374 / *RumeliDE* Journal of Language and Literature Studies 2021.S9 (August)

The effect of stay at home days on the language learning motivation of foreign language students during the COVID-19 pandemic process / A. Adıyaman; Ç. Demir (pp. 374-388)

30. The effect of stay at home days on the language learning motivation of foreign language students during the COVID-19 pandemic process

Ayşe ADIYAMAN[1]

Çağlar DEMİR[2]

Abstract

World has been going through an unusual transformation process in terms of economy, health and education system due to the COVID-19 pandemic. Education system could easily adapt to 'new normal' period for digital technology had already developed online education. Students, teachers and academics in all over the world have had the chance to use digital platforms to persue education online. As other countries, Turkish universities have been applying online education during pandemic. Stakeholders in education have been affected in online education system differently. In this study, it is aimed to determine what language students experience in online English courses during the COVID-19 pandemic, their motivation situation towards online English language education, whether they could use Internet effectively and take online English courses or not, what techniques they found useful and whether lockdown days affected their language learning motivation or not. In this study, one of the qualitative research methods, case study design was used. The participants in the present study consisted of students studying in the 1st and 2nd grade of the English Language Teaching Program of Bartın University, Department of Foreign Language Education, in the spring term of the 2020-20021 academic years. The data were collected by sharing a link to the students with a fully structured interview form prepared in Google Form. In the analysis of the data, frequency, percentage calculations and content analysis technique, which is one of the qualitative methods, were used. Findings show that stay at home period in pandemic process did not affect the motivation of language students negatively. Even though there was a lack of positive energy face to face education brought and the psychological impacts of COVID-19 precautions on the students, students tended to study English willingly in pandemic process. It was determined that students were aware of the positive impact of technology, used various websites and social media tools to practice English, and attended online courses, albeit very few. Thus, it was concluded that students positively evaluated the process of staying at home due to the COVID-19 pandemic in favour of learning and practicing English.

Keywords: The COVID-19 pandemic process, foreign language learning, motivation, foreign language students

1 Dr., Bartın Üniversitesi, Yabancı Diller Yüksekokulu, Yabancı Diller Bölümü (Bartın, Türkiye) ayse.adiyaman@windowslive.com, ORCID ID: 0000-0001-6808-5125 [Araştırma makalesi, Makale kayıt tarihi: 22.07.2021-kabul tarihi: 20.08.2021; DOI: 10.29000/rumelide.985013]
2 Dr., Balıkesir Üniversitesi, Yabancı Diller Yüksekokulu, Yabancı Diller Bölümü (Balıkesir,Türkiye), erkandemir508@@hotmail.com, ORCID ID: 0000-0002-3447-9596

COVID- 19 pandemi sürecinde evde kalma günlerinin yabancı dil öğrencilerinin dil öğrenme motivasyonuna etkisi

Öz

Dünya, COVID-19 salgını nedeniyle ekonomi, sağlık ve eğitim sistemi açısından olağandışı bir dönüşüm sürecinden geçiyor. Dijital teknoloji, çevrimiçi eğitimi zaten geliştirmiş olduğu için, eğitim sistemi, "yeni normal" döneme kolayca uyum sağlayabildi. Dünyanın her yerinden öğrenciler, öğretmenler ve akademisyenler, eğitimi çevrimiçi olarak sürdürmek için dijital platformları kullanma şansına sahip oldular. Diğer ülkeler gibi, Türk üniversiteleri de pandemi sırasında çevrimiçi eğitim uygulamaktadır. Eğitimdeki paydaşlar, çevrimiçi eğitim sisteminden farklı şekilde etkilenmiştir. Bu çalışmada, COVID-19 salgını sırasında öğrencilerin çevrimiçi İngilizce derslerinde hangi dil deneyimlerini yaşadıklarını, çevrimiçi İngilizce eğitimine yönelik motivasyon düzeylerini, İnterneti etkili bir şekilde kullanıp kullanamadıklarını ve çevrimiçi İngilizce dersleri alıp almadıklarını, hangi teknikleri yararlı buldukları ve evde kalma günlerinin dil öğrenme motivasyonunu nasıl etkilediğini tespit etmek amaçlanmıştır. Bu çalışmada nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır. Katılımcılar 2020-2021 eğitim-öğretim yılı bahar döneminde Bartın Üniversitesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı 1. ve 2. sınıfta öğrenim gören öğrencilerden oluşmuştur. Araştırmaların verileri, Google Formda hazırlanmış tam yapılandırılmış görüşme formu ile öğrencilere link paylaşılarak toplanmıştır. Verilerin analizinde frekans, yüzde hesaplamaları ve nitel yöntemler arasında yer alan içerik analizi çözümleme tekniği kullanılmıştır. Bulgular, pandemi sürecinde evde kalma süresinin dil öğrencilerinin motivasyonunu olumsuz etkilemediğini göstermektedir. Yüz yüze eğitimin sağlamış olduğu pozitif enerji eksikliği ve COVID-19 önlemlerinin öğrenciler üzerindeki psikolojik etkileri olsa da, pandemi sürecinde öğrenciler, istekli bir şekilde İngilizce öğrenme eğiliminde olmuştur. Öğrencilerin ayrıca teknolojinin olumlu etkisinin farkında olup İngilizce pratik yapmak için çeşitli web sitelerini, sosyal medya araçlarını kullandıkları ve çok azı da olsa çevrimiçi kurslara katıldığı belirlenmiştir. Böylece öğrencilerin COVID-19 salgını nedeniyle evde kalma sürecini İngilizce öğrenme ve pratik yapma lehine olumlu değerlendirdikleri sonucuna ulaşılmıştır.

Anahtar kelimeler: COVID-19 pandemi süreci**,** yabanci dil öğrenme, motivasyon, yabanci dil öğrencileri

1. Literature review

All countries in the world have been challenged severely by COVID-19 pandemic outbreak in the city of Wuhan in the beginning of 2020 and all nations still struggle with the virus. Millions of people have been hospitalized and over 2 million people have now lost their lives to COVID-19 (WHO, 2021). That has affected not only the world economy but also the way of life, people's mindsets, culture, work and education lives. Most of the nations could cope with this extraordinary situation by using their well-developed medical services, economic power and technology in many sectors, such as finance and education. After the COVID-19 pandemic forced schools and universities to close their doors, impacting an unprecedented number of learners worldwide (Unesco, 2020), distance education became a precious tool for all the countries to continue educational activities. In particular, pandemic has caused people to understand the value of knowing a foreign language for it is becoming more significant to take the jobs in the global competitive job markets. Foreign language education is of great importance in today's world because world has been undergoing transformation in terms of digitalization which also requires good foreign language knowledge. Learning a second language not only connects a person to entire world as a world citizen but also gives opportunity to find a home office work that any company offers in the world.

376 / *RumeliDE* Journal of Language and Literature Studies 2021.S9 (August)

The effect of stay at home days on the language learning motivation of foreign language students during the COVID-19 pandemic process / A. Adıyaman; Ç. Demir (pp. 374-388)

Foreign language learning is a complex process and there are many and multidimensional factors affecting this process. The learning environment, the teacher, the methods and techniques used in teaching, the curriculum, the length and intensity of the learning period and individual differences are given as examples (Tuncer, Berkant, Doğan, 2015; Ay, 2014). However, individual differences include cognitive, affective and social characteristics such as age, gender, personality, culture, learning styles and strategies, attitude, motivation and anxiety (Aydoğmuş and Kurnaz, 2017; Yalçın Arslan and Kılıç, 2016).

Motivation is a strong drive which is related to what one feels about an action and this driving force lets us create and solve and learn about a subject. It is not a stable state of mind but always fluctuates and changes dynamically in constant interaction with the learners' environment. The development of language learning motivation theory over this period has been characterized by an ever increasing appreciation of the complexity of motivation which is operating within individuals in varying ways and at differing levels while continually being influenced by the formal and informal contexts in which a language is learned or acquired. As in all other fields, language learning requires high motivation and focus for there are many distraction items around us (Johnson, 2013).

Learners are bombarded with pop up subjects in internet platforms. They are consciously and unconsciously loaded with junk information in mobile applications and internet platforms which doesn't help them pick up a new word in a foreign language let alone acquire a new language. Pandemic and staying home became other demotivating components which impede language learning because 'without social integration, students find it more challenging to persist in their studies' (Meeter, 2020). There is a positive correlation between learning environment and high motivation. There is no doubt that extraordinary situations directly affect students' language learning motivation. What pandemic brought about is to cause students be stuck at their houses and pursue their studies through remote education.

Socialization in classrooms helps increase motivation. Although 'e-learning overcomes the time and space constrains in traditional contexts with a more flexible learning experience and an opportunity of more interaction and feedback, it might lead to a better cognitive development and learning outcome (Garrison et al., cited in Yang, 2015), distance education cannot create real life social atmosphere students have experienced in their face to face education periods. Language learning motivation is directly related to socialization. Because it is not possible for students to socialize and interact with each other in the school environment in distance education classes. Socialization is the most important factor that increases language learning motivation. Language learning is not achieved at a satisfactory level as the student's in-class interaction decreases very much with the pandemic.

It goes without saying that the COVID- 19 pandemic created great anxiety and feeling of unknowingness for all the people in the world. The university students have tried to cope with the pandemic by making use of internet to the utmost during the lockdown days. The gap of face to face education was tried to be filled by attending the online courses that their universities have offered. Whatever teaching techniques or methods can be by used the academics, motivation of language learners can only boost in the classroom atmosphere for language learning requires close interactions among the students as Alamuddin (cited in Burke, 2020) remarks;

"Students talked a lot about really missing being in person with their classmates, with their colleagues, with their faculty members, and having those spontaneous, organic conversations and relationships. They miss the ones they make in the context of their college education specifically, because not only does it make them

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2021.Ö9 (Ağustos)/ **377**

COVID- 19 pandemi sürecinde evde kalma günlerinin yabancı dil öğrencilerinin dil öğrenme motivasyonuna etkisi / A. Adıyaman; Ç. Demir (374-388. s.)

excited about learning and hold them accountable and motivate them to stay engaged in school, but they also actually learn a lot more."

According to a research done by Goncharova (2020) the share of students who reported being completely satisfied with online education dropped from 21% to 14% during the two months of the pandemic. 34% percent of students do not find remote learning less effective than in person forms. Krüsemann (2020) suggests 3 tips to increase students' motivation in remote education:

1 – Yes you can!

Supporting learners' self-efficacy facilitates a sense of satisfaction and progress, and feeds the desire to go on[v]. Create plenty of opportunities for success at just the right level, so that students can experience mastering a challenge.

Help your students to feel good about their learning by setting incremental and achievable goals. Adapt exercises to suit your learners – often this may involve breaking down tasks into smaller steps and giving highly detailed instructions. Instead of 'read the text and answer the questions', you could micro-structure the task into: '1. Look at the images. What do you think the text could be about? 2. Read the headline. How has your prediction about the text changed? 3. Read the first paragraph. What surprises you?', etc. To help you find the appropriate level of challenge, get students' feedback via a traffic light system (red/amber/green), or exit tickets (e.g. the free Socrative app or website).

2 – Who's in charge?

Don't be scared of increasing how much 'say' you give your students over when, where, and to some extent even, what they're learning, so that they can experience agency and control. In asynchronous learning, students already exercise autonomy by studying in their own time and place, without the presence of a teacher.

Take student choice a step further by offering at least 2 options for homework tasks e.g. writing a) a formal letter, or, b) an informal text message. Or you could keep the task the same e.g. write a blog post to persuade readers to donate to charity, but let students choose the content, e.g. a charity of their choice.

In selecting your materials and tasks, be guided by your learners' interests and natural curiosity. If you don't know what interests them or what they find relevant – ask them! You could give them a list of topics to rank for interest, and allow them to add their own topics as well.

3 – Only connect!

Nobody likes struggling on their own – and that goes for your learners as well as for yourself. Encourage students to set up instant messaging or email groups with their friends, as well as with yourself for some study and moral support, as well as for some much-needed laughs.

For yourself, keep in touch with friends and colleagues to share the highlights (and sometimes lowlights) of the new teaching conditions. Pick activities and content that you and your students like – this may include playing games, but not necessarily so: in our survey, the motivating effects of games and competitions declined with age.

Motivation determines the productivity of teaching and learning activity. According to the study done by Hartshorn, 'the effects of pandemic increased stress for both students and teachers across an array of contexts.'(Hartshorn, 2020) The success in remote foreign language learning in pandemic process depends on motivation of the learners and teachers. The qualification of the language teachers, preparedness of the learners for online language classes, personal traits of teachers and learners are the decisive factors which boost or decrease language learning motivation. The stress of Pandemic, lockdown days, their anxiety about staying safe and healthy put extra psychological pressure on the students' willingness to realize themselves in terms of foreign language learning.

As the other countries do, Ministry of National Education and Higher Education in Turkey provide online education in pandemic period. This extraordinary period of staying at home and distance education process in Turkey made it necessary to make academic research regarding the impact of online education on the students and teachers. This study explores what language learners in Turkey think about distance learning, how they have felt during distance education process, whether pandemic and distance learning affected their motivation or not. In this study, it was aimed to determine the effects of staying at home and distance education on foreign language learning motivation under the light of the language students' attitudes towards online language education at Bartın University.

2. Research questions

The study was designed to analyse the following research questions:

1. During the lockdown have you had a chance to study and practice English? If yes, on average about how many hours a day? If not at all, why didn't you get a chance?

2. Have you used Internet efficiently to learn English? What websites or social media helped you learn English?

3. Have you had chance to take online English courses? What are these language courses effective on?

4. Overall do you find using the internet has been an effective way to study and practice English?

5. Has lockdown period affected your motivation of learning English positively or negatively? Why?

3. Research methodology

3.1 Design

The design of the present study is a case study. "Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life" (Simons, 2009, p.21). In this study it is aimed to investigate the effect of stay at home days on the language learning motivation of foreign language students during the COVID-19 pandemic process.

3.2. Participants

The participants of the study consisted of students studying in the 1st and 2nd grade of the English Language Teaching Program of Bartın University, Department of Foreign Language Education, in the spring semester of the 2020-2021 academic years. The participants of the study were determined using convenience

sampling method, which is one of the purposive sampling methods. "This sampling method brings speed and practicality to the research. Because in this method the researcher chooses a situation that is close and easy to access" (Yıldırım and Şimşek, 2008, p. 113). These participants were selected because this study was conducted to determine the effects of staying home days on the language learning motivation of foreign language students during the COVID-19 pandemic process, and because it was possible for researchers to reach first and second grade students in English Language Teaching. Information on genders of the 68 students participating in the interview is summarized in table 1.

Table 1. Overall distribution of ELT students by gender

		f	%
Gender	**Male**	30	44,1
	Female	38	55,9

As given in Table 1, 38 (55.9%) of ELT students participating in the study are female and 30 (44.1%) are male.

The distribution of the students participating in the study by age is shown in Table 2:

Table 2. Overall distribution of ELT students by age

		f	%
Age	18	4	5,8
	19	30	44,1
	20	22	32,3
	21	3	4,4
	22	1	1,4
	23	1	1,4
	25	1	1,4
	26	1	1,4
	31	3	4,4
	33	1	1,4
	40	1	1,4
	44	1	1,4

Table 2 shows that the majority of the students are (55.9%) 19 years old and 44.1 % are 20 years old. The percentage of students in other age groups is very low (5,8 %; 4.4% and 1.1 %).

Table 3 describes the types of high schools the participants graduated from:

Table 3. Overall distribution of ELT students by type of high schools

		f	%
	Anatolian High School	56	82,3
	Religious Education High School	5	7,3
Type of high schools	Anatolian Vocational and Technical High School	4	6
	Multi-Program Anatolian High School	2	3

380 / *RumeliDE* Journal of Language and Literature Studies 2021.S9 (August)

The effect of stay at home days on the language learning motivation of foreign language students during the COVID-19 pandemic process / A. Adıyaman; Ç. Demir (pp. 374-388)

Open Education High School	1	1,4

As can be understood from Table 3, most of the students (82.3 %) graduated from Anatolian High School. Apart from that, some of the students (7.3 %) graduated from Religious Education High School, some of them (6 %) graduated from Anatolian Vocational and Technical High School, 2 students graduated from Multi-Program Anatolian High School and only 1 student graduated from Open Education High School.

The classes of the participant are presented in Table 4 below:

Table 4. Overall distribution of ELT students by class

		f	%
Class	**1. class**	38	56
	2. class	30	44

As Table 4 shows, 56% of the participants study in the first class, and 44% in the second class.

3.3. The data collection instrument and process

The research data were collected with demographic information questions and structured interview form prepared in Google Form by sharing a link to the students. After gathering the required permission, the interview form link was sent to the students. The purpose of the study was explained in the interview form and it was stated that participation would be on a voluntary basis. It was also stated that the data obtained during the interview will be kept confidential and will not be shared with anyone.

3.4. Data analysis

The data obtained from demographic information questions and interviews were analysed by frequency and content analysis technique**.** The content analysis method is "the systematic reduction of content, analysed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of the data" (Roller and Lavrakas, 2015, p.232). According to the research findings, the data were organized under categories. Subsequent results are presented in relation to each other with the necessary quotations.

4. Research findings and discussions

Research findings are arranged according to the research questions.

4.1. Results of the first research question

This section involves students' responses to the first question in the interview form: "During the lockdown have you had a chance to study and practice English? If yes, on average about how many hours a day? If not at all, why didn't you get a chance?   Responses were divided into two categories: "Yes and average hours per week", "No and reasons" and presented with frequency and percentage values in table 5.

Table 5. The distribution of students' responses to the first research question

The responses "Yes"	The responses "No"

Adres	Address
RumeliDE Dil ve Edebiyat Araştırmaları Dergisi	*RumeliDE Journal of Language and Literature Studies*
Osmanağa Mahallesi, Mürver Çiçeği Sokak, No:14/8	Osmanağa Mahallesi, Mürver Çiçeği Sokak, No:14/8
Kadıköy - İSTANBUL / TÜRKİYE 34714	Kadıköy - ISTANBUL / TURKEY 34714
e-posta: editor@rumelide.com	**e-mail:** editor@rumelide.com
tel: +90 505 7958124, +90 216 773 0 616	**phone:** +90 505 7958124, +90 216 773 0 616

Average hours per week	f	%	Reasons	f	%
1-2 hours	4	5,8	Lack of motivation despite having free time	2	3
2 hours	5	7,3	Due to poor internet connection	1	1,4
3-4 hours	7	10,2	Lack of time due to distance education	2	3
4-5 hours	6	8,8	Lack of time due to homework and presentations	3	4.4
6-7 hours	2	3	Lack of suitable working place for practice due to the pandemic	1	1,4
8 hours	3	4,4	Unwillingness and Indolence	5	7,3
10 hours	8	11,7	Working in a job and not having time	3	4,4
10-15 hours	6	8,8	No need to practice	1	1,4
almost every day of the week	9	13,2			

Table 1 shows that 50% of the students answered "Yes" to the first research question and how many hours on average these students have studied and practiced English per week. The time that students devote to studying and practicing English varies. Accordingly, the vast majority of the students (13.2%) stated that they have studied English almost every day a week, and the minority of the students (3%) have studied and practiced English 6-7 hours a week. It is understood from these answers that the majority of the students participating in the study have the chance to study and practice English and they have spent different hours on average per week during the lockdown.

As can be seen from Table 5, 18 students answered "No" and gave different reasons. 7.3% of these students stated that they do not have a desire to work and they are lazy to work. 4.4% of the students expressed that they could not spend time to study and practice English because they must work in a job, and 4.4% of them said that they don't have the opportunity due to their homework and presentations. Other reasons are that students cannot find time to study and practice English due to distance education (3%); lack of motivation despite having time (3%); not having a suitable room to work due to staying at home during the pandemic (1.4%); poor internet connections (1.4%) and there is no need to practice and work (1.4%). According to these reasons, some students have not had the chance to study and practice English during the lockdown due to necessity and some students for personal reasons.

4.2. Results of the second research question

The students' responses to the second research question "Have you used internet efficiently to learn English? What websites or social media helped you learn English?" were divided into two categories. The responses of first category "Yes, I have used the internet efficiently" "websites" and "social media" were shown in Table 6.

Table 6. The distribution of students' responses to the first category

"Yes I have used the internet efficiently"					
Websites	**F**	**%**	**Social media**	**f**	**%**
Online Dictionary (Tureng, Oxford etc.)	11	16,1	YouTube	23	33,8
Netflix	7	10,2	Instagram	13	19,11
Online news sites (BBC etc.)	6	9	Twitter	8	11,7
Foreign movie series sites	4	6	Telegram	6	9

382 / *RumeliDE* Journal of Language and Literature Studies 2021.S9 (August)

The effect of stay at home days on the language learning motivation of foreign language students during the COVID-19 pandemic process / A. Adıyaman; Ç. Demir (pp. 374-388)

Google	4	6	Whatsapp	5	7,3
Cake	3	4,4	Facebook	4	6
Online games	3	4,4			
BBC Learning English	3	4,4			
No specific website	3	4,4			
Hello Friends	2	3			
Twitch	2	3			
Lingua Marina	2	3			
Voscreen	2	3			
Discord	2	3			
Cambly	2	3			
Meet2talk	1	1,4			
Hoop	1	1,4			
Grammarly	1	1,4			
Online blogs	1	1,4			
We heart it	1	1,4			
Databases of the university library	1	1,4			
Hello Talk	1	1,4			
Podcasts	1	1,4			
Tumblr	1	1,4			
Slide share	1	1,4			
Duolingo	1	1,4			
Ted talks	1	1,4			
National Public Radio (NPR)	1	1,4			
Language learning apps	1	1,4			
Interpals	1	1,4			
Cambridge English	1	1,4			
National Geographic	1	1,4			
Snapchat	1	1,4			

* Students stated that they have used more than one websites and social media.

Table 6 points up the number and percentage of students who answered "Yes, I have used the internet efficiently" to the second research question, as well as the websites and social media they have used. These students stated that they have used mostly online dictionaries (16.1%) and at least (1,4%) Meet2talk, Grammarly, Tumblr, National Public Radio (NPR), National Geographic etc. as a web site. However, they stated that they have used YouTube the most (33.8%) and Facebook the least (6%) as social media.

The students' responses to according to second category "No, I have not used the internet" and "reasons" was given in Table 7.

Table 7. The distribution of students' responses to the second category

No, I have not used the internet.		
Reasons	**f**	**%**
Adequate learning in lessons	2	3
No need to use	2	3
Lack of time due to lessons	1	1,4
Choosing to use books instead of the internet	1	1,4
Lack of time to use websites and social media	1	1,4

Table 6 illustrates the number and percentage of students who answered "No, I have not used the internet efficiently" to the second research question and the reasons. According to this, 3% of the students stated that what they learned in the lessons is sufficient and they do not need to use it. One student stated that she/he did not have time to learn on the internet because of her/his lessons, one student preferred to learn from books instead of the internet, and one student stated that she/he did not have time to use websites and social media. According to these findings, it is understood that the majority of students have used the internet effectively by using different websites and social media.Few of them have not used the internet because they could not find time and thought the lessons are sufficient and have not needed it.

4.3. Results of the third research question

The students' responses to the third research question "Have you had chance to take online English courses? What are these language courses effective on?" were divided into two categories: "Yes, I took online Courses" and "These courses are effective on…" "No, I did not take online courses" and "reasons". The responses are presented in table 8.

Table 8. The distribution of students' responses to the third research question

"Yes I took online Courses"			"No, I did not take online courses"		
These courses are effective on…	F	%	Reasons	f	%
Speaking	2	3	Say no reason	47	70
Grammar	1	1,4	Lack of opportunity	6	9
Digital Storytelling and E-portfolio	1	1,4	The activities in the lessons are sufficient	4	6
Speaking, vocabulary exercises and Pronunciation	1	1,4	Due to its fee	2	3
Vocabulary exercises	1	1,4	Not preferring	2	3
			Unwillingness	1	1,4

Table 8 demonstrates that 6 of 68 students took online courses. Two of them stated that these courses are effective on speaking, 1 of them stated that they are effective in terms of grammar, 1 of them stated that they are effective on digital storytelling and e-portfolio, 1 of them stated that they are effective on speaking, vocabulary exercises and pronunciation, and one of them stated that they are effective on vocabulary exercises. However, most of the students (%91,1) expressed that they did not take online courses. The majority of these students did not say why they did not take an online course. 9% stated that they have not had the opportunity to take online courses, 6% told that the activities in the lessons are sufficient, 3% declared that the courses are paid, 3% asserted that they did not prefer to take online courses and one person stated he/she is not willing to take the online courses. During the lockdown students also do their lessons with distance education and it can be thought that this situation may have an effect on their not taking online courses, apart from the reasons stated above.

4.4. Results of the fourth research question

The students' responses to the fourth research question "Overall do you find using the internet has been an effective way to study and practice English?" were divided into two categories: "Yes, I do" and "reasons" and "No, I do not" and "reasons". The responses are presented in table 9.

Table 9. The distribution of students' responses to the fourth research question

"Yes I do."			"No, I do not."		
Reasons			**Reasons**		
	f	**%**		**f**	**%**
Providing easy and fast access to many content	23	33,8	Causing me to use google translate	1	1,4
Lots of free resources available (Web sites, videos, essays, pdf documents, online courses)	13	19,1	Learning a language better in face-to-face education	1	1,4
Finding foreign people and practicing with them without going abroad	13	19,1	Not learning a language correctly only on the internet	1	1,4
Providing the opportunity to watch videos and movies of foreign language speaking people	7	10,2			
Impossible to practice without internet	4	5,8			
Opportunity to work at any time, regardless of the location	1	1,4			
Effective when used in a fun way	1	1,4			
Opportunity to find any kind of education desired	1	1,4			
The most effective alternative in the pandemic process	1	1,4			
Researching and learning everything you want	1	1,4			

Table 9 shows that 65 students answered "Yes I do" to the fourth research question. The students gave different reasons for this question. 33.8% of those who think that the internet is an effective way to study and practice English stated that the internet provides easy and fast access to many contents. On the other hand, 19.1% said that the internet provides access to many resources and the other 19.1% expressed that internet offered the opportunity to practice with foreign people without going abroad. The percentage of those who say that the internet enables you to watch videos and movies of foreign language speaking people is 10.2%. 5.8% of the students remarked that it is not possible to practice English without internet. Other reasons are with a percentage of 1.4% that the internet can be used anytime without restriction of place

and time, it is effective when used in a fun way, it is the most effective learning alternative in the pandemic process, and it makes possible to research and learn everything.

Except for the positive answers, 3 students answered "No I do not". The reasons are that the internet causes the uses of goggle translate, face-to-face learning is better in foreign language learning, and the language cannot be learned correctly only through the internet. According to these data, it is understood that most of these students living in the technology age use the internet to learn and practice foreign languages. Because the internet, like many things, offers many opportunities to learn and practice foreign languages.

4.5. Results of the fifth research question

The students' responses to the fifth research question "Has lockdown period affected your motivation of learning English positively or negatively? Why?" were divided into three categories: "Positively" and "reasons"; "Negatively" and "reasons" and "Neither positive nor negative". The responses are presented in table 10.

Table 10. The distribution of students' responses to the fifth research question

"Positively."			"Negatively."			Neither positive nor negative"	
Reasons			Reasons				
	f	%		f	%	f	%
Having a lot of time to do activities in English	12	17,6	Staying constantly at home destroys the desire to learn	9	13,2	18	26,4
Having time to improve yourself	8	11,7	Staying at home is not suitable for English learning	4	5,8		
Improving English easier on your own	4	5,8	No mutual interaction	2	3		
Willingness to learn another foreign language	2	3	Not being exposed to English too much	2	3		
Improving listening skill by watching more videos and movies	2	3	Dislike of online education	1	1,4		
Having the opportunity to communicate with more foreign people	2	3	No more time to learn English due to homework	1	1,4		
Possibility to focus on the topics which they have insufficient knowledge about.	1	1,4					

Table 10 displays that the students answered the fifth research question of the study in three different ways. The percentage of students who answered that lockdown period has affected their motivation to learn English "positively" is 45.6%. As a reason, most of these students (17,6%) explained that they have a lot of time to do activities in English, 11.7% of these students have time to improve themselves and 5.8% of these students have improved English on their own. However, the students stated that they have wanted to learn other foreign languages during this process (3%), they improved their listening skills by watching more videos and movies (3%), they communicated with more foreign people (3%) and they could study more on the topics which they have insufficient knowledge about.

386 / *RumeliDE* Journal of Language and Literature Studies 2021.S9 (August)

The effect of stay at home days on the language learning motivation of foreign language students during the COVID-19 pandemic process / A. Adıyaman; Ç. Demir (pp. 374-388)

The percentage of students who answered that lockdown period has affected their motivation to learn English "negatively" is 28%. 13.2% of these students indicated that staying at home permanently destroys their desire to learn. 5.8% of these students said that staying at home is not suitable for learning English, 3% of these students do not have mutual interaction, 3% do not have too much exposure to English, one person does not like distance education, and another person had no more time to learn English because of homework.

The percentage of those who were neither positively nor negatively affected by this process is 26.4%, and these students did not give a reason. Considering all these data, contrary to what is thought, this process affected students' motivation to learn English more positively. This is because they spend more time studying English as they stay home all the time in the lockdown period.

5. Conclusion and discussion

The COVID-19 Pandemic has been challenging for education lives of all the students, from secondary to university level. This study aimed to reveal the effects of staying at home during the COVID-19 pandemic process on the motivation of language learning of 1st and 2nd grade FLE students' studying in the 1st and 2nd grade of the English Language Teaching Program of Bartın University, Department of Foreign Language Education, in the spring term of the 2020-2021 academic years. Findings obtained from the structured interview form completed by the students show that stay at home period in pandemic process did not have a negative impact on the students in FLE departments. Even though there was a lack of positive energy face to face education brought and the psychological impacts of COVID-19 precautions on the FLE students, it is noteworthy to state that students of FLE classes tended to study English more willingly in pandemic process. Contrary to this finding of the study, Tümen Akyıldız (2020) found that the most common problems during the COVID-19 global epidemic faced by English teachers working in a secondary school were due to students, and this was the low motivation of students. With a similar result, Dolmacı and Dolmacı (2020) determined that one of the important problems faced by faculty members in the simultaneous foreign language teaching process is to ensure and increase students' motivation.

The study also shows that students of FLE classes are technology friendly and like using online platforms to practise English. What is considerably significant point about the findings of this study is that 50% of the students studied English every week day during stay at home days in pandemic process and spent 6 hours to study and practise English. The students stated that during this period, they used the internet effectively and various websites (online dictionary, Netflix, online news sites, podcast, snapchat, grammar etc.) and social media tools (YouTube, Instagram, and Twitter etc.) helped them learn foreign language, which clearly indicates that students of FLE department took advantage of technology, online education and autonomous learning and made use of online applications effectively to persue their foreign language education. The students expressed that digital platforms provided easy, free and fast access to many resources, enabled communication with foreign people without going abroad, enabled learning without time and place restrictions, and that any desired information could be researched and learned. Very few students claimed that foreign language learning via the internet was not effective and couldn't be learned correctly and that face-to-face education was better. In the studies on the use of various websites, applications and social media tools in foreign language learning, it was determined that students used them effectively and benefit from them (Adıyaman and Adıyaman, 2020; Aslan, 2018; Tılıç, 2016; Çuhadar and Yücel, 2010). In addition to these internet applications, the present study explored whether the students attended an private online courses during this process. It was found out that the majority of the students did not attend an online course provided by digital companies and did not specify any reason. Some of them declared that they did

Adres	Address
RumeliDE Dil ve Edebiyat Araştırmaları Dergisi	*RumeliDE Journal of Language and Literature Studies*
Osmanağa Mahallesi, Mürver Çiçeği Sokak, No:14/8	Osmanağa Mahallesi, Mürver Çiçeği Sokak, No:14/8
Kadıköy - İSTANBUL / TÜRKİYE 34714	Kadıköy - ISTANBUL / TURKEY 34714
e-posta: editor@rumelide.com	**e-mail:** editor@rumelide.com
tel: +90 505 7958124, +90 216 773 0 616	**phone:** +90 505 7958124, +90 216 773 0 616

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2021.Ö9 (Ağustos)/ 387

COVID- 19 pandemi sürecinde evde kalma günlerinin yabancı dil öğrencilerinin dil öğrenme motivasyonuna etkisi / A. Adıyaman; Ç. Demir (374-388. s.)

not participate in the online language courses provided by digital companies for they were not free. They attended the online courses provided by the FLE instructors. They stated that these courses were sufficient. Students who attended the online courses provided by digital companies stated that the courses were effective in speaking, grammar, vocabulary exercises and pronunciation, Digital Storytelling and E-portfolio.

Based on the findings obtained in this study, the following topics can be suggested for further academic researches:

Outcomes of hybrid education in terms of efficiency of foreign language learning during pandemic process,

Do high students learn English better through online education or not?

Student-student and teacher-student interaction in online English language education in secondary schools during pandemic process.

References

Adıyaman, A., & Adıyaman, A. (2020). Uluslararası öğrencilerin yabancı dil öğreniminde bilgi ve iletişim teknolojilerini kullanımlarına yönelik görüşlerinin belirlenmesi.

Bilgi ve İletişim Teknolojileri Dergisi, 2(1), 54-72.

Aslan, E. (2018). Otomatik Çeviri Araçlarının Yabancı Dil Öğretiminde Kullanımı: Google çeviri örneği. *SEFAD, 39*, 87-104.

Ay, S. (2014). Yabancı dil öğretiminde bireysel farklılıklar kavramına genel bir bakış. *Dil Dergisi*, 164, 5-18.

Aydoğmuş, M., & Kurnaz, A. (2017). Ortaokul İngilizce dersi tutum ölçeğinin geçerlik ve güvenirliği. *Eğitim, Bilim ve Teknoloji Araştırmaları Dergisi, 2*(2), 14-24.

Burke, L. (2020). *Moving into the long term*. Inside Higher Ed. Retrieved October 20, 2020, from https://www.insidehighered.com/digital-learning/article/2020/10/27/long-term-online-learning-pandemic-may-impact-students-well

Çuhadar, C., & Yücel, M. (2010). Yabancı dil öğretmeni adaylarının bilgi ve iletişim teknolojilerinin öğretim amaçlı kullanımına yönelik özyeterlik algıları. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 27*, 199-210.

Dolmacı, M., & Dolmacı, A. (2020). Eş zamanlı uzaktan eğitimle yabancı dil öğretiminde öğretim elemanlarının görüşleri: Bir Cavit 19 örneği. *Türk Eğitim Bilimleri Dergisi, 18*(2), 706-732.

How are you learning during the COVID-19 pandemic? (n.d), retrieved January 10, 2021, from https://en.unesco.org/covid19/educationresponse/learningneverstops

Johnson, M.P. (2013). A longitudinal perspective on EFL learning motivation in Japanese engineering students. In Apple, M.T., Da Silva, D., Fellner, T. (Eds.), *Language learning motivation in Japan (*pp. 189–205). Bristol: Multilingual Matters.

Hartshorn, K. J., & Benjamin L. M. (2020). The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States. International Journal of TESOL Studies, 2(2) 140-156.

Goncharova, N., & Zaitseva, E. (2020). Responses of Russian Universities to the Challenges of Covid- 19 Pandemic. In *European Conference on e-Learning* (pp. 221-XV). Academic Conferences International Limited.

Kırık, AM. (2014). Uzaktan eğitimin tarihsel gelişimi ve Türkiye'deki durumu. *Marmara iletişim Dergisi*, 21. DOI: 10.17829/midr.20142110299

Krüsemann, H.(2020). *3 tips from research to improve student motivation during the pandemic*. Retrieved October 20, 2020, from https://www.cambridge.org/elt/blog/ 2020/08/21/3-tips-students-motivation-during-pandemic/

Meeter, M., Bele, T., Den Hartogh, C.F., Bakker, T., De Vries, R.E. & Plak, S.(2020). *College students' motivation and study results after COVID-19 stay-at-home orders*. Vrije Universiteit, Amsterdam. doi:10.31234/osf.io/kn6v9

Roller, M. R., & Lavrakas, P. J. (2015). *Applied qualitative research design: A total quality framework approach*. New York, NY: Guilford Press.

Simons, H. (2009). *Case study research in practice*. London: SAGE

Tılıç, G. (2016). Yabancı dil öğreniminde kullanılan etkileşimli mobil uygulamalar: Duolingo örneği. *Eğitim ve Öğretim Araştırmaları Dergisi Journal of Research in Education and Teaching, 5*(Özel Sayı), 303-313.

Tuncer, M., Berkant, H.G., & Doğan, Y. (2015). İngilizce'ye yönelik tutum ölçeği'nin Türkçe'ye uyarlanması. *Eğitim ve Öğretim Araştırmaları Dergisi, 4*(2), 260-266.

Tümen Akyıldız, S. (2020). Pandemi döneminde yapılan uzaktan eğitim çalışmalarıyla ilgili İngilizce öğretmenlerinin görüşleri (bir odak grup tartışması). *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (21), 679-696. DOI: 10.29000/rumelide.835811

Yalçın Arslan, F., & Kılıç, M. (2016). İkinci dil öğreniminde bireysel farklar. E. Yücel, H. Yılmaz ve M.S. Öztürk (Yay. haz.). *Yabancı dil öğretimine genel bir bakış içinde*. (s. 88-96). Konya: Çizgi Kitabevi.

Yang, N. (2015). Quality teaching in large university classes: Designing online collaboration among learners for deep understanding. (Doctoral thesis). University of Trento, Italy.

Yıldırım, A., & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri.* Ankara: Seçkin Yayıncılık.

WHO, 2021, COVID-19 Weekly Epidemiological Update, retrieved January 18, 2021 from file:///C:/Users/Hp/Downloads/Weekly_Epidemiological_Update_23.pdf