (p.8). Dickinson (1994) has developed Holec's definition of learner autonomy in a way that the student takes responsibility for all decisions related to learning and is fully responsible for the implementation of these decisions. Furthermore, according to Cotteral (1995), learner autonomy is the willingness of students to use tactics to take responsibility for their own learning. Little (1991) also stated that autonomy can separate, criticize, take decisions, and behave independently.

Furthermore, since they have autonomy in their own learning, autonomous learners can set their own learning objectives. According to Benson (2013), in the full definition of autonomy in language learning, there are at least three levels that a language learner should have: regulation of objectives, neural processes, control over learning content, and monitoring learning management. In light of these definitions, learner autonomy emphasizes the responsibility of students in their own learning and at the same time encourages learners to be independent and lifelong learners and to be active in decision-making processes.

On the other hand, some researchers have also looked at what autonomy does not mean by highlighting some points in the literature to avoid misconceptions about the term autonomy. Autonomy, according to Esch (2014), does not imply learning alone. As Little (1991) stated in his study learner autonomy is not only an institutional issue and a teaching method, and it does not require the teacher to give up initiative and control, is not determined by a single easily identifiable behaviour, and is not a fixed state that a specific group of learners can only attend needs revising. These statements

demonstrate that autonomy does not imply allowing students alone to operate individually without the supervision of a teacher; rather, teacher instruction is needed to promote learner autonomy. It is difficult to define learner autonomy because of the factors that influence it, such as the learners' age, particular needs, and styles (Bitlis, 2011). Another significant argument from Little (1991) is that autonomy is not guaranteed in one area, and it cannot be extended for all aspects of the learning process, this means that at different times and for various reasons, students will exhibit different degrees of autonomy (Ellis & Sinclair, 2009).

Esch (2014) also noted that three common misunderstandings should be avoided on the principle of autonomy for learners. First, it is the reduction of autonomous learning to a set of skills. The second is about the definition and implementation of learner autonomy as avoiding problems specific to language learning. And lastly, it is not a term that says that learning is isolated from the teacher or the classroom environment.

To summarize, although learner autonomy is a difficult definition to describe and interpret, it depends on the learners' attitude, desire, and motivation to accomplish learning goals. Moreover, in autonomous learning, while teacher support encourages students to facilitate and to communicate their experience in groups, autonomous learning requires students to set their own learning goals, to be conscious of their learning processes, to take responsibility for their own learning, and to select their own approaches and strategies for improved learning.

Learner Autonomy in Language Learning in Distance Education

Towards the beginning of the 21st century, a shift has been noticed in distance education from structural issues related to teaching and learning to operational issues, focusing on structures such as autonomy, motivation, and interaction (Moore, 2018). Also, with the development of technology in the last thirty years, distance education has gained importance in language learning. The unique characteristics of distance education, which stem from the physical distance between learners and their teachers and schools and universities, have inspired researchers' interest in the variables that efficiently decide learners' progress in distance learning settings (Fotiadou et al., 2017). In this regard, autonomy in distance learning settings is of particular importance, the alternative instructional intervention provided by distance education allows learners to learn autonomy (Andrade & Bunker, 2009). So autonomy is a main theme of every

student in both distance and face-to-face classes since the difficulty of exploring innovative learning styles can be found in both categories – a difficulty that affects organizations, instructors, and students. In distance education settings where students are responsible for their own learning, learner autonomy is critical to achievement (Zimmerman, 2002). According to Ariza (2013), learning autonomy plays an important role in achieving lifelong learning, whereas Zimmerman (2002) points out that learner autonomy also leads to the achievement of comprehensive educational goals such as developing lifelong learning skills.

According to Davison (2005), distance education, unlike conventional teaching, facilitates autonomous learning and allows learners to create personalised learning strategies. In line with this subject, Koohang et al. (2009) stated that thanks to the technology used in distance education, learner autonomy can be supported by allowing students to organise their learning, create meaning, and monitor their progress.

Teaching students how to read entails not only being in the classroom but also improving the way things are handled there. It is obvious in this sense that developing students capable of reinforcing their own learning is critical. It is not easy to meet this need in distance education than in classroom learning. As Benson pointed out, until now, there was no autonomous language learning theory, and its application in the field of language learning in distance education was extremely problematic (Benson, 2009).

In an article, the researcher set the new ground for identification and assessment of the relationship between the autonomy of the students and the increasingly formal essence of distance learning and for the assessment of efforts to resolve this by looking at the development of content design techniques for distance education (Hurd et al., 2001). In her study, de Nooy (2007) notes that while autonomy is considered almost universal by researchers as a goal for the development of learners, discussions continue as to how this can be achieved, and she provides a comprehensive overview of issues such as whether the relationship between highly structured distance learning materials and autonomy is a result or a prerequisite of distance education.

Hurd et al. (2001) explain the difficulty in designing an autonomous approach to language learning within an Open University course where the course writer determines the duration, cost, and quality of the curriculum. They argue that the possible limitations of distance education can be transformed into opportunities for enhancing learner autonomy by using design features such as worksheets and ensuring learning objectives and student strategy and education. Moreover, Hurd et al. (2001) argue that in order to

be successful in distance education, distance education learners should not only learn which strategies work through trial and error but also learn the skills of evaluating their personal learning needs containing strengths and weaknesses. They point out that learner autonomy can improve the students' idea of how to handle them and monitor progress.

Motivation

To clarify the basic causes for difficulty in learning a second language, researchers and language professionals have done immense research and realistic studies. In the last 60 years, motivation has been one of the primary study fields, as it is considered one of the major factors in the learning process.

Motivation is a dynamic psychological mechanism that involves perception, nervous behaviour, healthy personality characteristics, and the emotional realm that allow individuals to communicate with their surroundings (Escobar et al., 2019). This psychological mechanism is intended to satisfy the desires of the individuals and consequently cause their behaviour. Motivation is an active, stimulating, leading, and maintaining target-oriented behaviour (Deci & Ryan, 2016).

According to Gardner (1985), one of the important names in the field of education, motivation is the desire to reach the language learning goal and attitudes towards learning the language. Gardner (1985) continues that if the individual does not make enough effort to achieve the goal, desire and positive attitudes towards language learning are insufficient to describe motivation. Furthermore, according to Dörnyei and Ushioda (2013), motivation is what drives an individual to make specific decisions, engage in an action, exert commitment, and persist in taking action.

Motivation is regarded as a deciding factor in language learning because language teaching in a learning environment is challenging in which students do not want to study (Saranraj et al., 2016). This argument is also supported by Dörnyei and Csizér (1998) that even high-level students who lack satisfactory or enough encouragement cannot accomplish long-term goals and successes if there is no satisfactory or enough level of motivation.

Lightbrown and Spada (2001) described the motivation in language learning from two perspectives: students' communication needs and students' attitudes towards the language learning community. They believed that if students feel they have to speak

L2 to be in contact or fulfil clear objectives, they will be motivated and encouraged to learn the language.

Most scholars seem to conclude that motivation influences human action by stimulating individuals and pursuing a target. However, scholars have incorporated cognitive principles into motivational models over the past few decades, and motivation is now seen as a phase. When explaining motivational behaviour, students' constructive interpretations of events and beliefs, cognitions, and values of success have become more important than stimuli and reinforcement possibilities (Dörnyei, 1998). For this reason, it is useful to know the place of the concept of self-efficacy, which is an important variable that affects motivation, in language learning. Bandura (1982) described self-efficacy as a way of understanding the individual's ability to judge a certain activity. Self-efficacy, which drives activity selection, will subsequently convert into a notion that English learners can have a specific level of English language competence. English learners, for example, might be a little more motivated to study English if they trust in the task's importance and if it will be completed, or if the ability to learn the target language is sufficient.

Although some researchers agree that the learner should be encouraged at the language learning stage, on other hand, they appear to have different theories about motivation. Individuals must feel mentally satisfied based on three fundamental needs to be empowered, according to Self-Determination theory: autonomy, competence, and relatedness (Deci & Ryan, 1985). According to Connell (1990), the need for autonomy is defined as the experience of preference in initiating, sustaining, and controlling the action and the experience of engagement between one's activities and personal objectives and beliefs. Competence is characterized as the need to perceive oneself as capable of achieving desirable outcomes while preventing negative effects; on the other hand, relatedness involves the need to perceive oneself as firmly attached to the social atmosphere as well as the need to perceive oneself as respected and prestigious (Connell & Wellborn, 1991, pp. 51-52).

Based on Self-Determination theory, Ryan and Deci (2000) divided motivation into intrinsic motivation and extrinsic motivation. In language learning, the learner's inner motivation can be linked to their inner feelings, deciding whether or not they are engaged in the process and able to participate in the tasks. Extrinsic motivation is defined as external or environmental forces, like positive or negative reinforcement, that direct action toward a target. Extrinsic motivation in language learning leads to

students' involvement in activities for reasons not specifically linked to the practices. That is, the student can behave in order to gain recognition (high grades or teacher approval) or to escape punishment (Vansteenkiste et al., 2006).

As in Deci and Ryan's (1985) distinction between intrinsic and extrinsic motivation, Gardner (1985), in the socio-educational language learning model, considered motivation as integrative motivation (desire to integrate into the target culture) and instrumental motivation (desire for academic or work-related progress). According to Gardner, Day, and Macintyre (1992), the dominant type of motivation in language teaching is integrative motivation. This form of motivation, according to Thronbury (2006), is described as a desire to be associated with the target group. Culhane (2004) stated that this integrative motivation area of Gardner and the term Acculturation defined by Schumann (1986) as the psychological and social connection of the learner with the target language group, are in the same parallelism. Since, according to Culhane (2004), considering Gardner's model of motivation, learners with a strong integrative motivation are expected to show this with great interest and relevance to communicate with members of the target language's speaking communities. In the same study, Culhane (2004) found that students with instrumental motivation, which Buckledee (2008) describes as a willingness to learn a foreign or second language, such as passing an exam or getting a job, may show a greater tendency to stay in the context of local culture and language use while learning a target language. This is seen by a decreased motivation to connect with L2 speakers or investigate the cultural features of speech groups. Because, the instrumentally inspired learner is uninterested in engaging with the target group (Zanghar, 2012). That is, the purpose of these students in language learning is not interpersonal. Therefore, the motivational contribution of acculturation perception on the student in the language learning process is undeniable.

Nonetheless, this definition of instrumental and integrative dichotomy was later adopted as quite generalized since it fails to account for the dynamic nature of the motivation problem. Therefore, at the end of the 1990s, there was a transition from the general motivational perspective to different dimensions of motivation, which was broadened with various new models and approaches, resulting in the "motivational renaissance" mentioned by Gardner and Tremblay (1995) in their study (Dörnyei, 2010).

Furthermore, once thought of as a reliable individual factor in language learning, motivation is no longer considered as such. Impressed by process-oriented models and

principles, and particularly the growing understanding of how complex dynamic systems work, researchers have started to increasingly focus on the dynamic and variable nature of the motivational process (Waninge et al., 2014). The dynamic system framework of motivation explores the elements of language learning in a holistic fashion. It proposes that an internal and external stimulus can be achieved through a nonlinear self-organizing mechanism (Henry et al., 2015). These recent approaches have led to the need to examine the motivation issue in the abnormal learning environment, which also affects the general conditions of students (Şahinkarakaş & Gürsoy, 2019).

Motivation in Language Learning in Distance Education

In distance education, motivation in language learning cannot be denied, given the wish and desire of the student in the learning process, despite space and time possibilities. We learn, how we learn, and when we want to learn will all be affected by motivation (Schunk, 1995). Motivated students are more likely to participate in challenging tasks, be consistently committed, appreciate and follow a deep approach to learning, and demonstrate improved success, engagement, and imagination (Schunk et al., 2014). Many studies relate motivation to individuals' cognitive and affective mechanisms, including attitudes, thoughts, and goals, and stress the interaction between the student and the learning environment (Brophy, 2004).

Studies investigating motivation in language learning in the context of distance education are very limited in terms of both number and scope. Motivation was previously seen as a personality trait that remained consistent through environments and circumstances. The features of active distance education students have been identified in studies that use this model (Yukselturk, E., & Bulut, S. 2007), and these studies showed that intrinsic motivation was a typical feature. Results from observational analyses in the distance and face-to-face education also indicate that the students in distance education were more intrinsically motivated than their on-campus peers (H. Shroff & R. Vogel, 2009; Wighting et al., 1970).

In a study using Self-Determination Theory as a theoretical framework to examine the connection between student motivation and online engagement in language learning, the researchers presented a survey study exploring students' motivation and participation in distance education (Xie et al., 2006). According to the findings, students' attendance was found to be linked to their intrinsic motivation. According to

the interviews, the underlying desire of students to participate in English courses in online settings has gradually declined over time. Students' motivation was influenced by the instructor's participation, peer contact, conversation subjects, course criteria, and technological properties. Research shows that learners' motivation is particularly crucial for learning experiences in online classes in comparison to face-to-face classes.

According to Jarvela, Jarvenoja, and Veermans (2008), learners in face-to-face classes posted more learning targets and fewer success goals than students in an online environment owing to the lack of extrinsic motivation in collective learning practices. In the study of Rienties et al. (2009), academic motivation affects the form of contributions learners put to online teaching and learning discourses. Yang et al. (2006) discovered that motivation has a beneficial impact on social interaction among distance learning students. Furthermore, distance education students have a significant level of autonomy and can lead their learning by taking responsibility, which can be advantageous for intrinsically motivated students (Ryan & Deci, 2000)

In addition, motivation plays an important role in the capacity of language learners to cope with the challenges of their distance learning experience (White, 2003). Crookes and Schmidt (1991) describe motivation as the decisions people make over what experiences or goals they will approach or ignore and the amount of effort they will put forward in that regard. There are many factors that affect the motivation of language learners in distance education, such as loneliness, isolation, lack of constructive aspects of face-to-face classes, and difficulty in adapting to distance (Hashemian & Soureshjani, 2011).

According to White (2003), altering the learning environment will influence language learners' affective factors such as motivation, empathy, and others when it comes to the relationship between motivation and distance learning. It means that instead of teachers, language learners must control their surroundings and make several decisions during distance education. In addition, in some studies, it has been determined that language learners show high motivation initially, but they cannot maintain this motivation until the end of the distance course (Harris, 2003; Smith & Sal, 2000).

Most of the studies have emphasized the importance of motivation in distance education. In motivation studies in distance education, the importance of intrinsic motivation has been emphasized, and mostly its relation with success has been revealed.

The Relationship between Learner Autonomy and Motivation in Language Learning in Distance Education

Although limited, there are some studies such as student autonomy and motivation in English lessons in distance education. Motivation and learner autonomy in distance education are generally associated with success, and studies in the field have been carried out in this direction. According to Ushioda (2008), motivation is now constantly linked to learning experience and achievement, and that autonomous learners are motivated learners, as mentioned in the definition of autonomous language learners. The connection between autonomy and distance language teaching and learning is especially complicated. To complete a distance learning program successfully, students need to stay motivated when working alone and acquire a collection of techniques and skills that will enable them to work independently (Hurd et al., 2001).

Chang (2005) emphasizes in her research that students who use self-regulation strategies in the context of autonomous learning in the language learning platform increase their motivation and they have more responsibility, and they become more self-confident. In addition, in a study conducted by Noels et al. (2003), it was concluded that intrinsic motivation increased when teachers gave students more autonomy, encouraged feedback, and students perceived that they were less controlled during the distance education process. According to Deci and Ryan (2000), the highest type of motivation is closely related to happiness derived from autonomy, which affects commitment, success, and consistency. In distance education, students attend classes with different levels of motivation (Artino, 2007; Hartnett et al., 2011), so it is important to support student autonomy to successfully complete the course. Furthermore, Chen & Jang (2010) emphasized in their work that autonomy is an important motivational structure in self-regulated online learning environments.

Besides, according to Najeeb (2013), autonomous learners recognize their strategic educational goals, take responsibility for their learning, participate in the activity preparation process, and assess its usefulness. Therefore, it may be possible to argue that autonomous learners are competent in self-regulation, self-motivation, self-assessment, and self-management (Kırmızı & Kıracı, 2018). In his thesis, Dinçer concluded that distance education contributes to the interaction between students and teachers with the technological opportunities it provides, creates comprehensible input and output, increases students' self-confidence and motivation, and encourages students' autonomy (Dinçer, 2020).

The role of learner autonomy and motivation in language learning is very important. Especially in this field, many studies have been carried out both in Turkey and in the world. Moreover, distance education is mostly used in higher education. In this context, it is less difficult to investigate and draw conclusions about the relationship between student motivation and learner autonomy in language learning and to make inferences in this area. However, it is very difficult to examine these variables in distance education since the phenomenon of distance education at the high school level is quite new and insufficient. Therefore, in particular, this study aims to fill this gap in the literature on distance education and provide a clear overview of the autonomy and motivation of distance learners.



2. METHODOLOGY

2.1. Introduction

The methodological framework of the research is detailed in this chapter. After the research method and participants are introduced, data collection tools and data analysis are explained in detail.

2.2. Research Design

The study, which was carried out in Altınşehir Anatolian High School in Adıyaman, Turkey, based on a quantitative method using descriptive, inferential and correlational research designs. According to Creswell (2006), the correlational design aims to calculate a relationship between variable combinations, a form of analysis made available on computers in the second half of the 20th century. Furthermore, as Payne and Payne (2004) mentioned, quantitative studies mainly focus on measuring the frequency of circumstances and investigating whether the variables are related to one another using statistical techniques. Therefore, this design was suitable for focusing on examining the relationship between student autonomy and motivation in English courses in distance education. Additionally, open-ended questions were qualitatively analysed to get a better understanding of students' perceptions of English courses in distance education. Motivation Questionnaire (Güneş, 2011) and Learner Autonomy Questionnaire (Bitlis, 2011) were used to collect data.

2.3. The Context and Participants

The study was carried out in Altınşehir Anatolian High School in Adıyaman, Turkey. There were 641 students in the school. It is one of the biggest and most qualified high schools in Adıyaman. This school takes students through the high school entrance examination conducted by the Ministry of Education. It is generally considered that the motivation, self-efficacy, and autonomy of these students towards the courses are higher than those of other institutions. This can be shown as the reason why the school has been selected for the study.

A convenience sampling model was preferred at the stage of selecting the participants. This sampling model is a non-probability sampling method where the sample is taken from a group of people easy to contact or reach (Battaglia, 2011).

Therefore, as population, 9th and 10th-grade students from an Anatolian High School in Adiyaman, a city in the south-eastern of Turkey, were chosen for the study.

A total of 190 students answered the questionnaire. 63 of the students who participated in the study were male, and 127 were female (see *Figure 1*).

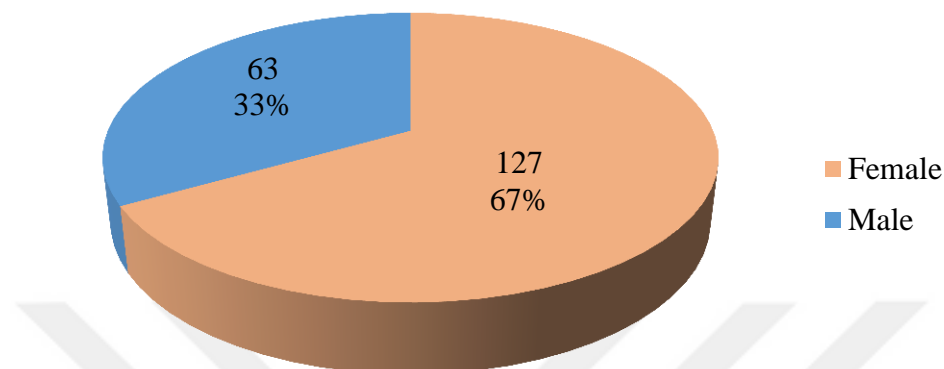


Figure 1. Gender distribution for all of the participants

Their ages range from 14-16. They mostly had different backgrounds related to the learning context and previous educational experience. However, all of these students had encountered the distance education system for the first time. Moreover, in the selection of participants, the purposive sampling model was preferred. Because, three years ago, the high school entrance exam was changed, and qualified high schools were determined to receive students in each province. Altınşehir Anatolian High School is one of the high schools which choose the students with high points.

Furthermore, these 9th and 10th-grade students selected for the study were the first students who were chosen with high points from the entrance exam. The number of participation of students at these grade levels by gender can also be seen in Figure 2. So, it was a very good sampling to examine the relationship between these students' autonomy and motivation in English courses in distance education.

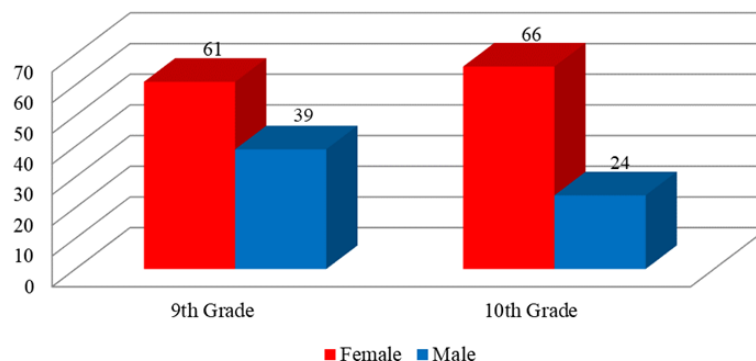


Figure 2. Gender distribution of the participants by class levels

2.4. Data Collection Procedures

Firstly, required permissions were obtained from Çağ University Ethics Committee and Adıyaman National Education Directorate, and then, Altınşehir Anatolian High School Directorate, where the research would be conducted, was informed (Appendix A, B, and C). The study covered the second semester of the 2019-2020 academic year and the first semester of the 2020-2021 academic year. Also, permission was obtained from the researchers for the questionnaires used in the study (Appendix D and E). The questionnaire to be applied to collect data was applied online due to the pandemic. In addition, before the questionnaire was delivered, the research aims were introduced to the participants by the researcher through Zoom, and the participants were asked to participate. Moreover, participants were made sure that their answers would remain anonymous.

2.5. Data Collection Instruments

According to the purpose of the study and the research questions, the data were collected from students via a questionnaire with 5 points Likert scale. The cross-sectional questionnaire was used. There were three parts in the questionnaire. The first part contains demographic information and students' perceptions about distance education, while the second part contains questions about learner autonomy, and the third part includes motivation items. In the first part of the questionnaire, the students answered questions about their general characteristics such as class, age and gender. In addition, in the first part, there are open-ended questions in which students can write their perceptions and thoughts about the English lesson in distance education and the distance education they encounter for the first time. These open-ended questions are

especially important to examine the first research question of the study. In the second part, the students answered 13 items related to learners' autonomy, and in the third part, they answered 19 items about learners' motivation. The second part related to the learners' autonomy was adopted to the study from the study of Bitlis (2011). The motivating components were updated from Gunes's study (2011). The questionnaires were implemented in Turkish (Appendix F). There was also an English version of the Questionnaire in Appendix G.

2.5.1. Motivation and Learner Autonomy Questionnaires

Conducting questionnaires is easy to manage, as well as giving researchers the opportunity to gather information from larger numbers of individuals in less time at a lower cost (Munn & Drever, 2004). The questionnaire, which consists of three parts, was applied in the study. The first part contains demographic information and open-ended questions in which students can write their perceptions and thoughts about the English lesson in distance education and the distance education they encounter for the first time, the second part contains questions about learner autonomy, and the third part is about motivation. The questionnaire on learner autonomy was taken from Bitlis (2011), who adapted the items in the questionnaire based on the learner autonomy questionnaires of Cotterall (1995), and Little (2003). This section contains 13 items about learners' autonomy. In addition, a motivation questionnaire containing 19 items related to learner motivation and developed by Güneş (2011) using Gardner's Attitude Motivation Test Battery (AMTB) was applied. The reliability of the questionnaires in the studies of Güneş and Bitlis was quite high. While Cronbach's alpha value for the motivation part was calculated as .883, it was calculated as .850 for the learner autonomy part (Güneş, 2011). Considering the language levels of the students who will participate in the survey, the items were translated into Turkish in order to avoid misunderstanding.

2.6. Data Analysis Procedures

The data obtained from the questionnaire were analysed using the Statistical Package for the Social Sciences (SPSS). For the first research question, qualitative analyses were applied to examine the students' perceptions about English lessons in distance education. The second research question, which determines students' levels of autonomy and motivation in English lessons in distance education, was examined using

the descriptive analysis method containing mean values, frequency, percentage, and standard deviation, and item analysis was made. In addition, the third research question, which examines the effect of gender on autonomy and motivation, was analysed by Independent Sample T-Test. For the last research question, correlation statistics were used to investigate whether there is a statistical relationship between student autonomy and motivation in English lessons in distance education. Correlation statistics were calculated to see if there was a statistically significant relationship between these variables. Table 1 shows the statistical methods used to interpret the qualitative and quantitative results using the research questions.

Table 1.

Data Analysis Procedure

Research Questions	Data Collection Instrument	Analysis
1. What are the students' perceptions about English lessons in distance education?	Open-ended Questions in	Coding
2. What is the level of student autonomy and motivation in English lesson in distance education?	Questionnaire	Descriptive
3. To what extent does gender affect student autonomy and motivation?	Questionnaire	Independent T-test
4. Is there a statistical relationship between student autonomy and motivation in English lessons in	Questionnaire	Pearson Correlation

3. RESULTS

Detailed descriptions of the findings are provided in this section. The data findings were evaluated statistically from the questionnaires are shown in the tables. First, the participants' opinions about distance education are presented. And then, the comments of the data collected through the questionnaires according to the research questions are presented with appropriate analysis.

Reliability of the Study

As previously mentioned, the questionnaire was divided into two parts. In the first part, participants answered questions about demographic and general variables that could be accounted for by age, gender, and distance education experience. To ensure the reliability of the analysis of the open-ended questions in this first section, the results obtained from the data were re-analysed for a second time with an interval of six weeks by both the researcher and another expert in the field. Agreement percentages between the two analyses were calculated. The following formula is used for the calculation of this agreement percentage (Miles & Huberman, 1994):

$$Reliability = \frac{Consensus}{Consensus + Disagreement}$$

Here, the same codes obtained as a result of two analyses are expressed as "consensus" and different codes as "disagreement". The general average of the agreement percentages of the analyses was found to be 82%. If the result is 70% or more, the analysis is reliable (Miles & Huberman, 1994). Based on this result, it can be said that the analysis is reliable.

In the second section, there are 13 items about learners' autonomy and 19 items related to learner motivation. Since the items related to autonomy and motivation measure different points, reliability was analysed separately for each section. The reliability results for the learner autonomy questionnaire are shown in Table 2.

Table 2.

The Reliability Results for Learner Autonomy Items

N	Number of Items	Cronbach's Alpha	p
190	13	.800	.000

Cronbach alpha value is .800. This means the questionnaire for Learner Autonomy is extremely reliable. Hotelling T2 was used to investigate whether there was a statistically significant difference between the means of the items. The calculated p-value was found .000, which is lower than the significance level ($p < .05$).

Table 3.

The Reliability Results for Learner Motivation Items

N	Number of Items	Cronbach's Alpha	p
190	19	.850	.000

When Table 3 is examined, Cronbach alpha value is .850. This means the questionnaire for Learner motivation is reliable. The calculated p-value was found .000, which is lower than the significance level ($p < .05$).

Findings of the Research Question 1

The first research question examines students' views on English lessons in distance education. As stated before, during this pandemic, distance education was carried out in two ways: first, non-synchronous broadcast English lessons were given on a class basis; Second, English lessons were given by the student's own course teacher in synchronisation with the Education Information Network (EIN) Live Lesson system created by the Ministry of National Education. At this point, the students' opinions about the English lessons they have taken with these two distance education systems were asked as an open-ended question in the first part of the questionnaire and requested to be answered. Furthermore, the answers given by the students are coded as Helpful, Insufficient, Not Helpful, Never Watched / Attended, Funny, and No answer. Table 4 below presents the frequencies for the codes related to students' views on English lessons in distance education in the questionnaire.

Table 4.

Students' Opinions about Distance Education English Lessons Through EIN and TRT EIN High School

Category	Codes	Frequency/Percentage
Evaluation for Both Distance Education Applications (EIN and TRT EIN High School)	Helpful	100 (52.63%)
	Insufficient	56 (29.47%)
	Not Helpful	40 (21.05%)
	Never Watched / Attended	8 (4.21%)
	Funny	6 (3.15%)
	No answer	2 (1.05%)
Those Who Find EIN Live Courses Useful but not TRT EIN High School Broadcasts Useful		18 (9.47%)

Looking at Table 4, 100 of the students participating in the survey stated that the English course given in EIN and TRT EIN High School was helpful. While 56 of the students stated that these distance education platforms were insufficient, 40 of them stated that they were not helpful. 8 students did not attend English lessons on any platform. 2 students did not answer this open-ended question. Finally, 18 students stated that TRT EIN High School courses were not helpful, although EIN Live Course was useful.

In addition, the answers of 37 students, who answered yes to the question "Are you having difficulty using technological devices in the Distance Education process?" in the first part of the questionnaire, were analysed by coding and the frequencies are shown in **Table 5**.

Table 5.

The Findings Regarding Difficulties Experienced by Students While Using Technological Devices in the Distance Education Process

Codes	Frequency/Percentage
Connection problem	23 (12.19%)
Lack of Internet Infrastructure	9 (4.73%)
Internet Quota Problem	5 (2.63%)

In **Table 5.** which shows the problems that students experience while using technological devices in the distance education process, it can be seen that 23 of the students have connection problems. While 9 of the students had problems with the internet infrastructure, 5 of them stated the problems they had with the internet quota.

Findings of the Research Question 2

The second research question of the study examined the autonomy levels of students in English lessons in distance education. The questionnaire was applied to 190 students who were taught English through both EIN Live Course and TRT EIN High School. The second part of the questionnaire is about learner autonomy, which consists of 13 items. The arithmetic average of autonomy items was found as 3.5368 and the standard deviation was found as .59 (see Table 6). When Table 6 is examined, the autonomy level of the students was found to be slightly above the middle level ($M = 3.53$, $SS = .59$).

Table 6.

Total Statistics of Autonomy Items

	N	M	S
Learner Autonomy	190	3.5368	.59000

The frequency and percentages of the answers given by the students to the items of autonomy are shown in Table 7 below.

Table 7.

Frequencies and Percentages of Students' Answers about Autonomy Items

	Totally Agree	Agree	No Idea	Disagree	Totally Disagree	M	S
13. I tried to learn the meaning of the English word I saw anywhere later.	104 (54.7%)	68 (35.8%)	11 (5.8%)	5 (2.6%)	2 (1.1%)	4.4	.80
7. I associated the subjects taught in the lessons with the exercises given / solved by our teacher.	69 (38.3%)	93 (48.9%)	22 (11.6%)	3 (1.6%)	3 (1.6%)	4.16	.81
6. I applied my own learning strategies while watching the lessons.	62 (32.6%)	85 (44.7%)	27 (14.2%)	9 (4.7%)	7 (3.7%)	3.97	.99
4. I did extra exercises to reinforce what I learned in the lessons.	55 (28.9%)	90 (47.4%)	22 (11.6%)	17 (8.9%)	6 (3.2%)	3.9	1.02
12. During this period, I realised my strengths and weaknesses in my English learning.	56 (29.5%)	84 (44.2%)	26 (13.7%)	11 (5.8%)	13 (6.8%)	3.83	1.12
2. While watching the lectures, I took notes on the subject.	43 (22.6%)	91 (47.9%)	19 (10.0%)	29 (15.3%)	8 (4.2%)	3.69	1.1
8. During the learning process, I compared the structure / rules of English with the structure / rules of the language I speak.	39 (20.5%)	79 (41.6%)	38 (20.0%)	27 (14.2%)	7 (3.7%)	3.61	1.07
5. While watching the lectures, I watched the re-videos of the subjects I did not understand well.	52 (27.4%)	64 (33.7%)	32 (16.8%)	31 (16.3%)	11 (5.8%)	3.6	1.21
3. I asked my lesson teacher about the parts of the lessons that I could not understand.	36 (18.9%)	68 (35.8%)	35 (18.4%)	40 (21.1%)	11 (5.8%)	3.41	1.18
1. I have regularly watched each week's lecture broadcast on EIN.	36 (18.9%)	70 (36.8%)	21 (11.1%)	51 (26.8%)	12 (6.3%)	3.35	1.23
9. I kept a record of my work in order to be able to make an evaluation of my later learning process.	11 (5.8%)	50 (26.3%)	55 (28.9%)	57 (30.0%)	17 (8.9%)	2.9	1.07
11. I rewarded myself when I made progress.	21 (11.1%)	41 (21.6%)	35 (18.4%)	58 (30.5%)	35 (18.4%)	2.76	1.28
10. I tested myself with questions I chose.	10 (5.3%)	28 (14.7%)	23 (12.1%)	87 (45.8%)	42 (22.1%)	2.35	1.13

The average scores for each item in the Autonomy questionnaire were calculated to determine the lowest and highest mean scores for learner autonomy in Table 7. As shown in Table 7, Item 13 "I tried to learn the meaning of the English word I saw anywhere later" has the highest average score ($M = 4.40$), while Item 10 "I tested myself with questions I chose" had the lowest score ($M = 2.35$). The learner autonomy questionnaire is a 5-point Likert scale from 1 (Totally Disagree) to 5 (Totally Agree). For this reason, it is possible to claim that the students gained the responsibility of learning in one dimension from the average of their answers to Item 13. However, according to the average score of Item 10, it was observed that the students were not at a sufficient level to evaluate themselves. In addition, when the averages of Item 1 ($M = 3.35$) and Item 9 ($M = 2.90$) are examined, it can be concluded that students do not regularly participate in distance education through EIN and do not take any notes to evaluate their learning processes after the lesson.

The motivation levels of students in English lessons in distance education were analysed with 19 items specified in the questionnaire. Item 28, 29, 31, and 32 were codified as reversed items at the analysis stage. The arithmetic average of motivation items was found as 3.79 and the standard deviation was found as 0.60 (see Table 8). When Table 8 is examined, the motivation level of the students was found to be slightly above the middle level ($M = 3.79$, $SS = 0.60$).

Table 8.

Total Statistics of Motivation Items

	N	M	S
Learner Motivation	190	3.79	.605

Table 9 shows the frequency and percentages of the answers given by the students to the items of motivation.

Table 9.

Frequencies and Percentages of Students' Answers about Motivation Items

	Totally Agree	Agree	No Idea	Disagree	Totally Disagree	M	S
17. Making sentences in English during the EIN Live lesson makes me happy during the distance education process.	105 (55.3%)	61 (32.1%)	15 (7.9%)	3 (1.6%)	6 (3.2%)	4.34	.92
20. I am interested in English-related things I see outside of Distance Education times.	88 (46.3%)	74 (38.9%)	20 (10.5%)	5 (2.6%)	3 (1.6%)	4.25	.86
24. I want to improve my language skills in a country whose native language is English.	107 (56.3%)	37 (19.5%)	29 (15.3%)	12 (6.3%)	5 (2.6%)	4.20	1.08
32. I do not want to deal with English unless it is mandatory in the Distance Education Process.	87 (45.8%)	63 (33.2%)	20 (10.5%)	13 (6.8%)	7 (3.7%)	4.10	1.07
28. In the distance education process, I try to learn English only to pass the lesson.	83 (43.7%)	66 (34.7%)	16 (8.4%)	16 (8.4%)	9 (4.7%)	4.04	1.13
27. I am ready to make enough effort to learn English in the distance education process.	67 (35.3%)	78 (41.1%)	31 (16.3%)	9 (4.7%)	5 (2.6%)	4.01	.97
23. I believe I have a talent for learning English.	73 (38.4%)	74 (38.9%)	20 (10.5%)	13 (6.8%)	10 (5.3%)	3.98	1.11
26. I think that the information I gained in English lessons through EIN Live Lesson and TRT EIN TV will be useful for me in the future.	67 (35.3%)	69 (36.3%)	30 (15.8%)	14 (7.4%)	10 (5.3%)	3.88	1.12
19. I am also interested in English outside of Distance Education course hours.	66 (34.7%)	71 (37.4%)	24 (12.6%)	21 (11.1%)	8 (4.2%)	3.87	1.13
29. I find English boring during the Distance Education process.	71 (37.4%)	63 (33.2%)	26 (13.7%)	19 (10%)	11 (5.8%)	3.86	1.19
16. I like watching movies in English outside of Distance Education times.	86 (45.3%)	42 (22.1%)	23 (12.1%)	24 (12.6%)	15 (7.9%)	3.84	1.33
25. I love learning the values and traditions of other countries where English is spoken as a mother tongue.	67 (35.3%)	55 (28.9%)	42 (22.1%)	19 (10%)	7 (3.7%)	3.82	1.13
31. I do not do anything to ensure that the information I have learned in English lessons through EIN Live Lesson and TRT EIN TV is permanent.	4 (22.1%)	72 (37.9%)	39 (20.5%)	28 (14.7%)	9 (4.7%)	3.57	1.12
18. I try to speak in English about any topic to improve my English speaking skills when I am alone, except during Distance Learning times. (In front of the mirror or by recording my voice ... etc.)	58 (30.5%)	60 (31.6%)	21 (11.1%)	34 (17.9%)	17 (8.9%)	3.56	1.32
22. I think I'm doing my best to learn English.	43 (22.6%)	67 (35.3%)	39 (20.5%)	31 (16.3%)	10 (5.3%)	3.53	1.16
21. I wish we had more English lessons in the Distance Education program.	50 (26.3%)	50 (26.3%)	53 (27.9%)	23 (12.1%)	14 (7.4%)	3.52	1.21
30. I feel nervous and confused when trying to speak English with my friends and teacher during the EIN Live Lesson.	59 (31.1%)	53 (27.9%)	28 (14.7%)	25 (13.2%)	25 (13.2%)	3.50	1.39
15. I love listening to English songs in English lessons taught via EIN Live Lesson and TRT EIN TV.	41 (21.6%)	48 (25.3%)	44 (23.2%)	31 (16.3%)	26 (13.7%)	3.24	1.33
14. I enjoy learning English lessons on TRT EIN TV.	21 (11.1%)	48 (25.3%)	41 (21.6%)	33 (17.4%)	47 (24.7%)	2.80	1.35

In addition, the average scores for each item in the Motivation questionnaire were calculated to determine the lowest and highest mean scores for learner motivation. Average scores for each item are presented in Table 9. As seen in Table 9, Item 17 " Making sentences in English during the EIN Live lesson makes me happy during the distance education process." has the highest average score ($M = 4.34$), while Item 14 "I enjoy learning English lessons on TRT EIN TV " had the lowest score ($M = 2,80$). From the average of the answers given by the students to Item 17, it is possible to say that being able to communicate in the target language increases the motivation of the student to the lesson and has an inner pleasure. Furthermore, according to the average score of Item 14, it cannot be said that students were satisfied with English lessons given through TRT EBA TV in distance education. Inferring from Item 14, although students do not enjoy distance education when the average of Item 31* ($M=3,57$) is examined, it can be inferred that students make efforts to ensure the permanence of English lessons taught through EIN Live Course and TRT EIN High School.

Findings of the Research Question 3

With the third research question, the extent to which gender is effective on learner autonomy in English lessons in distance education has been examined. Independent T-Test was used for this. The effect of gender on learner autonomy is shown in Table 10.

Table 10.

Independent Samples T-test Results for Learner Autonomy in terms of Gender

Gender	N	M	S	sd	t	p
Male	63	3.3748	.65861	188	-2.529	.013
Female	127	3.6172	.53998			

When Table 10 is examined, T-test value is negative ($t=-2.529$). This means that the mean of the 2nd group (female) is higher than the 1st group (male). Therefore, a statistically significant difference was found between the two genders ($t=-2.529$, $p=.013<.05$). It was observed that the autonomy average scores of the female students ($M_{female} = 3.61$, $S = .53$) were higher than the autonomy average scores of the male students ($M_{male} = 3.37$, $S = .65$). From the findings, it can be inferred that autonomy in

this sample is affected by gender. It was determined that male students were less autonomous in English lessons than female students.

The extent to which gender is effective on learner motivation in English lessons in distance education was examined. The effect of gender on learner motivation is shown in Table 11.

Table 11.

Independent Samples T-test Results for Learner Motivation in terms of Gender

Gender	N	M	S	sd	t	p
Male	63	3.5723	.64713	188	-3.598	.000
Female	127	3.8981	.55604			

When Table 11 is examined, a statistically significant difference was found between the two genders ($t=-3.598$, $p=.000<.05$). It was observed that the motivation average scores of the female students ($M_{female} = 3.89$, $S = .55$) were higher than the motivation average scores of the male students ($M_{male} = 3.57$, $S = .64$). From the findings, it can be inferred that motivation in this sample is affected by gender. It was determined that male students were less motivated in English lessons than female students.

Findings of the Research Question 4

Pearson Correlation Test was applied to examine whether there is a significant relationship between students' motivation and autonomy. Results are given in Table 12.

Table 12.

Correlation between Students' Autonomy and Motivation in English Lessons in Distance Education

Correlation between scales		1	2
Learner Autonomy	Pearson Correlation		.468*
	Sig. (2-tailed)	-	.000
	N		190
Learner Motivation	Pearson Correlation	.468*	
	Sig. (2-tailed)	.000	-
	N	190	

* Correlation is significant at the .01 level (2-tailed).

As seen in Table 12, the results showed that there was a positive and meaningful relationship between students' autonomy and motivation ($p=.000$, $p<.001$). In social sciences, a correlation coefficient between 0.70 and 1.00 in the relationship between two variables is high; between 0.70 and 0.30 is moderate; between 0.30 – 0.00 is a low-level relationship (Büyüköztürk, 2004). Therefore, there is also a moderate relationship between motivation and learner autonomy ($r=.468$). Considering the results, it can be asserted that the higher the autonomy level of the students, the higher their motivation level.

4. DISCUSSION AND CONCLUSION

In this chapter, research findings were discussed in accordance with the research questions. Previous studies were used to back up the findings. Along with the interpretation of the results, the theoretical and functional possible applications of the findings are addressed, followed by suggestions for future research.

Summary of the Study

This study aimed to examine the relationship between student autonomy and motivation in English lessons in distance education in the context of high school. At the same time, 190 students from Altınşehir Anatolian High School participated in the study, which was based on quantitative methods using descriptive, inferential and correlational research designs. There were three parts in the questionnaire. In the first part of the questionnaire, the students answered questions about their general characteristics such as class, age and gender. In addition, in the first part, there were open-ended questions in which students could write their perceptions and thoughts about the English lesson in distance education and the distance education they encounter for the first time. These open-ended questions were especially important to examine the first research question of the study. In the second part, the students answered 13 items related to learners' autonomy, and in the third part, they answered 19 items about learners' motivation. The data obtained from the questionnaire were analysed using the Statistical Package for the Social Sciences (SPSS).

Discussion of the Results

Discussions of the Research Question 1

The first research question in the study, "What are the students' perception in English lessons in distance education?" tries to examine how students make sense of the distance education they encountered for the first time and the English course in this context. In the first part of the questionnaire, the answers given by the students to the open-ended question "Briefly express your views about English lessons in the distance education through EİN and TRT EİN High School" were analysed by coding. Most of the students stated that learning English through distance education was beneficial. However, a large part of this ratio also found English lessons in distance education insufficient. In addition, several participants think that English lessons in distance

education are useless. In short, most of the students found the English course in distance education useful, but they thought that distance education was not as effective as face-to-face education. The reason may be that there is less opportunity for interacting and learning each other in distance education when compared to face-to-face training. This result was supported by the result of Altunay's study (2014), which concluded that almost all of the students at the Open Education Faculty did not wish to pursue English courses through distance education. Hughes et al. (2007) also examined students' perceptions of distance education by comparing them with traditional education (face-to-face education at school). The results revealed that face-to-face education was more beneficial and more effective in teaching than distance learning for students. In addition, the reasons for the students' expressions that they found distance education useful but could not replace classroom education; it can be said that students learn better at school and can immediately ask their teachers about the subject they do not understand. Moreover, the students' ability to be in constant communication with their friends in the classroom, socialising easily at school and the disciplined and warm atmosphere at school can be considered among the reasons for these students to prefer face-to-face education to distance education. In a study by İbicioğlu and Antalyalı (2005) comparing distance education with education in the classroom, it was concluded that non-interactive distance education could not provide the success of education in the classroom environment.

Furthermore, only six of the participants stated that the English lesson given through distance education was entertaining. However, most of the participants stated that they found distance education useful but insufficient, and very few students found distance education enjoyable and entertaining. The methods and techniques used by the course teacher in English lessons during the distance education process may have been effective in students' thinking in this direction. Pınar and Akgül (2020) also conducted a study with middle school students and found similar results in their study on the teaching of science lesson with distance education. Students in their study generally stated that they found distance education useful despite the negative effects of the pandemic process.

On the other hand, some students who found this distance education system useful also reported the inadequacies of the system. Most students stated that they encountered problems with internet connection, internet quota or internet infrastructure. Students, who have trouble adapting to a distance education system that they are not

familiar with, may develop a negative attitude towards the course and their motivation may be negatively affected when they encounter such technical and internet problems. Similar to the current study results, in the studies of Senturk et al. (2020), it is seen that most of the students complained about freezing and sound problems in the broadcast during distance education, and some of them stated that they had problems even logging into EBA. Telli and Altun (2020) affirm this conclusion by stating that education is ineffective where there are shortcomings such as facilities, technological resources, and Internet connectivity during distance education.

Beyond its accepted difficulties, distance education offers students the opportunity to develop in many ways, such as realizing their own potential, developing autonomous behaviour, and turning to sources of motivation, apart from passive listening to lectures. In other words, distance education focuses on learning rather than teaching by putting the student and the student's mind at the centre. Interpreting this situation in the context of teacher and student roles, Schwienhorst (2012), in his study, defines it as the change of roles in and out of the classroom with the new situation, and many differences compared to traditional approaches.

Discussions of the Research Question 2

The second research question in the study was to determine the autonomy level of students in English lessons in distance education. It can be concluded that the students participating in the study had sufficient autonomy in English lessons in distance education. In other words, it can be thought that students were aware of the importance of autonomous learning. Because, contrary to the classroom education they were used to before, students were aware that learning in this distance education system, which they encountered for the first time, would not be sufficient only with the support of teachers. Although the student levels in the current study are different, the findings of the study are similar to the findings of Chan (2001). As a result of their work with students learning English through face-to-face education at universities, it was concluded that the students were ready for autonomous learning. The findings showed that most of the students learning English had medium and high autonomy perceptions. On the other hands, the result of the current study differs from the results of Tayar's (2003) study with students learning English for special purposes through distance education. In the aforementioned study, it was determined that students' level of autonomy was low and students favoured teacher dependent learning. However, since

the mentioned research was conducted with students attending the Vocational School, the student levels are different from each other.

Learner autonomy is an important skill that a student should have in distance education environments in relation to traditional learning. Since distance education does not provide the guidance of a traditional learning environment with which they are familiar to students, in distance education settings students must be actively involved in the learning process. Especially in order to be successful in foreign language learning, the students must develop themselves outside the classroom environment and have autonomous learning skills. Taking responsibility for learning is at the top of these skills. The fact that the averages of the answers given by the students to the Items 13, 7 and 4 were high indicates that the students took the responsibility of learning in the distance education process. As Moore (2018) points out, students with high autonomy take responsibility for their learning and actively participate in their own learning processes and overcome the problems they face in all circumstances. Considering that flipped learning, which requires learner autonomy, has some similar features with distance education, Huang's study (2020) also concluded that flipped learning has a positive effect on learner autonomy as it teaches students to take responsibility for their own learning. The findings of using this approach revealed that students took on more responsibility for their learning, expanded their autonomy during classroom exercises, became more independent as decision-makers, and were also able to learn outside of the classroom. However, according to their response to Item 1 in the current study, it was observed that very few of the students behaved autonomously. In face-to-face education, students regularly attended English classes. However, it was seen that they did not regularly follow that lesson given at home via a broadcast. This suggests that the reason why the student attends English classes regularly in face-to-face education is due to the necessity of attendance. In other words, it can be deduced that when the necessity disappeared, students' learning responsibilities decreased. These findings are similar to Sönmez' study (2016) in that students appear autonomous in some situations, but not autonomous in others. Therefore, it can be said that autonomy is not an easy concept to define and measure, as it has various aspects, as suggested by Benson (2011b).

Learner autonomy is intertwined with terms such as free decision-making and self-direction. The term autonomy refers to students' choosing their goals, determining their own learning styles, self-assessment, and active participation of students (Falloon, 2011). The results (items 4 & 12) indicate that students were aware of their strengths

and weaknesses and worked to reinforce extracurricular issues. This shows that students had the self-directed ability that defines autonomy. However, Altunay (2013) and Güneş (2018) found the opposite result in their studies. The results of their studies showed that students in distance education were not autonomous enough to direct their own learning processes. This result may be due to the fact that they examined autonomy in the blended learning process in their studies and that students adopted traditional teaching more. In the current study, the autonomy of the students was examined only in the distance education process, and since the students were away from traditional education at that time, and they had no alternatives other than distance education due to the pandemic, they had to adopt this process.

The use of students' own learning strategies is also a proof that they exhibit autonomous behaviours. The averages of Items 2, 5, 6, and 8 in the questionnaire which are about learning strategies, were above average level. It can be said that students develop their own strategies in English lessons. When these items are examined, it can be inferred that students focused on methods such as taking notes, watching videos, and learning grammatical structures, which are among the leading autonomous language learning strategies. This result is similar to past studies indicating that students prioritize reading and listening abilities over constructive skills such as communicating and writing (Nguyen, 2009; Üstünoğlu, 2009).

The low average of some items regarding self-evaluation (Items 9, 10 and 11) shows that the students' self-assessment abilities, which are considered to be an indicator of autonomous behaviour, did still not sufficiently develop. In other words, they still think that they were not competent in the process of evaluating themselves and they needed an external evaluator. This is the opposite result of Bitlis's study (2011) investigating the relationship between blended learning environment and learner autonomy. Because in the mentioned study, it was revealed that all students participating in the study could evaluate their own learning processes and plan their own learning. It can be said that the students in the mentioned study reached cognitive maturity due to their age and saw themselves as competent in the self-assessment phase. Based on this, self-assessment, which can be considered as a requirement of autonomy, is not at a sufficient level for high school students.

When the findings are considered more broadly, it can be said that high school students who took English lessons for the first time through distance education tried to be autonomous as much as possible, but they could not behave fully autonomously by

completely getting rid of the traditional education habits dominated by the teacher. This is consistent with previous research showing that students invest in themselves and not only limit themselves to the classroom, but also exercise outside the classroom, thus demonstrating autonomous behaviour (Zaragoza, 2011).

Furthermore, the second research question in the study is to determine the motivation levels of 9th and 10th-grade students in Altınşehir Anatolian High School in English lessons in distance education. According to the findings of the study, it can be said that the motivation level of students in English lessons in distance education is at a high level. This also suggests that most students felt motivated above-average level during distance learning and they looked forward to English lessons. Especially in some studies in Turkey, it has been shown that the desired success cannot be achieved in English lessons in traditional face-to-face education and the reason for this is the low motivation of students towards this course (Acat & Demiral, 2002). However, the results of the current study showed the opposite of this view in English lessons through distance education because the participants in the current study were actually students with high academic success throughout the province. These students may have been highly motivated as they tend to be more in control of their learning tasks and academic activities. Moreover, the fact that they had fun in distance education, kept their success at the same level and could reach different sources with the support of technology may have caused their motivation levels to be at a good level.

When the literature related to motivation of learners in distance education is examined, it has been concluded that motivation has an effect on student success and supports autonomy (Hartnett et al., 2011; Goilimaris, 2015; Escobar et al., 2019). Kew et al. (2018) concluded that students were motivated above average level in higher education institutions in the Thailand. Furthermore, as a result of the data collected by Firat et al. (2017) from 1,639 open and distance education students, they concluded that especially the intrinsic motivation levels of the students were high. Similarly, some items in the motivation questionnaire of the current study were about intrinsic motivation. Then, looking at the average of these items in the study, it can be inferred that students enjoyed English lessons in distance education, found the lesson fun, that this lesson was important for them and that they participated in distance English lesson voluntarily.

According to the results, it can be inferred that students had a low extrinsic motivation for behaviours such as a reward, high score, or a specific fee to reach an

outcome or a specific reward. The current study did not separately examine the levels of intrinsic and extrinsic motivation or the relationship between them, but Gardner and Lambert (1972), and Acat and Demiral (2002) revealed some studies pointing out that the extrinsic motivation levels of students learning foreign languages in face to face education were higher than the intrinsic motivation, especially in developing countries. Because they concluded that students wanted to learn English specifically to get a better job in the future.

Some items about student's self-efficacy, which greatly affects motivation, are above average level. Bandura (1982) describes self-efficacy as the interpretation of one's decisions about abilities about a specific task, and it is linked to students' perceptions about themselves. Based on this, it can be said that the greater the expectations of the students about themselves are about a course, the greater their motivation to carry out an action. Moreover, the fact that students watch and listen to something in the target language, or are interested in the culture and values of the country where the target language is spoken and wants to improve their language skills in the countries where this language is spoken also shows the importance of acculturation, which is one of the basic elements that increase motivation in language learning. The above-average responses of the students to the related items (Items 24, 16, 25, 15) are proof that they are motivated towards English lessons in distance education. Carmen (2007) also emphasized in their doctoral thesis that acculturation during face-to-face education in a high school increased motivation in language learning. In their study, Carmen worked with 1.5 generations of students whose home or native language was not English and who received all or most of their education in the United States. Carmen concluded that although this group had low academic achievement and low English grades, they had higher levels of motivation towards their learning context, the culture and language they were in, learning the course materials, and their success in learning English.

Finally, the lowest average motivation level of the students was the result of the English lessons broadcast on TRT EİN High School TV. It shows that students found English lessons given through TRT EİN High School TV boring during the distance education process. The reason for this may be that they took this course in an unusual way through television in the distance education they witnessed for the first time. Or it may also have come from the lesson teacher, as it is hard to maintain consistency with all types of students, especially in distance education. Similarly to the current study, in

Fiş Erümit's study (2020) with middle school students and in which she examined student views about TRT EIN TV, it was concluded that the motivation level was low. They stated that the reason for this was that the teachers did not have sufficient technological pedagogical content knowledge and that the expectations of the students about their preparation for the exams were not met.

Discussions of the Research Question 3

With the third research question, the extent to which gender is effective on learner autonomy in English lessons in distance education has been examined. The results show that there is a statistically significant relationship according to gender in English lessons in distance education, and that female students have more competent and autonomous behaviours than male students. Although the study conducted by Fırat (2016) was at the university level, the results of his study with Anadolu University distance education students showed that there was no significant relationship between autonomy and gender. This result may be due to the age range of the students. Similarly, İşler (2019) focused on how autonomous students were outside the classroom and their beliefs about outside-class activities showed that there was no significant difference in terms of students' gender on student autonomy. They concluded that this might have been due to the number of students participating in the study or the limited time required to conduct the study.

Similar to the current study results, the results of the research, in which Gömleksiz & Bozpolat (2012) examined the views of 6th-grade students on learner autonomy in teaching foreign languages in face-to-face education, proved that female students were better than male students in sub-scales such as independent study, content selection, self-direction, and measurement of autonomous behaviours in learning languages. In a study conducted by Varol and Yılmaz (2010) to reveal whether male and female students are differentiated in terms of learner autonomy in learning languages both inside and outside the classroom, it was observed that female students took more opportunities during autonomous language learning activities, tried new things, especially in classroom activities, studied grammar on their own, did non-compulsory homework, and noted new words with their meanings. Therefore, they concluded that girls behaved more autonomously in and out of the classroom. Based on these results, it would not be wrong to say that female students tend to show more positive attitudes towards language learning and exhibit autonomous behaviours.

Moreover, the study investigated to what extent gender has an effect on learner motivation in English lessons in distance education. As a result of the analysis, a significant difference between female and male students learning English through distance education was found. As stated in several studies on language learning in face-to-face education, (Gardner & Lambert, 1972; Gardner & Smythe, 1975), the fact that female students are more willing to learn and more prone to language learning, in general, may have caused their motivation levels to be higher than males. When it is needed to investigate the results of other researches, there are hardly any studies examining the relationship between motivation and gender in distance education. But there are studies examining the effect of gender on motivation in language learning in different cultures. In the context of Hungary (Dörnyei & Csizér, 2002), Japan (Ryan, 2009), Turkey (Öztürk & Gürbüz, 2013) and Poland (Okuniewski, 2014), it was concluded that female students were more motivated and willing than male students in language learning motivation. These findings were also similar to the results of the current study. These findings have demonstrated that gender differences in language learning motivation are the product of gender differences in their own skill expectations, or that these differences are mediated by social gender standards in countries' own culture. On the other hand, contrary to the current study, in Kaya's thesis with students enrolled in the Distance English Language Teaching Program at Anadolu University, it was concluded that male learners were more motivated than women when looking at student motivations by gender (2012).

Discussions of the Research Question 4

The relationship between students' motivation and autonomy in English lessons in distance education was analysed with Pearson Correlation Test. The results showed that there was a positive, significant, and moderate relationship between students' autonomy and motivation. This finding can be interpreted as the more autonomous the students are in English lessons in distance education, the more motivated they are, or vice versa. The distance education process offered students the opportunity to choose their goals independently, with a great responsibility for their own learning. Thus, it can be thought that the motivation of the students increased even more. In addition, the fact that education, which is one of the biggest advantages of distance education in general, is independent of time and place, allows students to learn offline lessons by repeating them as much as they want. Thus, students can control their own learning and take

responsibility for their learning. Moreover, students with different characteristics and perceptions can learn with a different number of repetitions. The subject repetition, which is limited in the classroom, is unlimited with distance education. At this point, the fact that students know how to learn and behave in such a way reveals the necessity of autonomy and motivation in distance education.

Ushioda (1996) and Green (1999) have also argued that motivation itself is dynamic and can change the type and intensity of motivation in the student's learning process, so, of course, it is possible that the relationship between motivation and autonomy changes in different directions on both sides as students progress and their lives change. The current study measured the relationship between students' motivation and autonomy in the distance education process whereas Ushioda and Green emphasized, if motivation is considered to be in a dynamic structure, the relationship between motivation and autonomy might vary in the face-to-face training process. Therefore, it is not known to what extent students' being in this pandemic process and not being familiar with distance education affect their motivation and autonomy. It was not predicted that the unexpectedly developing COVID-19 process would take so long and would affect the education and training activity, which is of great importance in society. For this reason, under these conditions, since the training could not be done face-to-face, it has been continued through distance education. While teachers and parents were affected by the process in different ways, students became seriously depressed and feel lonely during the COVID-19 process when they were separated from face-to-face education (Lee et al., 2021). Naturally, students' attitudes towards the lessons and their motivation levels were also negatively affected. These conditions probably affected the results of the current study. Based on these conclusions, in order to increase the usability and effectiveness of distance education, the focus should be on methods and techniques that could support students' motivation levels and autonomous behaviours.

When the studies in the literature are examined, the finding of the current study is in line with the findings of other studies which examined the relationship between motivation and autonomy in both face-to-face education and outside the classroom (Deci & Ryan, 1985; Ushioda, 1996; Spratt et al, 2002; Liu, 2005;). Similar to the current study, Liu (2015), in his study with 150 first-year university students at a private university in Central Taiwan, found that there was an extremely positive correlation between motivation and autonomy in foreign language learning in face-to-face

education. Moreover, Spratt et al. (2002), in their study with 508 participants from different departments of a university that provides face-to-face education, concluded that there was a relationship between autonomy and motivation and that the relationship between them was a cyclical interaction. In other words, in face-to-face education and online learning, researchers showed that students' taking responsibility for their own learning and choosing their goals independently increased their motivation and reached their goals better.

These two concepts, which are in such a relationship in language learning in face-to-face education, are expected to be in a significant relationship in the distance education process. Because, especially distance education, unlike traditional teaching methods, is a system that places learning largely under the responsibility of the student, supports the student to be more autonomous and directs the student to motivational sources that will support their autonomy in the learning process. As expected, the current study revealed that the relationship between the autonomy and motivation of high school students in distance education is positive and meaningful. However, when looking at the studies examining the relationship between motivation and autonomy in distance education, it can be said that there are very limited studies in the literature. Even at the high school level, there was no study examining motivation and autonomy in distance education involving students aged 14-16. Güneş and Alagözlü (2020) examined the relationship between learning autonomy, motivation and success in English lessons in Asynchronous Distance Education and Blended Learning Environments in a study they conducted with 144 freshmen of Agricultural Engineering, Civil Engineering and Veterinary Faculties. The findings of their study showed that there was a significant relationship between student autonomy and motivation in Asynchronous Distance Education and Blended Learning Environments. However, Hashemian & Sureshjani (2011), looking at the relationship between motivation and autonomy in their study with Persian L2 students in the context of distance education, found that the study was positive, but the relationship between them was insignificant and came to the opposite conclusion.

Implementations of the Study

Examining the results of the study from a practical point of view, there is a general dissatisfaction especially with the English lessons given through TRT EIN High School. This situation probably affects the attitude and motivation of the student

towards the lesson in a negative way. Therefore, teachers, who are not as familiar with distance education as students, should consider using appropriate technological media to support and interact with students. There is a general satisfaction with the English lessons delivered via the EIN Live lesson. However, there are also some technical problems, such as connection problem, lack of Internet infrastructure, and Internet quota problem. When a solution to this problem is provided, students' participation and motivation in the lesson will increase. In addition, teachers should use appropriate pedagogies and teaching styles that will better encourage students' active participation in English lessons and increase their motivation. In particular, teachers may give them the responsibility of learning by transforming passive students into more autonomous students with the models they will use and actively involving them in the process, and this will contribute to full language learning.

The main source of distance education is technological tools and some applications. The effect of the use of Information and Communication Technologies on autonomy and motivation in distance education environments is an undeniable fact. Therefore, developing technology use and Information and Communication Technologies literacy of the students and teachers can also promote students' autonomy and motivation. In particular, training and courses in this area should be provided to teachers and students in distance education.

In addition, the findings offer various implications for foreign language teaching and learning in distance education, especially at high school levels. In terms of the important aspects in this study, foreign language teachers in distance education need to focus more on learner autonomy. In addition, when foreign language teachers make use of different practices and models to develop student autonomy in distance education, language learners will get a different perspective in the framework of distance education, and their expectations will be revised based on personal experiences in the new educational setting. This can keep English students more responsible for their own learning and provide them greater motivation to learn.

According to the results of this study, it can often be emphasized to students how important English is today and that it is the common communication language of all nations. This will increase students' perception of English. In addition, by reminding students that English is an important resource that will improve their quality of life and make their lives easier. If it is emphasized that knowing English will provide the opportunity to reach more information both through communication with people or

through communication tools, and through written sources, student motivation and attitude towards English lesson can be increased. Because when the individual internalizes the target language and gives it meaning in their life, their motivation level at the stage of learning the target language will also increase positively.

Recommendations for Further Research

Distance education, which was carried out in a crisis like Covid-19, caused some difficulties for students, educators and parents. However, the fact that students have autonomy and strong motivation in this process has not only increased their learning success but also contributed to the students' feeling of comfort. The study's findings are especially significant in light of potential future education cuts, but may also help to advise researchers who desire to formulate better conceptions for future hybrid or online education.

Furthermore, communication with others is of great importance, especially in language learning. However, the communication of English learners with their classmates in distance education is limited due to both a large number of classes and the shorter class hours than the regular class hours in face to face education. Further studies can be carried out to eliminate these deficiencies of distance education students who are deprived of social interaction in foreign language learning, especially at high school levels, and to increase learner autonomy in distance education.

This study also emphasizes learner autonomy, which is one of the most important requirements of distance education. As learning becomes more personal with this distance education system, researchers and designers should also work to promote motivation in this context by using the power of personalized more autonomous learning. The effectiveness of distance education can be increased by developing interactive materials that teachers can use to increase student motivation and autonomy in distance education and by supporting them with videos to be prepared for lessons.

Lastly, Motivation has many different dimensions. In the study, motivational behaviours were examined in a very general sense. By examining the different dimensions of motivation in distance education, especially at the high school level, other motivational factors affecting language learning can be determined. In addition, taking into account that motivation and autonomy will differ according to time and situations, motivation and autonomy in distance education should be examined, especially in language learning, by collecting data from a qualitative perspective.

Conclusion

This study examined the relationship between learner autonomy and motivation in English lessons at the high school level in distance education applied by the Ministry of National Education during the Covid-19 pandemic process. The study found a positive, significant and moderate relationship between learner autonomy and motivation. In particular, the terms autonomy and motivation, which are emphasized in many studies, have greater importance in distance education. Because distance education imposes more self-learning responsibilities on students and requires them to control both their autonomy and motivation.

In addition, the study also looked at the autonomy and motivation levels of students in English lessons during this distance education process. Learner autonomy of high school students has been found above the middle level. The importance of autonomy in language learning in face-to-face education has been emphasised in many studies conducted in Turkey and the world. The importance of autonomy in language learning in face-to-face education has been emphasised in many studies conducted in Turkey and around the world. Besides, considering that learning a language requires continuous learning and the development of technology will become more widespread in distance education, autonomy will undoubtedly be one of the key objectives in language learning. Because distance education setting does not give the type of instruction and assistance that face-to-face education provides, distance learners should therefore regulate their own language learning process. This requires students to have a high level of autonomy in distance education.

Similarly to the autonomy level, the motivation level of the students in the study was found to be close to high. Like autonomy in distance education, motivation is also a concept that needs to be emphasised. If students are motivated by focusing on their own learning, they can attend distance learning classes regularly.

It can be inferred that, as in the findings of studies conducted in face-to-face education and universities, high school students in distance education also like English lessons, enjoy participating in the lesson, they are interested in English in extracurricular times, and they are curious about the culture of the target language, so they are highly motivated.

When the effect of gender on autonomy and motivation in the distance education process was examined, it was concluded that female students were more autonomous

and motivated. It has also been proven in the current study that female students are slightly more interested in language learning than male students in particular.

Lastly, autonomous learning and motivation are of great importance in foreign language learning. Likewise, in this study conducted with high school students, it is important to know that students should be autonomous in distance education, take their own responsibility, have sufficient skills to be an autonomous learner, and also what their motivation level is in order to be an autonomous learner, and what activities they engage in to be an autonomous and motivated learner should be known. In this respect, the study also imposes a great responsibility on educators. Because while students are expected to be autonomous, the responsibility is not transferred to them. Teachers will need to offer environments and techniques that will support autonomy in distance learning environments, motivate students, and enable them to learn fully on their own.

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APPENDICES

Appendix A: Approval of the Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	SULTAN BUCAK
ÖĞRENCİ NO	20188051
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019/2020 DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Uzaktan eğitimde İngilizce dersinde öğrenci özerkliği ve motivasyon arasındaki ilişkinin incelenmesi
TEZİN AMACI	Bu çalışma, uzaktan eğitimde İngilizce dersinde öğrenci özerkliği ve motivasyon arasındaki ilişkiyi incelemeyi amaçlamaktadır. Ayrıca çalışma, cinsiyet, internet deneyimi ve bilgisayar becerileri gibi genel değişkenlerin öğrenci özerkliğini ve motivasyonunu ne ölçüde etkilediğini belirleyecektir.
TEZİN TÜRKÇE ÖZETİ	2020 Mart ayından bu yana tüm ülkeyi etkileyen korona virüsü nedeniyle tüm ilk, orta ve lise okullarında uzaktan eğitim başlatılmıştır. Ülkemizde bu süreci göz önünde bulundurarak, bu çalışmada uzaktan eğitimde İngilizce dersinde öğrenci özerkliği ve motivasyon arasındaki ilişki incelenmiştir. Ayrıca çalışma, cinsiyet, internet deneyimi ve bilgisayar becerileri gibi genel değişkenlerin öğrenci özerkliğini ve motivasyonunu ne ölçüde etkilediğini belirleyecektir. Çalışma Adıyaman, Altınşehir Anadolu Lisesi'nde yapılacaktır. Veriler Adıyaman'daki bu lisede 9. ve 10. sınıf öğrencilerinden toplanacaktır. Araştırmaya katılacak öğrencilerin 167'si erkek, 130'u kızdır. Nicel bir çalışma olarak yapılacak çalışmada, veriler, demografik ve yaşa, cinsiyete, uzaktan eğitim deneyimine, internet deneyimine ve bilgisayar becerilerine göre hesaplanabilecek genel değişkenleri ve öğrenci motivasyonu ve özerkliği ile ilgili 32 maddeyi içeren bir anket aracılığıyla toplanacaktır. Anketten elde edilen veriler betimsel, çıkarımsal ve korelasyon analizi kullanılarak analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Eğitim Sektörü/ Adıyaman Altınşehir Anadolu Lisesi
İZİN ALINACAK	Altınşehir Anadolu Lisesi Müdürlüğü Merkez/ADİYAMAN

OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	<p>Çalışma için, Adıyaman İl Miilli Eğitim Müdürlüğüne bağlı il merkezinde bulunan Altınşehir Anadolu Lisesi'nden 9. ve 10. sınıf öğrencileri seçilecektir. Araştırmaya katılacak öğrencilerin 167'si erkek, 130'u kızdır. Yaşları 14-16 arasında değişmektedir. Çoğunlukla öğrenme bağlamı ve daha önceki eğitim deneyimleriyle ilgili farklı altyapıları vardır. Ancak, tüm bu öğrenciler uzaktan eğitim sistemi ile ilk kez karşılaşmışlardır.Araştırmanın amacına ve araştırma sorularına göre veriler anket yoluyla öğrencilerden toplanacaktır. Kesitsel anket kullanılacaktır. Ülkedeki Covid-19 vakaları nedeniyle, liselerde uzaktan eğitim başlamıştır ve ne kadar süreceği ve ne zaman biteceği konusunda kesin bir açıklama yoktur. Bu da uzun bir süre boyunca uzunlamasına bir çalışma yapmak için yeterli zamanın olmadığını göstermektedir. Uygulanacak olan ankette üç bölüm vardır. İlk bölümde yaş, cinsiyet, uzaktan eğitim deneyimi, internet deneyimi ve bilgisayar becerilerine göre açıklanabilecek demografik ve genel değişkenlerle ilgili sorular cevaplanacaktır. İkinci bölümde, öğrencilerin özerkliğine ilişkin 13 soruya, üçüncü bölümde ise öğrencilerin motivasyonu ile ilgili 19 soruya, cevap verilecektir. Toplamda 32 soru bulunan anket Türkçe uygulanacaktır. Anket, covid-19 salgınından dolayı online olarak uygulanacaktır.</p>
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	<p>Uygulanacak olan ankette üç bölüm vardır. İlk bölümde yaş, cinsiyet, uzaktan eğitim deneyimi, internet deneyimi ve bilgisayar becerilerine göre açıklanabilecek demografik ve genel değişkenlerle ilgili sorular cevaplanacaktır. İkinci bölümde, öğrencilerin özerkliğine ilişkin 13 soruya, üçüncü bölümde ise öğrencilerin motivasyonu ile ilgili 19 soruya, cevap verilecektir. Toplamda 32 soru bulunmaktadır.</p>
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	<p>1) Uzaktan eğitimde İngilizce dersinde öğrenci özerkliği ve motivasyon Anketi (1 Adet- 5 Sayfa)</p>

ÖĞRENCİNİN ADI - SOYADI: Sultan BUCAK		ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı imzalıdır.		
		TARİH: 27 / 05/ 2021		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan. İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Aysun DAĞTAŞ	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı:Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.	Unvanı:Doç. Dr.	
İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır.	İmzası: Evrak onayı e-posta ile alınmıştır.	
12 / 05/ 2020	... / ... / 20....	12 / 05/ 2020	12 / 05/ 2020	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN (Y.)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası :	İmzası :
... / ... / 20....	Dr. Öğr. Üyesi Şenol Kandemir	... / ... / 20....	.. / ... / 20....	... / ... / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 27 / 06 / 2020 - 18 / 08 / 2020.. tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE	<input checked="" type="radio"/>			
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.				

Appendix B: Learner Autonomy and Motivation Questionnaire in Turkish

Uzaktan Eğitimde İngilizce Dersinde Öğrenci Özerkliği ve Motivasyon Arasındaki İlişkinin İncelenmesi

Sevgili Öğrenciler,

Bu anket Çağ Üniversitesi'nde yürütülmekte olan 'Uzaktan eğitimde İngilizce dersinde öğrenci özerkliği ve motivasyon arasındaki ilişkinin incelenmesi' isimli Yüksek lisans tezi için veri toplamayı amaçlamaktadır.

Anket üç bölümden oluşmaktadır. İlk bölümde yaş, cinsiyet, uzaktan eğitim deneyimi, internet deneyimi ve bilgisayar becerilerine göre açıklanabilecek demografik ve genel değişkenlerle ilgili sorular cevaplanacaktır. İkinci bölümde, öğrencilerin özerkliğine ilişkin 13 soruya, üçüncü bölümde ise öğrencilerin motivasyonu ile ilgili 19 soruya cevap verilecektir. Soruların doğru veya yanlış cevabı yoktur. Cevaplarınız tamamen gizli tutulacaktır.

Katılımınız için teşekkürler.

Sultan BUCAK
Çağ Üniversitesi

1. BÖLÜM**Sınıf:****Cinsiyet:** () Bay () Bayan**Yaş:****A. EBA ve TRT lise üzerinden uzaktan eğitimle yapılan İngilizce dersi hakkında görüşlerinizi kısaca ifade ediniz.****B. Uzaktan Eğitim sürecinde hangi teknolojik aygıtları kullanıyorsunuz?Birden fazla seçeneği işaretleyebilirsiniz.**

- Bilgisayar
- Akıllı Telefon
- Tablet
- Televizyon

C. Uzaktan Eğitim sürecinde teknolojik cihazları kullanırken zorlanıyor musunuz?

- Evet
- Hayır

Evet ise ne tür zorluklar yaşadığınızı kısaca belirtiniz.

2. BÖLÜM

Bu bölüm öğrenen özerkliği ile ilgili 13 maddeden oluşmaktadır. Her soruyu dikkatle okuduktan sonra, Uzaktan Eğitimde EBA Canlı ders ve TRT EBA TV Lise aracılığıyla verilen İngilizce dersi göz önünde bulundurularak verilen seçenekler arasında size en uygun olanın yanındaki kutucuğa "X" koyarak işaretleyiniz.

	Kesinlikle Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Kesinlikle Katılmıyorum
1.EBA üzerinden yayınlanan her bir haftanın dersini düzenli olarak izledim.					
2. Dersleri izlerken konuya ilişkin notlar aldım.					
3. Derslerdeki anlayamadığım kısımları Ders öğretmenime sordum.					
4. Derslerde öğrendiklerimi pekiştirmek için ekstra alıştırmalar yaptım.					
5. Dersleri izlerken iyi anlayamadığım Yerlerin tekrar videolarını izledim					
6. Dersleri izlerken kendi öğrenme stratejilerimi uyguladım.					
7. Derslerde anlatılan konuları öğretmenimizin verdiği/çözdüğü alıştırmalar ile bağdaştırdım.					
8. Öğrenme sürecinde İngilizcenin yapısını/kurallarını konuştuğum dilin yapısıyla/kurallarıyla karşılaştırdım.					
9. Sonradan öğrenme sürecime ilişkin bir değerlendirme yapabilmek için çalışmalarına yönelik bir kayıt tuttum.					
10. Kendi seçtiğim sorularla kendi kendimi sınav yaptım.					
11. İlerleme kaydettiğimde kendimi ödüllendirdim.					
12. Bu süreçte İngilizce öğrenimimdeki zayıf ve güçlü yönlerimin farkına vardım.					
13. Herhangi bir yerde gördüğüm İngilizce kelimenin anlamını sonradan öğrenmeye çalıştım.					

3. BÖLÜM

Bu bölüm öğrenen motivasyonu ile ilgili 19 maddeden oluşmaktadır. Her soruyu dikkatle okuduktan sonra, Uzaktan Eğitimde EBA Canlı ders ve TRT EBA TV Lise aracılığıyla verilen İngilizce dersi göz önünde bulundurularak verilen seçenekler arasında size en uygun olanın yanındaki kutucuğa "X" koyarak işaretleyiniz.

	Kesinlikle Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Kesinlikle Katılmıyorum
14. TRT EBA TV üzerinden verilen İngilizce dersini öğrenmekten zevk alıyorum.					
15. EBA Canlı Ders ve TRT EBA TV aracılığıyla verilen İngilizce derslerinde İngilizce şarkı dinlemeyi seviyorum.					
16. Uzaktan Eğitim zamanları dışında İngilizce film izlemeyi seviyorum.					
17. Uzaktan Eğitim sürecinde EBA Canlı ders esnasında İngilizce cümle kurabilmek beni mutlu ediyor.					
18. Uzaktan Eğitim zamanları dışında Yalnızken İngilizce konuşma becerimi geliştirmek için herhangi bir konu hakkında İngilizce konuşmaya çalışıyorum. (Ayna karşısında veya sesimi kaydederek...vb.)					
19. Uzaktan Eğitim zamanları dışında da İngilizce ile ilgileniyorum.					
20. Uzaktan Eğitim zamanları dışında gördüğüm İngilizce ile alakalı şeyler dikkatimi çekiyor.					
21. Uzaktan Eğitim programında daha fazla İngilizce dersimizin olmasını isterdim.					
22. Bence ben İngilizce öğrenmek için elimden gelenin en iyisini yapıyorum.					
23. İngilizce öğrenmek için yeteneğimin olduğuna inanıyorum.					
24. Ana dili İngilizce olan bir ülkede dil becerimi geliştirmek istiyorum.					
25. İngilizcenin ana dil olarak konuşulduğu					

diğer ülkelerin değerlerini ve geleneklerini öğrenmeyi seviyorum.					
26. EBA Canlı Ders ve TRT EBA TV aracılığıyla İngilizce dersinde edindiğim bilgilerin ileride işime yarayacağını düşünüyorum.					
27. Uzaktan Eğitim sürecinde ben İngilizce öğrenmek için yeterince çaba göstermeye hazırım.					
28. Uzaktan Eğitim sürecinde İngilizceye sadece dersi geçebilmek için çalışıyorum.					
29. Uzaktan Eğitim sürecinde İngilizceyi sıkıcı buluyorum.					
30. Eba Canlı Ders esnasında Arkadaşlarımla ve öğretmenimle İngilizce konuşmaya çalışırken gergin hissediyorum ve kafam karışıyor.					
31. EBA Canlı Ders ve TRT EBA TV aracılığıyla İngilizce dersinde öğrendiğim bilgilerin kalıcı olmasını sağlayacak herhangi bir şey yapmıyorum.					
32. Uzaktan Eğitim Sürecinde Zorunlu olmadıkça İngilizce ile ilgilenmek istemiyorum.					

Appendix C: Learner Autonomy and Motivation Questionnaire in English

Examining the Relationship between Learner Autonomy and Motivation in English Lessons in Distance Education

Dear Students,

This survey aims to collect data for the master's thesis titled "Examination of the relationship between learner autonomy and motivation in the English course in distance education" being conducted at Çağ University.

The survey consists of three parts. In the first part, questions about demographic and general variables that can be explained according to age, gender, distance education experience, internet experience and computer skills will be answered. In the second part, 13 questions about students' autonomy and 19 questions about students' motivation will be answered in the third part. There are no right or wrong answers to the questions. Your answers will be kept completely confidential.

Thanks for your participation.

Sultan BUCAK
Çağ University

PART 1**Class:****Gender:** () Male () Female**Age:**

A. Please briefly express your opinions about the English course taught via distance education through EIN and TRT High School.

B. Which technological devices do you use in the distance education process? You can check more than one option.

- Computer/Laptop
- Smart Phone
- Tablet
- Television

C. Do you have difficulty using technological devices during the Distance Education process?

- Yes
- No

If yes, please briefly describe what kind of difficulties you experienced.

PART 2

This section consists of 13 items related to learner autonomy. After reading each question carefully, mark the options given by considering the English lesson given through the EIN Live Course and TRT EIN TV High School in Distance Education by placing an "X" in the box next to the one that suits you best.

	Totally Agree	Agree	No Idea	Disagree	Totally Disagree
1. I have regularly watched each week's lecture broadcast on EIN.					
2. While watching the lectures, I took notes on the subject.					
3. I asked my lesson teacher about the parts of the lessons that I could not understand.					
4. I applied my own learning strategies while watching the lessons.					
5. While watching the lectures, I watched the re-videos of the subjects I did not understand well.					
6. I applied my own learning strategies while watching the lessons.					
7. I associated the subjects taught in the lessons with the exercises given / solved by our teacher.					
8. During the learning process, I compared the structure / rules of English with the structure / rules of the language I speak.					
9. I kept a record of my work in order to be able to make an evaluation of my later learning process.					
10. I tested myself with questions I chose.					
11. I rewarded myself when I made progress.					
12. During this period, I realized my strengths and weaknesses in my English learning.					
13. I tried to learn the meaning of the English word I saw anywhere later					

PART 3

This section consists of 19 items related to learner motivation. After reading each question carefully, mark the options given by considering the English lesson given through the EIN Live Course and TRT EIN TV High School in Distance Education by placing an "X" in the box next to the one that suits you best.

	Totally Agree	Agree	No Idea	Disagree	Totally Disagree
14. I enjoy learning English lessons on TRT EIN TV.					
15. I love listening to English songs in English lessons taught via EIN Live Lesson and TRT EIN TV.					
16. I like watching movies in English outside of Distance Education times.					
17. Making sentences in English during the EIN Live lesson makes me happy during the distance education process.					
18. I try to speak in English about any topic to improve my English speaking skills when I am alone, except during Distance Learning times. (In front of the mirror or by recording my voice ... etc.)					
19. I am also interested in English outside of Distance Education course hours.					
20. I am interested in English-related things I see outside of Distance Education times.					
21. I wish we had more English lessons in the Distance Education program.					
22. I think I'm doing my best to learn English.					
23. I believe I have a talent for learning English.					
24. I want to improve my language skills in a country whose native language is English.					
25. I love learning the values and traditions					

of other countries where English is spoken as a mother tongue.					
26. I think that the information I gained in English lessons through EIN Live Lesson and TRT EIN TV will be useful for me in the future.					
27. I am ready to make enough effort to learn English in the distance education process.					
28. In the distance education process, I try to learn English only to pass the lesson.					
29. I find English boring during the Distance Education process.					
30. I feel nervous and confused when trying to speak English with my friends and teacher during the EIN Live Lesson..					
31. I do not do anything to ensure that the information I have learned in English lessons through EIN Live Lesson and TRT EIN TV is permanent.					
32. I do not want to deal with English unless it is mandatory in the Distance Education Process.					

Appendix D: Çağ University Thesis Survey Application and Permission Request Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000001137
Konu : Sultan BUCAK'ın Tez Anket İzni
Hakkında

27.05.2020

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188051 numaralı) Sultan BUCAK, "Uzaktan eğitimde İngilizce dersinde öğrenci özerkliği ve motivasyon arasındaki ilişkinin incelenmesi" konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi olan Dr. Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ danışmanlığında yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında Adıyaman İl Millî Eğitim Müdürlüğüne bağlı Merkez Altınşehir Anadolu Lisesi Müdürlüğünde halen eğitim gören 9.Sınıf ve 10.Sınıf öğrencilerini kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulanabilmesi için gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 1 sayfa tez etik kurul izin formu, 6 sayfa anketler, 6 sayfa etik kurul izin onay yazıları.

Dağıtım:

Gereği:
ALTINŞEHİR ANADOLU LİSESİ
MÜDÜRLÜĞÜNE MERKEZ / ADIYAMAN

Bilgi:
Adıyaman Valiliğine

E-Posta: aycankol@cag.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: E193DA4

Appendix E: Adıyaman Directorate of National Education Thesis Survey Application and Permission Approval Letter

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı
ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Sultan BUCAK
Kurumu / Üniversitesi	Altınşehir Anadolu
Araştırma yapılacak iller	Adıyaman
Araştırma yapılacak eğitim kurumu ve kademesi	Altınşehir Anadolu Lisesi
Araştırmanın Konusu	“Uzaktan Eğitimde İngilizce Dersinde Öğrenci Özerkliği ve Motivasyon Arasındaki İlişkinin İncelenmesi”
Üniversite / Kurum Onayı	Var
Araştırma/Proje/Ödev/ Tez Önerisi	Anket Uygulaması
Veri toplama Araçları	Google Forms
Görüş İstenilecek Birim/Birimler	
KOMİSYON GÖRÜŞÜ	
Çağ Üniversitesi Tezli Yüksek Lisans Programı Öğrencisi Sultan BUCAK'ın Dr.Öğretim Üyesi Aysun YURDAIŞIK'ın Danışmanlığında İlimiz Merkez Altınşehir Anadolu Lisesindeki öğrencilere “Uzaktan Eğitimde İngilizce Dersinde Öğrenci Özerkliği ve Motivasyon Arasındaki İlişkinin İncelenmesi” konulu anket uygulaması yapması uygundur.	
Komisyon kararı	Muhalif üyenin Adı ve Soyadı:
Muhalif üyenin Adı ve Soyadı:	Gerekçesi:

Enstitü müdürlüğünde evrak aslı imzalıdır

Enstitü müdürlüğünde evrak aslı imzalıdır

Enstitü müdürlüğünde evrak aslı imzalıdır

10.06.2020
Komisyon Başkanı

Üye

Üye

Abdurrahman ÇELİK
Milli Eğitim Şube Müdürü

Dr. Fuat TOKUR
Okul Müdürü
Fen Bilimleri Öğretmeni

Muhammed Kürşat LEBA
Teknoloji ve Tasarım Öğrt.



T.C.
ADİYAMAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 12705949-774.99-E.8082175
Konu : Uygulama izni

19.06.2020

DAĞITIM YERLERİNE

İlgi: a) Mersin Çağ Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğü'nün
27.05.2020 tarih ve 20000001137 sayılı yazısı.
b) Valilik Makamının 18.05.2020 tarih ve 805 6507 sayılı Makam Oluru.

İlgi (a) yazıya istinaden, Mersin Çağ Üniversitesi Tezli Yüksek Lisans Programı Öğrencisi Sultan BUCAK'ın Dr. Öğretim Üyesi Aysun YURDAIŞIK'ın Danışmanlığında İlimiz Merkez Altınşehir Anadolu Lisesindeki öğrencilere "Uzaktan Eğitimde İngilizce Dersinde Öğrenci Özerkliği ve Motivasyon Arasındaki İlişkinin İncelenmesi" konulu anket uygulamasını okul idaresinin sorumluluğu ve gözetiminde eğitim öğretimi aksatmayacak şekilde yapması ile ilgili Valilik Makamının ilgi (b) Oluru yazımız ekinde gönderilmiştir.

Bilgilerinizi ve gereğini arz/rica ederim.

Ahmet ALAGÖZ
İl Millî Eğitim Müdürü

Ek:
-1 Adet Valilik Makam Oluru ve ekleri

Dağıtım:
- Mersin Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğüne
- Altınşehir Anadolu Lisesi Müdürlüğüne



İl M.E. Müdürlüğü 02100/ADİYAMAN- Ayrıntılı Bilgi İçin: Şef Bekir DÖYAN- Telefon : (0416) 2161181 – 2161021 Faks : (0416) 2164570- Hizmetçi Eğitim Birimi; e-posta: adiyamanmem@meb.gov.tr - Elektr. Ağ : www.adiyaman.meb.gov.tr :

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 4ab9-426f-30d4-9325-6df9 kodu ile teyit edilebilir.



T.C.
ADİYAMAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 12705949-774.99-E.8056507
Konu : Sultan BUCAK'ın
Uygulama İzin İsteği

18.06.2020

VALİLİK MAKAMINA

- İ l g i : a) Mersin Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 27.05.2020 tarih ve 2000001137 sayılı yazısı.
b) İl Millî Eğitim Müdürlüğü Araştırma ve Değerlendirme Komisyonunun 10.06.2020 tarihli kararı.

Mersin Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün ilgi (a) yazısında; Tezli Yüksek Lisans Programı Öğrencisi Sultan BUCAK'ın Dr.Öğretim Üyesi Aysun YURDAIŞIK'ın Danışmanlığında İlimiz Merkez Altınşehir Anadolu Lisesindeki öğrencilere "Uzaktan Eğitimde İngilizce Dersinde Öğrenci Özerkliği ve Motivasyon Arasındaki İlişkinin İncelenmesi" konulu anket uygulamasının yapılması talep edilmektedir.

Bu bağlamda; Mersin Çağ Üniversitesi Tezli Yüksek Lisans Programı Öğrencisi Sultan BUCAK'ın Dr.Öğretim Üyesi Aysun YURDAIŞIK'ın Danışmanlığında İlimiz Merkez Altınşehir Anadolu Lisesindeki öğrencilere "Uzaktan Eğitimde İngilizce Dersinde Öğrenci Özerkliği ve Motivasyon Arasındaki İlişkinin İncelenmesi" konulu anket uygulamasını okul okul müdürünün sorumluluğu ve gözetiminde eğitim öğretimi aksatmayacak şekilde ilgi (b) komisyon kararı doğrultusunda yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Abdurrahman ÇELİK
Müdür a.
İl Millî Eğitim Şube Müdürü

OLUR
18.06.2020

Ahmet ALAGÖZ
Vali a.
İl Millî Eğitim Müdürü

Ek: 1 Adet Yazı ve ekleri
2-Değerlendirme Formu

İl M.E.Müdürlüğü 02100/ADİYAMAN- Ayrıntılı Bilgi İçin:Şef Bekir DÖYAN- Telefon : (0416) 2161181 – 2161021 Faks : (0416) 2164570 -Hizmetiçi Eğitim Birimi : e-posta: adiyamanmem@meb.gov.tr - Elektr. Ağ : www.adiyaman.meb.gov.tr

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