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A Rapid Switch from Conventional Classroom Teaching to ERT: A Study on University-level EFL Students' Self-efficacy and Motivational Levels in Turkiye amidst Devastating Earthquakes

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Abstract

When the devastating earthquakes took place in the cities of Kahramanmaras and Hatay on February 6, 2023, life in almost 11 cities in Turkiye came to a total halt. As a result, instruction in higher education and K-12 institutions was temporarily suspended. Eventually, the higher educational council (YÖK) decided to proceed with learning through the means of Emergency Remote Teaching (ERT) while K-12 schools continued with their instruction via face-to-face education. The motive behind transforming learning to the online realm by YÖK was to employ the university facilities and dormitories to accommodate the surviving victims of the catastrophes. Although the tragic event affected almost everyone throughout the country, it was found worth investigating the extent of the educational impact this sudden shift to ERT had on university-level EFL learners' self-efficacy and motivation. Thus, a mixed-methods study was conducted with 69 EFL learners of a small-sized university in the Mediterranean region of Turkiye via the Motivation to Learn Online Questionnaire (MLOQ) and an open-ended question set to identify emerging themes. The survey and the open-ended question assessed the influence the rapid shift of instruction had on the learning attributes of the students in the aspects of self-efficacy, motivation, learning beliefs, and physiological and mental states. Results indicated that while motivation was not significantly impacted by the scheme to ERT, self-perceptions, learning perspectives, and the mental conditions of the participants were negatively influenced by the speedy transformation.

Keywords: ERT; online learning; self-efficacy; motivation; EFL

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Introduction

Ever since the Covid-19 pandemic, educational institutions around the world have adopted the online learning method (OLL) as a means of providing continuation to their instruction. Online learning provides great advantages to institutions, educators, and learners as it encapsulates practical benefits such as (1) flexibility, (2) mobilization, (3) cost-efficiency, and (4) tailored instruction/learning (Al Rawashdeh et al., 2021). On the other hand, the swift resolution of adapting online learning practices during the crisis of Covid-19 also caused some confusion in the use of the terminology for such an implementation and led to a semantic satiation of the OLL concept. Hodges et al. (2020) shed light on the commotion by stating that the rapid transformation of instruction to the web was not a true application of the OLL scheme but rather the notion of Emergency Remote Teaching (ERT). The controversy highlighted the fact that the OLL methodology was a highly regarded means of education that could provide substantial benefits if all its prerequisites were met. Therefore, educators, institutions, and all other stakeholders need to be able to differentiate between online learning and the concept of ERT and consider that these two schemes have distinct qualities and setbacks (El-Sakran et al., 2022; Hodges et al., 2020).

As stated earlier, most governing bodies, such as educational institutions, ministries, or councils, have called for the adoption of ERT if or when there is a crisis. Moreover, when such moves take place and call for the reconfiguration of the educational environment, the learning implications that may occur should also be given careful attention. While there are potential benefits of delivering courses through the Internet (e.g., OLL or ERT), there are also substantial adversities that could arise. This is especially truer for ERT since the transition to online education is both abrupt and often forced upon students. As Hass et al. (2023) specify, the ERT approach could be flustering for the stakeholders and possess the following disadvantages: (1) being solely student-centered, (2) insufficient in social interaction, (3) being limited by the institution's capacity and (4) forming a sense of loneliness among users. Moreover, ERT could additionally have a diminishing impact on students' self-efficacy, motivation, and learning beliefs as some studies have illustrated that both online learning and ERT have had alarming implications on learners regarding issues such as anxiety, depression, loss of self-esteem, loss of motivation to learn and academic failure (Al Rawashdeh et al., 2021; El-Sakran et al., 2022). In light of the devastating earthquakes that struck Kahramanmaras and the surrounding cities in Turkiye on February 6, 2023, this study has found it to be of great importance to assess the self-efficacy, motivation, learning beliefs, and mental states of university-level EFL students

as they were abruptly transitioned from traditional teaching to ERT. The study further holds the position that the empirical data attained from the investigation could provide insight for educators on the implications of such sudden shifts to the ERT regarding the students' self-perceptions.

Theoretical Background

Self-efficacy

Bandura (1997b) defines self-efficacy as an individual's perception of their ability to complete a given undertaking. In other words, it refers to a person's perspective on the challenges they face in life. Bandura (1997a) argues further that human mental positions, emotions, and approaches to situations are more related to their opinions than to actuality. Thus, self-efficacy is viewed as a dynamic state in human psychology, and numerous factors are directly related to it. According to Bandura (1997b), the following four major attributes have an impact on an individual's self-efficacy: (1) enactive mastery experience, (2) vicarious experiences, (3) verbal persuasion, and (4) physiological and affective states.

The enactive mastery experience attribute denotes a person's past successes or failings in specific life situations. As stated by Bandura (1997b), when people succeed and achieve their goals with any particular task, this has a profoundly positive impact on their self-efficacy. In contrast, if the outcome is unsuccessful, people lose confidence and develop scepticism regarding future commitments. The second element of self-efficacy is being exposed to vicarious experiences. Bandura (1997b) indicates that human behavior is influenced by the actions of others. If a specific task is modelled or completed by another person, this creates a perception of capability in the recipient's mind. The third component embraced in self-efficacy is verbal persuasion. Bandura (1997b) stresses that social support, such as parents recognizing their children's capabilities, has a direct positive effect on self-efficacy. The last element involved in the development of self-efficacy is people's interpretation of their physiological and affective states. As asserted by Bandura (1997b), humans interpret the responses of their bodies differently. When a person associates unfavorable conditions (e.g., anxiety, sweating, or distress) with failure, their performances become susceptible to disappointment.

Self-efficacy in Language Learning

When individuals are confronted with situations that test their personalities, mental states, or abilities, the term ‘self’ plays a crucial role. Numerous studies have been executed to determine what the ‘self’ is and how one can identify the ‘self’ within themselves. It is unsurprising that self-efficacy and motivation are interrelated, given that individuals with a high level of self-efficacy tend to have the essential desire to complete tasks. Dörnyei (2005; as cited in Yetkin & Ekin, 2018, p.377) proposed the L2 motivational self-system (L2MSS) to differentiate individual disparities in second language learning. The author categorized the L2MSS into three attributes: (1) the ideal L2 self (i.e., how the learner envisions themselves after acquiring the target language), (2) the ought-to L2 self (i.e., what the student feels they need to study to please their parents, boss, or other authoritative figures), and (3) the L2 learning experience (i.e., emotions experienced by students as a result of interactions with their instructors and classmates). As argued by Dörnyei, an individual's self-perception plays a significant role in their success with language acquisition. Moreover, self-efficacy could be perceived as a crucial agent in mediating intentions and accomplishments in order to constitute the connection between the ideal or ought-to-self and the actual self.

Motivation in Language Learning

Motivation unquestionably influences all aspects of a person's existence, and it plays a prominent role in language acquisition. Gardner (2010) believes that there are two motivational orientations associated with the acquisition of a second language. The first type of disposition the author describes is instrumental orientation. This entails personal interests such as career development or passing an exam. The second type of disposition is integrative orientation. This indicates a person's intent to adhere to the L2 community. In other words, it alludes to the extent to which the learner desires to engage in L2 speakers' cultural practices.

Dörnyei (2001) argues that there is more to it than the previously stated principles. While contemplating the two factors (i.e., instrumental and integrative), the author holds that motivation can be theorized into three levels. The initial layer is the language level, where the instrumental and integrative factors mentioned by Gardner (2010) play a role. The following step is the learner level. These are individual attributes involved in the process of learning (e.g., self-assuredness, ambition, and determination). Dörnyei concludes by mentioning the learning

situation level. This pertains to the components of the learning environment (e.g., instructors, instructional methods, course outlines, and lesson materials).

The final motivational theory that will be considered in this investigation is that of Ryan and Deci (2000). The authors classify motivational factors into two categories: (1) intrinsic and (2) extrinsic. Intrinsic motivation pertains to the student's need for self-fulfilment. For instance, the learner may perform the task because they find it enjoyable. In contrast, extrinsic motivation is influenced by external factors. A good demonstration of extrinsic motivation is a student doing their homework to impress their parents. However, Ryan and Deci (2000) stress the fact that just because motivation is divided into two perspectives, this does not imply that it cannot encapsulate both elements. A worker who desires a promotion, for instance, could be both intrinsically and extrinsically motivated. Obtaining the promotion may offer them the gratification of working in the position (intrinsic) but receiving a higher salary as a result of the promotion may satisfy their financial goals (extrinsic).

Online Learning

Before moving into the concept of ERT, it is vital to start with the scheme of online learning. Hass et al. (2023) define online learning as educational encounters using various internet-connected gadgets (e.g., smartphones, computers, tablets) in synchronous or asynchronous settings. What is more, in recent years, OLL has become the preferred choice of delivery of instruction by distance learning institutions. Ferri et al. (2020) indicate the advantages of online learning as follows: (1) mobilization (i.e., one can study from anywhere at any time), (2) affordability (i.e., most OLL programs are offered for less tuition than on-campus majors), (3) time-saving (i.e., learners do not need to commute to school or any other location to receive instruction), (4) flexibility (i.e., programs can be tailored according to the needs of the learners; participants have a variety of learning options), and (5) cost-effectiveness (i.e., institutions can increase the class size and deliver instruction to a greater audience with less staffing).

Emergency Remote Teaching (ERT)

When the Covid-19 Pandemic emerged, the world was caught by surprise, and most sectors, including the education world, were not certain how to face this challenging incident. Luckily for the educational institutions, OLL and its already available platforms had been

established to continue instruction via distance learning. However, as argued by Hodges et al. (2020), the swift switch to web-based schooling induced challenges that confused and degraded the long-established field of online learning. In other words, Hodges et al. indicate that this move to the web during the Covid 19 crisis should not have been labelled as 'online learning' but rather a transformation to the concept of ERT. The authors concisely define the notion of ERT as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (Hodges et al., 2020, p.6).

It is notable to repeat the fact that the concept of online learning should not be used interchangeably with ERT. Online education and web-based instruction is a more sophisticated educational platform that requires meticulous planning, design, and concise goal determination (Bozkurt & Sharma, 2020). Figure 1 below highlights the essential differences between OLL and the concept of ERT.

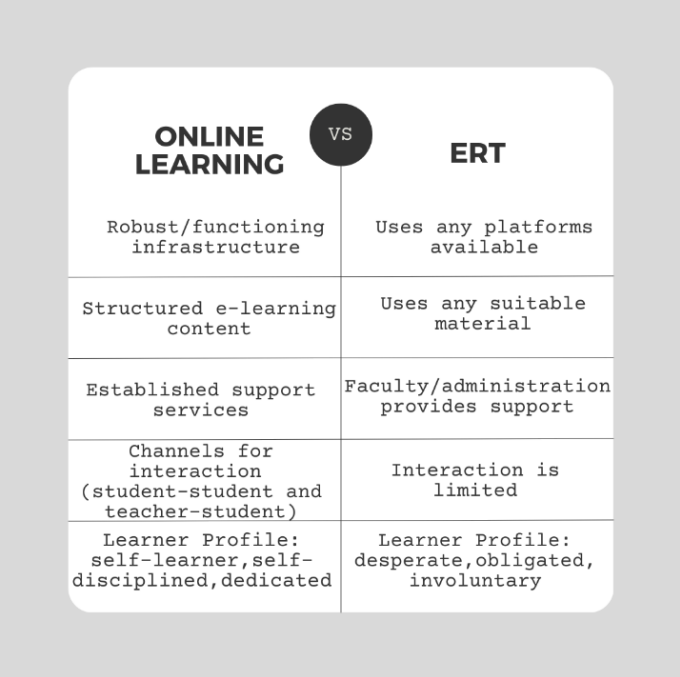

Figure 1. *Differences between online learning and ERT*

(Hodges et al., 2020)

As Figure 1 above illustrates, there are critical distinctions between OLL and ERT that need to be considered and understood by all stakeholders. First, as denoted by Hodges et al. (2020), OLL is a long-established form of distance education, and its infrastructures, such as learning management systems (LMS), have been designed to focus solely on e-learning. On

the other hand, the ERT scheme does not encompass one particular platform that is utilized, and instead, the users are flexible in employing any web-based means necessary for the continuation of instruction. Second, there has been much effort put into designing and creating e-learning material for OLL. Thus, the content of the scheme aims to fully instruct e-learning by considering all influential factors. However, in ERT, such a requirement does not exist. Educators may convert or adapt conventional materials for web-based instruction and use any third-party applications as a form of supplemental content. The third attribute that greatly distinguishes OLL from ERT is the availability of support services. For a vigorous online implementation to take place, access and availability of technical support, guidance, and counselling must exist. The mentioned attributes carry enormous value as they provide solutions to challenges and obstacles that emerge throughout online programs. The fourth crucial element that an OLL operation meticulously considers is interaction. When structuring online learning programs, various channels and opportunities from the standpoint of student-to-student and student-to-teacher collaboration are implemented and placed into the design and construction of the curriculum (Cho & Cho, 2017). Conversely, interaction has been known to be limited in ERT due to the fact that faculty and learners are unfamiliar with new forms of instruction and communication (Hodges et al., 2020). The last distinction and probably the most significant differentiation between OLL and ERT is related to learner profiling. As identified in the earlier sections, OLL is designed for students who have special characteristics like the ability to study independently, keep account of the learning and teaching, have the capacity to look for information, and have a rudimentary understanding of technology and the Internet. However, this does not prove to be true for ERT participants as the scheme leaves users with no choice but to take on such a learning endeavor due to government policy or other external factors. Thus, ERT student profiling could be indicated as a desperate learner who has to do whatever they can in order to adapt to the new instructional medium.

It is vital to remind readers that when governing bodies such as educational ministries or policymakers debate the move to web-based instruction through ERT, they need to contemplate not only the attributes mentioned in Figure 1 in regard to the differences between ERT from an ideal OLL environment but also the possible learning implications that this scheme may have on the learners. Agormedah et al. (2020) highlight some influential factors that could significantly impact the learning process in ERT as follows: (1) the digital divide (i.e., not all students have ready access to technological tools), (2) technological infrastructure

(i.e., not all institutions have reliable LMS configurations) and (3) access (i.e., not all users have the same opportunity for connectivity to online platforms). El-Sakran et al. (2022) add to the argument by indicating that factors such as the availability of instructional e-resources, proper teacher training, and online support systems are pivotal to an effective ERT experience.

Implications of ERT on Learners

Apart from the prerequisites of transferring instruction to ERT via online learning mentioned in the previous section, educational committees have got to take into account the implications that this notion may have on the students. As the advantages of online education (e.g., mobilization and flexibility) have already been indicated in this paper, it is essential to focus on the disadvantages of a rapid shift to the online realm. The setbacks of ERT could be considered the same as any OLL implementation, but the size of the impact is amplified due to its disorderly nature. According to Hass et al. (2023), the ERT experience could be highly challenging for some, and depending on the circumstances, it may come with the setbacks mentioned as follows: (1) being student-centered (i.e., online learning requires more self-learning skills and self-discipline from its participants), (2) lack of social interaction (i.e., there are restrictions on the interplay of the participants due to insufficient tech-skills), (3) institutional limitations (i.e., student outcomes are intertwined with the capacity of e-learning material offered by their schools) and (4) social isolation (i.e., the shortfall of physical, emotional and communicative practices may cause a feeling of loneliness). In addition to the preceding attributes of ERT, El-Sakran et al. (2022) touch upon its adverse effects on the learners' mental states. As expressed by the authors, ERT could also lead to a loss of self-confidence, depression, anxiety, and fear of failing.

Implications of ERT on Self-efficacy and Motivation

As reported in the previous sections, the rapid transformation of the learning environment of the students could result in unfavorable consequences in terms of both their academic performance and their mental states (El-Sakran et al., 2022; Hass et al., 2023). Since ERT presumes that the learner is efficient in self-learning, technology, and most importantly, has an interest in such a learning method, the involuntary move to a new realm of instruction (i.e., ERT) could leave diminishing imprints on the learners' perceptions toward their field of study, self-efficacy, and motivation to learn. If Bandura's (1997b) argument corresponding with the enactive mastery experience carries a crucial role in the self-efficacy of individuals,

then a learner that faces the challenges and obstacles considered in ERT would be jeopardizing their likely hood to succeed in the academic tasks. Second, Bandura closely ties vicarious experiences to the notion of self-efficacy. Due to the physical limitations of web-based learning, educators may not be able to scaffold the learning process to the students as efficiently as they could in a physical environment. Hence, this puts a restraint on the progression of demonstrating and modelling knowledge. Nonetheless, this assumption does not underestimate the instructional capabilities of online learning but rather takes into consideration the fact that participants may not be adequately skilled to take full advantage of the web-based applications whilst moving to ERT. Thirdly, another significant element of Bandura's self-efficacy theory is tied to physiological and affective states. Relevant studies demonstrated that learners displayed distress and uneasiness when taking on the method of ERT, and in correlation to Bandura's disposition, depression, anxiety, and other unfavorable affective states are likely to affect the self-assurance of the participants during this process (El-Sakran et al., 2022).

When switching to ERT, institutions must also respect the ramifications this process may have on the learning motivation of the pupils. As remarked by Dörnyei (2001), the learner level (e.g., determination and ambition) and the situational level (e.g., learning environment and teaching methods) possess a significant influence on the eagerness of the students about their studies. Thus, if a functional, productive, and equal learning environment cannot be created in the realm of ERT, this would deescalate the desire and incitement to learn. What is more, the weakened motivation of the learners may directly undermine their ambition and determination to achieve their academic goals. Last, if ERT and its influence on motivation were to be observed from the perspective of intrinsic and extrinsic elements proposed by Ryan and Deci (2000), the incentives for academic learning could be imperilled. When students are unfamiliar with a new instructional domain, their negative emotions toward the scheme could lower their self-satisfaction. In addition, if their source of motivation is tied to an outer agent, such as getting educated to get closer to career objectives, ERT could stand as an obstacle to this endeavor.

Previous Studies

Some studies have investigated the elements of self-efficacy, motivation, and satisfaction with regard to online learning. These studies focused mostly on the self-efficacy or motivation level of learners in online educational programs rather than the impact of an involuntary switch of going from the conventional classroom to the online domain due to a

crisis. For instance, Xie et al. (2016) discovered that college students' views about their ability to accomplish online learning activities were linked to the emotional support they received from classmates and instructors within an interactive learning community. Likewise, according to Cho and Cho (2017), self-efficacy was highly correlated with keeping high levels of learner-to-content and learner-to-instructor interactions. Additionally, Simmering et al. (2009) revealed that computer self-efficacy was found to be favorably correlated with previous online learning experiences but not with motivation to learn in online classes. Furthermore, Elshareif and Mohamed (2021) indicate that while students were intrinsically driven to learn using e-teaching resources and e-assessments, they were also motivated primarily by receiving good grades. However, the same students did not spend a sufficient amount of time participating in asynchronous activities. The authors suggested that institutions invest time in creating plans for further involving students in interactive activities so they can understand the course ideas both intrinsically and extrinsically. On the other hand, Faize and Nawaz (2020) discovered an improvement in student satisfaction following modifications to their teaching methods during their initial ERT period, but they stressed that this improvement could also be attributable to the fact that the students and instructors were more accustomed to teaching and learning remotely by the end of the school year. Last, Abdulrahim and Mabrouk (2020) indicated that a strong ICT (information and communication technology) infrastructure contributed to the positive effects of digital learning on the students in Saudi Arabia. However, the authors did point out that the majority of participants were humanities majors, which puts forward the notion that the results may not apply to other fields.

Research Aim

According to YÖK's testimony, the motive behind moving instruction from the conventional classroom to ERT was to make the nationwide dormitories available as housing for the surviving victims of the devastating earthquakes that killed more than 50,000 people (AFAD, 2023). However, with much respect to YÖK's intentions of aiding the survivors, the implications of the higher education institutions' shift to the online platform on the university level EFL students' self-efficacy, motivation, and learning beliefs in the middle of the academic year deserve an investigation. Although there has been previous research that reviewed self-efficacy and motivation in connection with online education, reflection on the mentioned elements concerning the prompt transformation of going from conventional teaching to web-based learning (as with ERT) has not received a thorough examination in Turkiye. Therefore, this study aims to assess the self-perceptions of university-level EFL students regarding their

self-efficacy, motivation, and learning beliefs when moving from the traditional classroom to ERT amidst the catastrophic earthquakes by testing the following four hypotheses:

Hypothesis 1: A forced transition from traditional learning to ERT has a negative impact on the participating learners' self-efficacy levels.

Hypothesis 2: A forced transition from traditional learning to ERT has a negative impact on the participating learners' motivation levels.

Hypothesis 3: A forced transition from traditional learning to ERT has a negative impact on participating students' attitudes about learning.

Hypothesis 4: Learners experience negative emotions (e.g., anxiety) when they are compelled to transition from conventional learning to ERT.

Methodology

Design

This study was conducted through descriptive and investigative mixed-methods research (MMR). Creswell and Plano Clark (2011, p. 4; as cited in Cohen et al., 2018) define MMR as a combination of quantitative and qualitative data collection and analysis techniques that provide a more in-depth apprehension of the topic of investigation. Moreover, the study adopted a concurrent model to MMR, where the data for the quantitative and qualitative analyses was collected through a single survey (Cohen et al., 2018). The Motivation to Learn Online Questionnaire (MLOQ) was adopted from Fowler (2018), and a small alteration was made to the questionnaire by removing one item that seemed to have no significance to the study. In addition, to lessen the interpretative errors of the statements, all the items in the survey were translated into Turkish with the assistance of a colleague for cross-checking and back-translation. Apart from the 72 items listed in the survey, an open-ended question was added to the Google Form to assess the participants' emotions regarding the transition to ERT for qualitative purposes. Before distributing the survey, it was piloted with three colleagues to ensure that were no faults or formatting errors with both the questionnaire and Google Forms.

Sampling and Population

The research adopted a purposive sampling method to target the audience for the research and a convenience sampling approach to recruit its participants. According to Gerrish and Lacey (2010), purposive sampling is a technique in which people from a predetermined group (i.e., possessing the appropriate characteristics for the study) are specifically sought for and sampled, whereas convenience sampling allows researchers to attract contributors in the most accessible way possible. Thus, the researcher acquired the learners for the study from five EFL classes of their current institution by emailing the Google Form to a total of 100 students studying in the English preparatory school of a small-sized private university located in Southern Turkiye

Ethics

As Cohen et al. (2018) highlight, respondents to questionnaires are not passive data producers for researchers; they are the subjects of inquiry, and therefore, it is the utmost responsibility of the researcher to protect their rights, confidentiality, and privacy. Hence, the study abided by the three main principles of the Belmont Report (i.e., respect for persons, beneficence, and justice) by distributing a consent form that was constructed and added to both the emails and the beginning of the Google Form. The consent form explained the purpose and aim of the study, the possible benefits from its outcome, the protection of privacy, and the voluntariness of the participant's contribution to the research (Anabo et al., 2019). Additionally, approval was attained from the university's head of the foreign languages department for the implementation and distribution of the questionnaire.

Data Collection

The MLOQ consisted of 72 statements (Part 1=36 items and Part 2= 36 items) and one open-ended question in Part 3 to assess the self-perceptions of learners' self-efficacy, motivation, and learning beliefs when moving from the traditional classroom to ERT. Each item assessed the student's thoughts with a five-point Likert Scale (1=completely disagree, 2=disagree, 3=not sure, 4= agree, and 5=completely agree). A set of 36 items were utilized for Part 1, which questioned the students' perspectives towards traditional classroom teaching, and an identical set was applied to Part 2, which targeted the learners' opinions towards ERT. Last, the third part of the online survey assessed the participants' emotions and opinions regarding ERT with an open-ended short-answer question in order to obtain qualitative data.

As mentioned in the previous section, the MLOQ was restructured with 72 items (with one added open-ended question) to assess the following elements: (1) intrinsic motivation, (2) extrinsic motivation, (3) learning beliefs, (4) self-efficacy, (5) test anxiety (6), class context, and (7) social interaction. Table 1 below illustrates some examples of the statements from the survey.

Table 1. *Sample Items from MLOQ*

Attribute	***Sample Item (#)***
Intrinsic Motivation	25. I prefer material that arouses my curiosity, even if it's difficult to learn.
Extrinsic Motivation	35. I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.
Learning Beliefs	13. If I study in appropriate ways, then I'll be able to learn the material.
Self-Efficacy	28. I'm confident I can do an excellent job on assignments and tests.
Test Anxiety	33. When taking exams, I feel my heart beating fast.
Class Context	1. I enjoy classes.
Social Interaction	8. I feel like I can freely communicate with other students in classes.

(Adapted from Fowler, 2018)

Last, the MLOQ was distributed via Google Forms to 100 EFL learners studying in the English preparatory school of a small-sized private university in Southern Turkiye to assess the self-perceptions of their self-efficacy, motivation and learning beliefs when moving from the traditional classroom to ERT. There was a return from 78 learners, but only 69 of the responses to the questionnaire were considered valid for the project due to completion errors. The demographical information indicated that the respondents were mostly between the ages of 18 to 20 (81%), and more than half of them were females (51%). The majors of the students were (1) psychology (N=18), software engineering (N=27), and translation (N=24). Additionally, a vast majority of the participants were intermediate-level students (74 %).

Analysis

Grouping Variables

Primarily, the data collected from the survey was analyzed with descriptive statistics by using the SPSS statistical software. In order to perform the task, the items were grouped into categories in accordance with the adapted MLOQ, as shown in Table 2 below.

Table 2. *Grouped Variables and Labelling for Analysis*

Grouped Variable Names	**Label**	**Item #**
intrinsic motivation traditional classroom	IMTC	12,25,30
intrinsic motivation ERT	IMERT	48,61,6
extrinsic motivation traditional classroom	EMTC	17,20,22,31,35
extrinsic motivation ERT	EMERT	53,56,67,71
learning beliefs traditional classroom	LBTC	13,19,26,32
learning beliefs ERT	LBERT	49,55,62,68
self-efficacy traditional classroom	SETC	15,16,21,24,28,29,36
self-efficacy ERT	SEERT	51,52,57,60,64,65,72
test-anxiety traditional classroom	TATC	14,18,23,27,33
test anxiety ERT	TAERT	50,54,59,63,69
Class context traditional classroom	CCTC	1,2,3,5,10,11
Class context ERT	CCERT	37,39,40,41,46,47
Social interaction traditional classroom	SITC	2,6,7,8,9
Social interaction ERT	SIERT	38,42,43,44,45

In addition to the categorization of the variables, the Cronbach Alpha assessment was also applied to each set of items to evaluate the reliability of the scales. Table 3 below displays the Alpha results for items 1-36 (set 1), while Table 4 illustrates the reliability score of items 37-72 (set 2)..

Table 3. *Alpha Coefficient for Items 1-36 (set 1).*

Cronbach's Alpha	N
.873	36

Table 4. *Alpha Coefficient for Items 37-72 (set 2).*

Cronbach's Alpha	N
.924	36

Last, the mean scores and standard deviations of each grouped variable were calculated (e.g., self-efficacy traditional classroom) and then compared with its ERT variables (e.g., self-efficacy ERT). In addition, each item of the group was also analyzed and compared with its counterpart (e.g., item 15 of SETC versus item 51 of SEERT). This procedure was performed to evaluate not only the group differences but also to discover which element embodied a greater significance when comparing the traditional classroom to ERT.

Coding

The responses to the statement 'Briefly explain your feelings and thoughts about the transition from the traditional classroom environment to online education' (translated to Turkish) in Part 3 of the survey were analyzed first through initial coding and then through second-level coding. According to Dörnyei (2007), the purpose of the initial coding is to get a general idea of the text by reading through the responses several times. While performing this step, the researcher highlighted relevant information to the concept of the study. In the second-level coding stage, the researcher identified closely related labels from initial coding and clustered them to form correlated themes to the study (Dörnyei, 2007). Next, a summative content analysis was executed on the identified themes. As stated by Krippendorff (2019), content analysis enables researchers to answer questions about why available texts exist, what they mean and to whom, how they link conditions that came before and those that came after, and, finally, if they help analysts select valid answers to questions about their contexts. Hence, similar and closely related terminologies gained from the answers to Part 3 were grouped into various subthemes and then recategorized into central themes.

Results

In this study, the MLOQ survey was conducted to evaluate the self-efficacy, motivation, learning beliefs, and mental states of university-level EFL students as they were abruptly transitioned from traditional teaching to ERT by substantiating the following hypotheses:

Hypothesis 1: A forced transition from traditional learning to ERT has a negative impact on the participating learners' self-efficacy levels.

Hypothesis 2: A forced transition from traditional learning to ERT has a negative impact on the participating learners' motivation levels.

Hypothesis 3: A forced transition from traditional learning to ERT has a negative impact on participating students' attitudes about learning.

Hypothesis 4: Learners experience negative emotions (e.g., anxiety) when they are compelled to transition from conventional learning to ERT.

The MLOQ survey consisted of 72 items (with an added open-ended question) that focused on perceptions of the learners with the following attributes: (1) intrinsic motivation, (2) extrinsic motivation, (3) learning beliefs, (4) self-efficacy, (5) test anxiety (6), class context, and (7) social interaction. The findings of the elements and their analyses are presented in the subsequent sections.

Motivation

As emphasized in the literature review, motivation in learning could be derived from personal motives or from an outer agent that directly or indirectly influences the individual's desire to learn (Ryan & Deci, 2000). The MLOQ survey conducted with the EFL students on the intrinsic elements of their motivation showed a slight decline when going from the traditional classroom (N=69, M=3.70, SD=.102) to the method of ERT (N=69, M=3.48, SD=.123). The mentioned means reflected attributes such as challenging material, inciting curiosity, and the desire to comprehend the knowledge in the lessons. When the variable group was examined based on each statement, items 30 and 66 expressed, "The most satisfying thing for me is trying to understand the content as thoroughly as possible." indicated the most deterioration in motivation when moving from conventional learning (N=69, M=4.17, SD=.907) to the ERT platform (N=69, M=3.88, SD=1.119). Last, the extrinsic attributes measured via MLOQ, such as the motive to receive good grades, challenging others in the classroom, and pleasing parents with class performance, did not significantly differ when switching platforms from the conventional classroom (N=69, M=3.73, SD=.789) to the online domain (N=69, M=3.66, SD=.920).

Learning Beliefs

Apart from the incentives to learning, the students' perspectives toward their acquisition of knowledge were also measured with the MLOQ. Aspects such as studying habits, methods of learning, and the desire to learn were analyzed. As a result, an unfavorable drop was discovered in the outcomes from face-to-face learning (N=69, M=3.60, SD=.788) to ERT (N=69, M=3.28, SD=1.031). Going deeper, it was relevant that items 13 and 49 voicing "If I study in appropriate ways, then I'll be able to learn the material." represented the more influenced attribute when conveying transition from the physical classroom (N=69, M=4.04, SD=1.021) to the online teaching platforms (N=69, M=3.57, SD=1.356).

Self-Efficacy

The 72-statement MLOQ scheme looked into the fluctuation of the self-efficacy of the 69 learners when the transformation of instruction was shifted to web-based teachings. The grouped variable results exhibited a slight drop when the students became distant from the classical method of teaching (N=69, M=3.69, SD=.734) and moved to the online platform (N=69, M=3.50, SD=.999). The scales observed the self-perceptions of the students in their stance towards the following factors: (1) confidence in lesson achievements, (2) self-esteem in being able to learn from the content, (3) confidence in completing complex tasks, (4) being successful in exams and (5) mastering the skills taught in the lessons. Nonetheless, items 36 and 72 which asserted the statement "Considering the difficulty of the classes, the teachers, and my skills, I think I can do well." demonstrated a notable drop from traditional learning (N=69, M=4.13, SD=.821) to the ERT method (N=69, M=3.68, SD=1.243).

Test Anxiety

Concerning examination, the MLOQ observed the learners' opinions on performance, concentration, and physiological states. However, due to the regulations of YÖK regarding ERT amidst the earthquakes, assessments such as exams and quizzes were put to a halt until further notice. Therefore, the learners did not go through any examination in the online realm whilst the research process and this was reflected in their perceptions of testing with no significant shift in their responses when going from the traditional classroom (N=69, M=3.26, SD=.787) to ERT (N=69, M=3.29, SD=.909).

Class Context

The following attribute of the MLOQ investigated the learners' perspectives toward the learning environment. The items let the learners assess their interest in the lessons, acquisitional capability, control over learning, and views on the difficulty of the instruction. Moreover, there was a noticeable disagreement in the ERT method (N=60, M=2.97, SD=.621) from the conventional learning environment (N=69, M=3.11, SD=.580). The reason behind this was that items 1 (i.e., traditional classroom) and 37 (i.e., ERT), which noted "I enjoy classes." focusing on the level of pleasure that students got from the lessons, displayed the most significant drop when moving from the traditional classroom (N=69, M=3.61, SD=1.286) to the ERT platform (N=69, M=2.84, SD=1.368).

Social Interaction

The final observed area of the transition from face-to-face education to the ERT scheme was social engagement. The items in this attribute focused on the following factors: (1) building a connection with the teacher and classmates, (2) being able to focus, (3) enjoying discussions, (4) student-student communication, and (5) student-teacher communication. In the results, there was a minor decline when moving from conventional learning (N=69, M=3.48, SD=.651) to the means of ERT (N=69, M=3.32, SD=.812). Items 8 and 44, stating "I feel like I can freely communicate with other students in classes." received the most noteworthy drop from the student viewpoints on the traditional classroom (N=6, M=3.64, SD=1.248) to the implementation of ERT (N=69, M=3.20, SD=1.491). What is more, another interesting finding about the interaction was that it appeared that male students (79%, N=26) felt a bit more optimistic about communicating with others over females (66%, N=23) in the domain of ERT.

Themes

As introduced in the methodology section, a summative content analysis was conducted for the responses to the statement 'Briefly explain your feelings and thoughts about the transition from the traditional classroom environment to online education' in Part 3 of the MLOQ. The learners' answers were meticulously analyzed, and correlated categories were observed through the initial coding. Some examples of the keywords that emerged from Part 3 were as follows: (1) insufficiency in technology, (2) feeling bored, (3) becoming too lazy, (4) not being able to concentrate, (5) asking questions and not getting answers, (6) feeling safer, (7) not being able to interact with classmates, (8) lack of confidence, (9) being able to review

the lessons, (10) a sense of loneliness, (11) saving time and (12) family support. Moreover, as shown in Figure 2 below, the mentioned categories were restructured into nine main themes that correlated with the benefits (pros) and drawbacks (cons) of ERT.

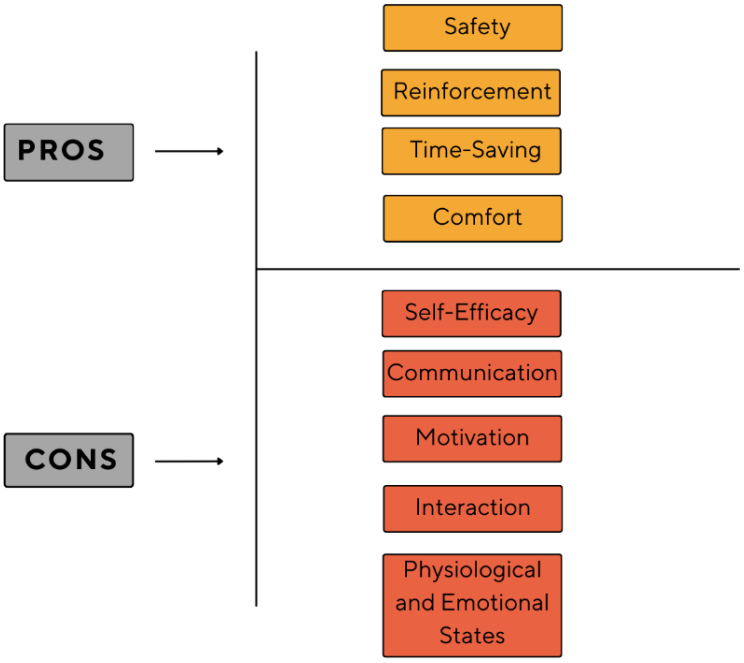

Figure 2. *Identified themes in relation to ERT*

As demonstrated in Figure 2 above, nine concerns emerged with the move to ERT from the traditional method of teaching. The issues and developments conveyed both advantages and disadvantages for the students. First, participants identified the benefits of moving to ERT as (1) feeling safe (e.g.,*" being able to attend the lessons online from my home with the family around makes me feel safer"*), (2) reinforcement of instruction (e.g., *"I am able to rewatch the lessons online and this helps me understand the material better*"), (3) time-saving (e.g., *"not getting up early and taking the bus to school saves me a lot of time*"), and (4) convenience/comfort (e.g., *"I can relax as I watch the lessons online without having to go anywhere"*). On the other hand, the participants highlighted the obstacles and challenges of ERT in the following manner: (1) lack of self-efficacy (e.g., "*I don't understand how to use the computer; therefore, I don't know how to do the homework or to upload it*"), (2) communication (e.g., *"We cannot directly ask questions to the teachers and when we do, it takes too much time to get a response*"), (3) motivation (e.g., *"Since I feel very comfortable at home, I don't want to do any homework and I can't focus on the lessons*"), (4) interaction (e.g., "*I think that face-to-face education is much more efficient for everyone because there is no interaction on the*

Internet. We cannot ask questions as we want, and teachers cannot teach or explain the subjects as they like, and this makes learning difficult") and (5) physiological reactions and emotions (e.g., *"I am worried that I will not be able to pull it through with the exams by using the computer and not being able to use pen and paper takes up too much of my time*")

Discussion

The purpose of this study was to assess the influences of switching from the traditional classroom to the method of ERT on the university-level EFL learners' self-efficacy and motivational levels in Turkiye amidst the catastrophic earthquakes. Moreover, the study collected empirical data to test four hypotheses that were put forward at the beginning of the investigation. The conclusions are discussed one by one in the succeeding paragraphs.

The first hypothesis of the study suggested that moving from conventional learning to ERT would have unfavorable effects on the self-efficacy of the learners. Based on the evidence provided in this research, moving to ERT has had diminishing results on the learners' self-efficacy levels. Through the MLOQ scheme, the learners' self-perceptions of being able to accomplish their learning goals were not satisfactory, which calls for attention. In addition, through the content analysis of the respondents' comments, a major challenge was the learners' inadequacy of computer self-efficacy and self-confidence in sustaining their learning with the means of technology. As previously asserted by Abdulrahim and Mabrouk (2020), a solid understanding of ICT and web-based learning tools influences the learning process of online participants. Hence, the reasons for the negative impact on the self-efficacy of the learners could be tied to the following three factors: (1) absence of proper training in computer skills, (2) insufficiency of the learners' background for internet use, and (3) inadequate training on learning management through LMS.

The second hypothesis in the study held the disposition that a spontaneous move from conventional learning to ERT would negatively affect the learners' motivation levels. According to the findings, the motivational attributes were not significantly affected by the move to ERT. However, some concerns were issued by the learners with regard to lacking a sufficient desire to understand and learn the instructional content. As previously argued by the authors Elshareif and Mohamed (2021) and Cho and Cho (2017), collaborative learning activities online have the potential to affect the contribution and motivational levels of ERT learners. Thus, providing interactive assignments or tasks online could push learners to engage more with the instructional content. Lastly, the overall aspiration of students toward education

was unfavorably influenced by the swift switch to online learning. The study assumes that these findings indicate that the learners' instrumental elements remained the same, while the situational level seems to have influenced the learners' motivation negatively when moving to a new learning environment.

The third hypothesis that the research proposed was regarding the alteration of the students' learning beliefs when switching to ERT. In light of the findings, there was a decline in the self-confidence of the learners toward their studies. Factors such as technological obstacles, lack of communication, and interaction created a sense of isolation for most learners. As discussed by Hass et al. (2023), the fluctuation of the attitudes of the learners toward their education is critically impacted by certain attributes of ERT, such as (1) student-centeredness, (2) inadequate social interaction, (3) infrastructural limitations and (4) feeling detached from the learning environment. On the other hand, a significant number of students (33%) expressed favorable thoughts that indicated that ERT was a more comfortable and convenient way to be educated as they were able to attend the lessons from any location they preferred. The results indicate that ERT's direct effect could be tied to the personal choices of the participants, which implies that some individuals accepted ERT as a learning environment while the others rejected the idea.

The last postulation that the investigation put forward was that a forced transition from traditional learning to ERT would cause unfavorable emotions among learners. The collected evidence via the questionnaire and content analysis supports this hypothesis. Although 33 % of the learners felt secure, comfortable, and relaxed while being educated through ERT, there were substantial amounts of comments that indicated that the participants experienced discouraging emotions such as (1) anxiety, (2) fear of failing, (3) loneliness, (4) isolation and (5) confusion and distress towards assignments. Moreover, these findings align with the disposition of Sakran et al.' study (2022) on the impact of ERT on college students during the Covid-19 crisis, where identical emotions were observed by the authors. The researcher holds the position that the motives behind the learners in regard to the negative influences of ERT on their emotional states could be tied to several reasons: (1) the spontaneous transformation of learning environments leaves the learners in a state of confusion and helplessness, (2) as the learners were mostly 18-20 years of age, it is probable that they have not gained the required traits for productive online learning (e.g., self-discipline, self-study, and organization) and (3)

the participants' existing anxiety and doubtfulness towards the L2 acquisition was amplified further with the switch of instruction to the online realm.

Conclusion

The study intended to analyze the significance of the impact that the speedy switch of instruction from the conventional classroom to the ERT platform had on the university-level EFL learners' self-efficacy and motivational attributes amidst the calamitous earthquakes in Turkiye. The disasters left the nation in shock and devastation, and governing institutions were left helpless during one of the most difficult times that the country had ever faced. By keeping in mind all the consequences of the disasters, the study felt that the impact the events had on education was worthy of investigation. The results of the study provided empirical data and gave way to the following four conclusions regarding the topic: (1) the switch to ERT negatively influenced the self-efficacy of the learners (i.e., students felt incapable of continuing their studies online or were not adequately skilled with the use of technology), (2) the switch to ERT undesirably altered the learning attitudes of the students (i.e., a vast number of participants felt online learning could not educate them as efficiently as conventional teaching), (3) the switch to ERT created averse emotional states among the participants (i.e., learners felt anxiety and distress during the lessons and felt hopeless when trying to get assistance from teachers) and (4) although most students perceived ERT as an inefficient method of continuing their learning, a significant amount of students felt that ERT was convenient and that it provided a safe haven for them during the disasters.

Recommendations for Practice

The study articulated essential elements that may have had a direct or indirect effect on the mentioned issues related to the switch to ERT. Some of these elements were (1) sudden transformation of learning tools/platforms could puzzle learners, hence creating a sense of being lost and confused, (2) ERT learners may not possess the critical traits of online learners (e.g., self-discipline, self-motivation, determination, and organization) and (3) ERT might be a temporary solution to the crisis, but it is not a true online learning experience. Therefore, it is highly important that for future scenarios, institutions and policymakers consider the following suggestions for a more robust ERT experience: (1) ERT should be considered as a permanent part of instruction and curricula (i.e., rotating instruction via hybrid education throughout the academic year to accustom students to the process), (2) training in ERT for educators and

students should be offered as an ongoing research and development process, (3) digital divide and inequality among learners should constantly be assessed, and necessary actions should be taken to minimize the gap between students, (4) budget and funding should be allocated to enhance the infrastructure and functional attributes of ERT, (5) a professional support and counseling unit ought to be integrated into the launch of ERT and (6) practical and effective e-learning content should be readily available when switching to the ERT scheme.

Limitations

It is vital to keep in mind the limitations of this study. First, the research was conducted with only 69 participants; therefore, a nationwide investigation that involves more institutions could make the findings of the study more generalizable. Second, the qualitative data was collected based on a single open-ended question. Hence, interviews with a group of participants could provide researchers with data that gives a more in-depth understanding of the concerns related to ERT. Third, the study was conducted after a month into the implementation of ERT, which does not reflect the possible changes in the perceptions of the students toward a later date. Therefore, a longitudinal approach that collects data at given intervals of time could help the researcher evaluate if the views of the students toward ERT might have altered in the process.

Declaration of Conflicting Interest

The author declares that there is no conflict of interest.

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