



EDUCATIONE

Students' Attitudes Towards English Classes Delivered via TRT-EBA TV and the Education Information Network (EBA) during the Covid-19 Pandemic



Covid-19 Pandemisi Sürecinde TRT-EBA TV ve Eğitim Bilişim Ağı (EBA) Üzerinden Verilen İngilizce Derslerine Yönelik Öğrenci Tutumları

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Özet

Çevrimiçi öğrenme modunun dünyanın dört bir yanındaki eğitim kurumları tarafından benimsenmesi, COVID-19 salgınının ortaya çıkmasından sonra katlanarak artmıştır. Türkiye'deki eğitim kurumları da yüz yüze eğitimden online öğrenmeye geçince, öğrenen ve öğretmenler arasındaki ders memnuniyeti önemli konulardan biri haline gelmiştir. Bu nedenle, bu nicel çalışma, COVID-19 pandemisi sırasında acil uzaktan öğretim sürecinde 7. ve 8. sınıf öğrencilerinin EBA-ZOOM ve TRT-EBA TV aracılığıyla verilen İngilizce derslerine yönelik öğrencilerin tutumlarını araştırmayı amaçlamaktadır. Bu çalışmaya ilişkin veriler 204 ortaokul öğrencisinden Likert ölçeği ile toplanmıştır. Bulgular, katılımcıların çoğunun acil ve uzaktan öğrenme ortamında İngilizce öğrenmeye yönelik olumlu tutumları olduğunu, ancak sürecin neden olduğu birtakım zorluklarla karşı karşıya kaldıklarını ortaya koymuştur. Cinsiyet, sınıf ve il değişkenleri arasında küçük farklılıklar gözlenmesine rağmen, bunlar arasında anlamlı bir fark bulunamamıştır. Bu çalışmanın yöneticilere, öğretmenlere ve öğrencilere yönelik çıkarımlar vardır.

Anahtar Kelimeler: *Acil uzaktan eğitim, tutum, EBA Zoom, TRT EBA TV, Covid-19 pandemi*

Abstract

The adoption of online learning mode by education institutions across the globe has exponentially increased after the outbreak of the COVID-19 pandemic. As the education institutions in Türkiye too shifted from in-person instruction to online learning, course satisfaction became one of the emerging concerns among the stakeholders. Therefore, this quantitative study aims to investigate the attitudes of 7th and 8th graders towards English classes delivered via EBA-ZOOM and TRT-EBA TV during the emergency remote teaching process amid the COVID-19 pandemic. The data for this study were collected from 204 secondary school students via a Likert scale. The findings revealed that most of the participants had positive attitudes toward learning English in an emergency-remote learning environment, yet they faced a number of challenges and inconveniences caused by the process. Although slight differences were observed among the variables—gender, class and province—no significant difference was found. This study has implications for education stakeholders.

Keywords: *Emergency remote learning, attitudes, EBA Zoom, TRT EBA TV, Covid-19 pandemic*

INTRODUCTION

From the past to the present, educational policies and practices have been developed and modified in line with the requirements and needs of each century. Population growths, local and/or global riots and turmoil, wars, diseases have forced societies to design and implement a flexible and continuous education in terms of time and space. The fast technology and continually changing life conditions have also necessitated the creation of adaptive educational policies and practices.

The sudden outbreak of the COVID-19 virus in Wuhan, China, in December 2019, shook the entire world. Declared as a global pandemic in March 2020 by the World Health Organization (WHO, 2020), the COVID-19 pandemic has adversely impacted all walks of life, including education. In fact, it has caused the largest disruption of education systems in human history, affecting hundreds of educational institutions, thousands of teachers, millions of learners, and their parents across the globe, causing radical and sweeping changes in all aspects of our lives (WHO, 2020). Restrictive movement policies, partial or complete lockdowns, and social distancing measures due to the COVID-19 pandemic have deeply disturbed traditional educational practices, leading to closures of schools, training institutes and higher education facilities across the globe. The pandemic left no choice but to switch entirely to online teaching-learning overnight to meet the emerging market dynamics and adjust to the changing circumstances. Thus, the outbreak brought about a paradigm shift in the way education was delivered—through various online platforms—making synchronous and asynchronous online modes, distance and continuing education a panacea during this unprecedented global pandemic.

As is known, the COVID-19 pandemic has severely disrupted education and the course of instruction all over the world; Turkey is no exception. It led to the closure of education institutions, from kindergarten to colleges and universities, forcing them to change from in-class instruction to synchronous and asynchronous online instruction. Education institutions, caught off-guard by this unexpected shocking shift, found themselves unprepared to fully deal with this abrupt crisis (Erarslan, 2021). But as the pandemic evolved, so too did education responses. After getting over the initial shock and pulling themselves together,

education institutions reoriented their focus to educational and learning needs of students and began to question their satisfaction of classes.

There are three main learning areas: Benjamin Bloom's cognitive domain, David Krathwohl's emotional domain, and Anita Harrow's psychomotor domain (Sousa, 2016). The cognitive domain is focused on the learning and application of knowledge and intellectual abilities (Bloom, 1956). It aims to raise individuals who develop mental skills and the acquisition of knowledge, remember and reason on information, who can form concepts, generalizations, and theories. The psychomotor domain refers to physical movement, motor skills and the ability to coordinate them (Simpson, 1972). Affective domain, on the other hand, includes positive and negative emotions that a person has. Attitudes are shaped by emotions, values, interests, morality, character, and the power to make personal and social judgments, all of which are very important in the learning process (Malmivuori, 2001). Therefore, it would not be an overstatement to say that learners' attitudes towards e-learning play a defining role in their success.

A number of studies has been conducted on learners' attitudes towards e-learning (see Adedoyin & Soykan, 2020; Almahasees, Mohsen, and Amin, 2021; Alzahrani, 2022, Baloran, Hernan, Taoy, 2021; Akcil & Bastas, 2021; Chen, van Reyk, Reyna, & Oliver, 2022, Dewi & Muhid, 2021; Pokhrel & Chhetri, 2021; Yan et. al., 2020). For example, in such a study, Akbari, Egtesad, and Simons (2012) and Cinkara and Bagceci (2013) found that students' attitudes toward e-learning were a strong determinant in their taking the most advantage of e-learning as well as having an impact on their success. However, a number of conditions must be met for this tool to be effective. The effectiveness of e-learning is shaped by students' access to the Internet, their materials, and their readiness to accept and learn from this new digitally networked environment (Aydın, 2007; Tallent-Runnels et al., 2006). Similarly, Schrum and Hong (2001) revealed that the availability of tools, technological knowledge, learning styles, study habits, goals, and personal characteristics affect student achievement. For example, when experience in computer use is examined, it will be seen that most of the findings showed a possible effect on learners' attitudes. For instance, in Mitra's study (1998), participants who reported higher computer usage exhibited a more positive attitude toward computers across all attitude scales. The result indicated that computers are used for various

activities and the level of use is associated with attitudes towards computers. Divine and Wilson (1997) also expressed a similar finding in their study which revealed that students with more experience in using computers had more positive attitudes towards computers. Studies conducted after the outbreak of the COVID-19 pandemic yielded similar results. In one of the earliest studies done during the pandemic on the attitudes of ELT students towards distance education during the pandemic, Benhima and Ben Abdellah (2021) showed that the great majority of their participants generally preferred face-to-face education rather than distance education.

In a similar study on undergraduates' attitudes towards online language learning, Al Hosni and Al Dhahli, (2021) found that their participants generally had a positive attitude towards their online learning experience; they also underlined that the online instruction was a source of stress due to inconveniences such as technical issues, marathon assignments, disconnectedness and online identity. Likewise, Sinaga and Pustika (2021), in their study on students' attitudes towards English classes delivered through an online learning platform, Moodle, during the COVID-19 Pandemic, found that their participants showed a positive attitude toward the learning platform and the importance of learning English. However, the participants encountered some problems in learning English during the implementation of learning from home, where they lacked self-management to follow the learning activities. Likewise, in their study on the relationship between attitude toward e-learning and digital citizenship, Akcil and Bastas (2021) showed the close correlation between digital citizenship behaviors and e-learning attitudes. In another study on the attitudes of students living in campuses based in China and Australia toward remote learning during the COVID-19 pandemic, Chen, van Reyk, Reyna, and Oliver (2021) showed the importance of prior experience in having remote instruction. They observed that students based in Australia preferred remote learning due to the convenience of attendance and availability of the video recordings, whereas students in China preferred face-to-face instruction.

A handful of studies with the same scope have also been conducted in Türkiye too (see Akbulut, 2008; Cinkara & Bagceci, 2013; Civelek, Toplu & Uzun, 2021; Çevik & Bakioglu, 2021; Erarslan & Topkaya, 2017; Han, Oksuz, Sarman, & Nacar, 2020; Evişen, Akyılmaz & Torun, 2020). In one of such studies, Cinkara and Bagceci (2013), who investigated learners'

attitudes towards an online English course and the correlation between learners' attitudes and their success, found that the participants had positive attitudes to the online English course and discovered a statistically significant positive correlation between the participants' attitudes and their success. Conversely, Erarslan and Topkaya (2017), in their study on EFL students' attitudes towards e-learning and the effect of an online course on students' success in English, showed that the students had partly positive attitudes towards online course; however, the online course had no positive influence on their overall success. In another study on the attitudes and feelings of English preparatory class students towards the shift to online education, Evişen, Akyılmaz and Torun (2020) unearthed that their participants preferred traditional learning to online learning. In another study on the flow experiences of tertiary level Turkish EFL students in online language classes during the COVID-19 outbreak, Han, Oksuz, Sarman, and Nacar (2020) found that some problems disturbed the flow experiences of their participants, and that gender did not play a role on the participants' attitudes towards online language classes.

As can be seen, all of the studies conducted in Türkiye, after the outbreak of the pandemic, on the attitudes of the students towards language instruction were concerned with tertiary education. No study, to the best of our knowledge, has been done on secondary school students' attitudes towards online language learning in Türkiye. With this gap in mind, this study aims to investigate secondary school students' attitudes towards online language learning.

As soon as the COVID-19 pandemic was detected in Turkey, March 2020, various measures were taken in the field of education. Education at all levels began to be delivered via distance education platforms. Alongside this drastic shift in the mode appeared the need to evaluate its efficiency, quality, success, and students' satisfaction of it, for successful implementation of it depends on identifying the factors influencing it and teachers' and students' opinions of and attitudes towards this medium of instruction. To this end, this study aims to investigate secondary school students' attitudes towards English classes delivered via TRT EBA TV and EBA Zoom. It was conducted in four state secondary schools in Samsun and Sinop, with the participation of 204 7th and 8th grade students to answer the following questions:

1. What are the attitudes of secondary school students towards English classes conducted on TRT EBA TV and EBA Zoom?

2. Do students' gender, grade and location have an impact on their attitudes towards English classes conducted on TRT EBA TV and EBA, Zoom?

METHOD

Research Method

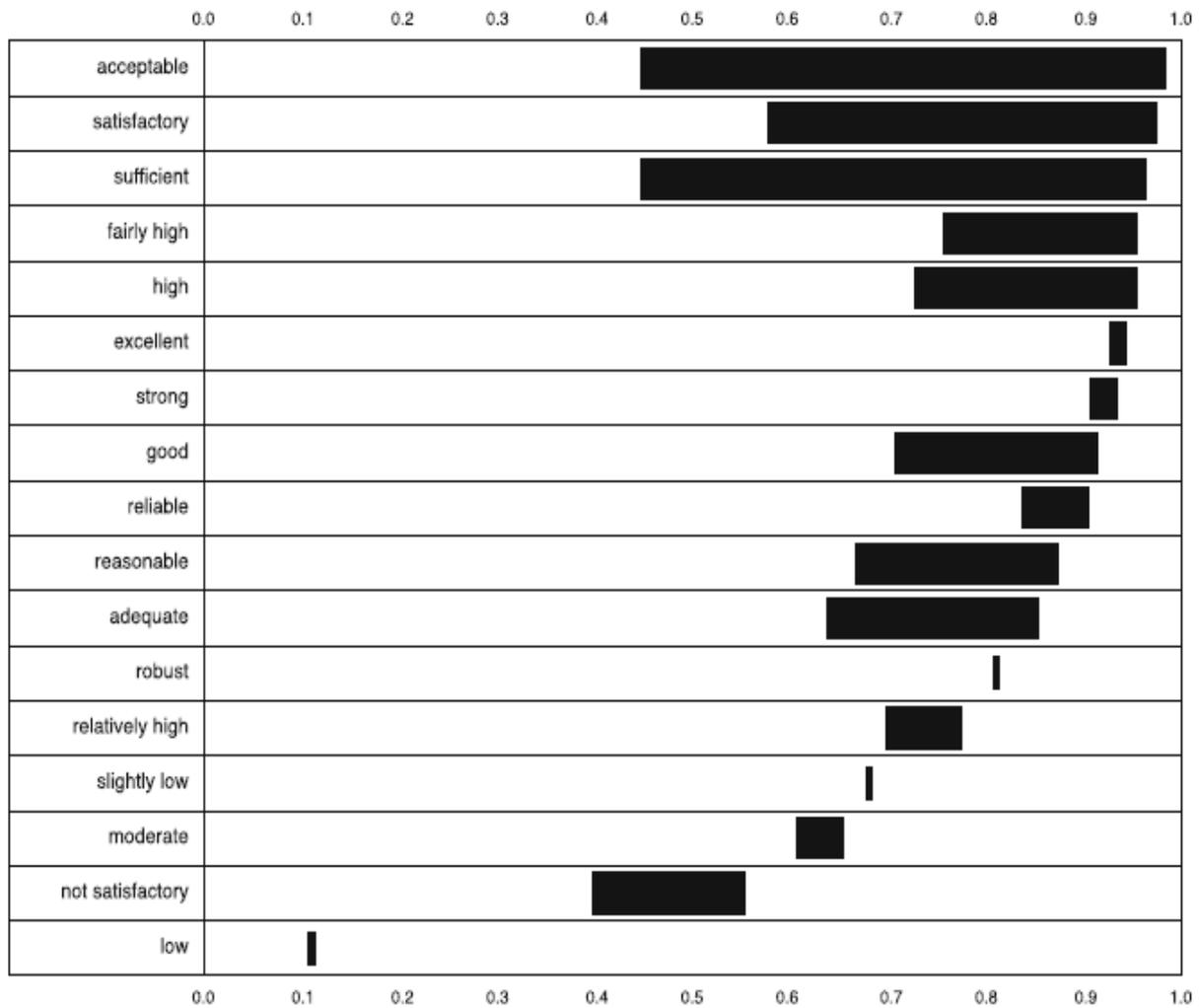
The primary objective of this study is to gain insight, via a Likert scale, into secondary school students' attitudes towards English classes conducted on TRT-EBA TV and the Education Information Network (EBA) in emergency remote learning process during the Corona virus pandemic. Descriptive research, according to Gay, Mills and Airasian (2012), identifies and describes the way things are, answer questions about the current nature of a subject matter.

The target population of this research was the 7th and 8th graders from four public secondary schools in Durağan, Sinop and Atakum, Samsun. The study was conducted at two different state schools in both cities. A total of 204 students from Şehit Kadiler Secondary School, Şehit Hüseyin Yanık İmam Hatip Secondary School, Mimar Sinan Secondary School, and Recep Tanrıverdi Secondary School participated in this study. Convenience sampling method was adopted by the virtue of the researcher's accessibility to the participants (Al-Gahtani, 2016).

The data for the study were collected via a quantitative data collection instrument, an attitude questionnaire focusing on the participants' attitudes towards learning English in remote teaching process. Additionally, it was aimed to analyze the differences in the participants' attitudes according to their demographic information.

After carefully analyzing the literature on attitudes towards learning English as a foreign/second language and after thoroughly identifying the factors influencing the emergency remote learning pandemic conditions and detecting problems and sub-

problems having a direct bearing on the subject-matter, a pool of items, was constructed. Then a draft 5-point Likert scale on attitude in Turkish was developed on Google form. This draft scale was revised on expert suggestions, and it underwent an additional for both content and diction. Afterward, the scale was piloted to assess its reliability and validity with 189 students. Participants were selected exclusively during the piloting stage through a convenience sampling method, and Cronbach's Coefficient Alpha was utilized. Participants involved in the pilot phase did not take part in the subsequent data collection process. The reliability of the scale was evaluated using Cronbach's Alpha, internal consistency based on average inter-item correlation (see Figure 1).



Qualitative descriptors used for values/ranges of values of Cronbach's alpha reported in papers in leading science education journals

Figure 1. Cronbach's Alpha value

The reliability coefficient of the scale used in this study was calculated as .929, indicating that reliability coefficient of the data collection instrument is high (Pallant, 2002).

Table 1. *Reliability Statistics*

| Reliability Statistics | |
|--------------------------|------------------|
| Cronbach's Alpha .929 | N of Items 34 |

As can be seen from Table 1 above, the reliability coefficient is 0.929, which shows that the consistency of the questions with each other is very high according to Tuan, Chin and Shieh (2005).

Table 2. *Total Demographic Distribution of Participants*

| | F | N |
|---|------|-----|
| Female | 62.7 | 128 |
| Male | 37.3 | 76 |
| Total | 100 | 204 |
| 7.Grade | 56.4 | 115 |
| 8. Grade | 43.6 | 89 |
| Total | 100 | 204 |
| Şehit Hüseyin Yanık İmam Hatip Secondary School | 21.1 | 43 |
| Şehit Kadirler Secondary School | 18.1 | 37 |
| Recep Tanrıverdi Secondary School | 33.3 | 68 |
| Mimar Sinan Secondary School | 27.5 | 56 |
| Total | 100 | 204 |

Table 2 shows the demographic distribution of the participants. As seen, the percentage of the participants according to gender in the study is: 62,7% is female and 37,3% is male. 56.4% of the participants are 7th and 43.6% are 8th grade students. As for the distribution of the schools, the students at Recep Tanrıverdi Secondary School make up 33.3%, Mimar Sinan Secondary School 27.5%, Şehit Hüseyin Yanık Imam Hatip Secondary 21.1%, Şehit Kadirler Secondary School 18.1% of the total population. 60.8% of the participants live in Samsun and 39.2% live in Sinop. The data were analyzed using SPSS 25—One Way ANOVA, t-test, and MANOVA. The one-way ANOVA was used to find out whether online English instruction had any significant influence of students' attitudes towards English. Also, a t-test was employed to determine whether a likely difference between the two-groups arose from random chance or not. Finally, MANOVA was used to investigate the relationship between the participants' attitudes towards online English instruction, their gender, grades, and their location.

FINDINGS

One of the purposes of the study was to investigate secondary school students' attitudes towards English classes delivered via EBA Zoom and TRT EBA TV during the COVID-19 pandemic. According to the data obtained, most of the students had positive attitudes towards online English classes during the pandemic. However, all participants preferred face-to-face English instruction to online instruction. On the whole, the female students had a more positive attitude towards online English classes than their male counterparts. Interestingly enough, the 7th grade students had more positive attitudes than the 8th grade students. Also, the participants from Sinop had more positive attitudes than their counterparts from Samsun. The other goal of the study was to probe into any relationship between the students' attitudes towards online English instruction and their gender, grades, and location.

Table 3. *Statistical Analysis of Variables*

| Groups | N | \bar{x} | ss | tTest | | |
|--------|-----|-----------|--------|-------|-----|------|
| | | | | t | Sd | p |
| Female | 128 | 2,8643 | ,67992 | .474 | 202 | .636 |
| Male | 76 | 2,8186 | ,64027 | | | |

As can be seen in Table 3, when examined to see whether there was a difference between the participants' attitudes towards English classes according to gender, the t-test results showed that female and male participants' scores were close to each other ($t_{.05; 202} = .474$), which indicate no statistically significant difference. In other words, gender has no impact on the participants' attitudes towards English classes conducted on TRT EBA TV and EBA ZOOM. Yet, the average scores of the females are slightly higher than those of their male counterparts ($= 2,8643; = 2,8186$).

Another purpose of the study was to investigate the relationship between the participants' attitudes towards English classes and their grades. As seen in Table 4, the scores of the male and female participants were close to each other according to the t-test results ($t_{.05; 202} = 1.88$).

Table 4. *Grade Variable*

| Groups | N | \bar{x} | ss | tTest | | |
|----------|-----|-----------|--------|-------|-----|------|
| | | | | t | Sd | p |
| 7. sınıf | 115 | 2,9238 | ,63444 | 1,88 | 202 | ,061 |
| 8. sınıf | 89 | 2,7485 | ,69190 | | | |

In other words, the participants' attitudes towards online English classes did not differ according to their classes.

Table 5. *Province Variable*

| Point | Groups | N | \bar{x} | ss | t Test | | |
|-------|--------|-----|-----------|--------|--------|-----|------|
| | | | | | t | Sd | p |
| | Samsun | 124 | 2,8155 | ,70440 | -,851 | 202 | ,396 |
| | Sinop | 80 | 2,8966 | ,59754 | | | |

The mean scores of the participants in Samsun and Sinop provinces were compared using a t-test to examine whether the location of the participants had an influence on their attitudes towards online English classes. According to the results shown in Table 5., no significant difference was detected between the average scores of the students in Sinop (= 2,8966) and the average score of the students in Samsun (= 2,8155). ($t_{.05; 202} = -.851$). In other words, the attitudes of the participants towards the English classes in remote teaching process did not differ according to their provinces. As was the case with gender and grade variables, the average score of the participants in Sinop province is slightly higher than those of their counterparts in Samsun (= 2.8966; = 2.8155).

Table 6. One-way ANOVA test on School Variable**Oneway anova test according to schools**

| <i>f</i> , \bar{x} and <i>SS</i> Values | | | | | ANOVA Results | | | | | |
|---|--|----------|-----------|-----------|----------------|------------|-----------|-----------|----------|----------|
| Point | Group | <i>N</i> | \bar{x} | <i>SS</i> | Var. K. | <i>KT</i> | <i>Sd</i> | <i>KO</i> | <i>F</i> | <i>P</i> |
| | Şehit Hüseyin Yanık İmam Hatip Ortaokulu | 43 | 2,8626 | 55572 | G.Arası | ,537 | 3 | ,179 | .402 | .752 |
| | Şehit Kadirler Ortaokulu | 37 | 2,9361 | 64827 | G.İçi | 89,020 | 200 | ,445 | | |
| | Recep Tanrıverdi Ortaokulu | 68 | 2,7885 | 71815 | | | | | | |
| | Mimar Sinan Ortaokulu | 56 | 2,8482 | 69238 | | | | | | |
| | Total | | | | 89,557 | 203 | | | | |
| | Total | 204 | 2.8588 | 65363 | | | | | | |

When the attitudes of the participants were examined according to their schools, it was seen that the average of Şehit Kadirler Secondary School students was the highest (= 2.9361), and the average of the Recep Tanrıverdi Secondary School students was the lowest (= 2.7885), as shown in Table 7. In terms of statistical difference, no statistically significant difference between the means of the groups was observed. In other words, the participants' attitudes towards online English classes during the emergency remote learning process did not differ according to their schools.

Table 7. MANOVA Results

| <i>f</i> , \bar{x} ve <i>ss</i> Values | | | | | MANOVA Results | | |
|--|--|-----------|-----------|-----------|----------------|-------------------|--|
| Okul | N | \bar{x} | <i>ss</i> | <i>Sd</i> | <i>F</i> | <i>P</i> | |
| Genelortalam a | Şehit Hüseyin Yanık İmam Hatip Ortaokulu | 34 | 3,0551 | ,74696 | 3-190 | ,6 4 9 3 | |
| | Şehit Kadirler Ortaokulu | 37 | 3,0372 | ,89115 | | | |
| | Recep Tanrıverdi Ortaokulu | 67 | 2,8750 | ,85999 | | | |
| | Mimar Sinan Ortaokulu | 56 | 2,9866 | ,82043 | | | |
| Zoomortalam a | Şehit Hüseyin Yanık İmam Hatip Ortaokulu | 34 | 2,9223 | ,56198 | 3-190 | ,5 6 4 3 | |
| | Şehit Kadirler Ortaokulu | 37 | 3,0676 | ,62223 | | | |
| | Recep Tanrıverdi Ortaokulu | 67 | 2,8731 | ,73937 | | | |
| | Mimar Sinan Ortaokulu | 56 | 2,9388 | ,73014 | | | |
| Ebatvortalam a | Şehit Hüseyin Yanık İmam Hatip Ortaokulu | 34 | 2,6838 | ,68220 | 3-190 | ,8 3 2 9 | |
| | Şehit Kadirler Ortaokulu | 37 | 2,7883 | ,84405 | | | |
| | Recep Tanrıverdi Ortaokulu | 67 | 2,6418 | ,77308 | | | |
| | Mimar Sinan Ortaokulu | 56 | 2,6503 | ,75502 | | | |

Although all these analyses indicated that the attitudes of secondary school students towards English lessons conducted on EBA Zoom and TRT EBA TV during the pandemic did not differ according to gender, class, and province variables, slight differences were detected. According to the data obtained, the female students had a more positive attitude than their male counterparts, the 7th grade students had more positive attitudes than the 8th grade students, and the participants from Sinop had more positive attitudes than their counterparts from Samsun.

DISCUSSION AND CONCLUSION

This study aimed to investigate secondary school students' attitudes towards online English classes conducted on TRT-EBA TV and the Education Information Network (EBA) during the emergency remote learning process during the COVID-19

pandemic in the spring semester of 2019-2020 academic year. It further probed into the influence of the participants' gender, grade, and location on their attitudes towards online English classes.

In general, the results of this study indicated that the participants' attitudes towards online English classes were mostly positive. This finding is in line with the findings of a couple of studies. For example, studies by Al Hosni and Al Dhahli (2021), Erarslan and Topkaya (2017) on students' attitudes towards online language learning all revealed that their participants had positive attitudes towards online language instruction.

The research question investigated the relationship between the participants' gender and their attitudes towards online English classes. The results revealed that the male and female participants did not differ in their attitudes towards English classes. This finding is in agreement with that of Abedalaziz, Jamaluddin and Leng (2013), Han, Oksuz, Sarman, and Nacar (2020), and Karahan (2007) in that no statistically significant relationship was observed between the participants' gender and their attitudes towards online English classes. All the same, our findings indicate that the female participants had slightly more positive attitudes. This observation contradicts anecdotal evidence that female students traditionally have less positive attitudes towards computer use and the Internet than males do. This could be explained with the widespread observation that female students are generally more disciplined when it comes to studying their lessons, concentrating on their classes, participating in their classes more. It was also observed that male students got distracted more easily and had more concentration problems.

The second research question looked into the relationship between the participants' grades and their attitudes towards online English classes. No meaningfully significant relationship was found between grades and attitude. In other words, grade had no influence on attitude. Nevertheless, the 7th grade students had a slightly

more positive attitude compared to the 8th grade students. This could be due to the fact that the 8th grade students, during that process, were preparing for high school entrance exam, which definitely has a lasting influence on their future.

The final sub-question analyzed the relationship between the participants' location and their attitudes. The results showed no impact of the participants' location on their attitudes. Yet, the participants located in Durağan/Sinop had a more positive attitude than their peers in Samsun. This slight difference seems to stem from the fact that Durağan is a small community with fewer distractions. This could also be related to the novelty effect of the relatively recent introduction of technological tools and the Internet to the homes of the families located in Durağan, whose socio-economic conditions are less favorable. Also, fewer women in Durağan are wage earners, which enables them to fully attend to their kids' schooling (Miller, 2020).

When it comes to the participants' preference for the medium of English instruction, that is, via EBA TV or face-to-face learning in the classroom, the participants preferred face-to-face learning in the classroom to online instruction, mainly because of the disadvantageous non-interactive nature of having English classes via EBA TV. This finding supports that of Anderson and Simpson (2012), Benhima and Ben Abdellah (2021), Evişen, Akyılmaz, and Torun (2020), and Mabrito (2006) who unearthed the same preference among their participants. Our study also showed that the participants thought that the learning materials offered on EBA TV were sufficient, and that they found doing homework on EBA TV enjoyable. Also, a great majority of the participants in this study found using remote learning tools easy despite the fact that some of these tools were new to most of them. This finding supports Yamamoto and Altun's (2020) finding that learners in Türkiye adapt smoothly to online education. However, the participants in our study faced inconveniences such as poor-quality internet connection, low ratio of access to pcs, lack of interaction among their peers and their teachers, and the ensuing boring

classes. This observation supports that of Al Hosni and Al Dhahli (2021), Oksuz, Sarman, and Nacar (2020), Sinaga and Pustika (2020) in that their participants experienced similar problems.

The study has provided us with invaluable insights into secondary school students' attitudes towards the English classes delivered via EBA-ZOOM and TRT-EBA TV during the emergency remote teaching process amid the COVID-19 pandemic. Although the students faced several inconveniences during the process, most of the students had positive attitudes towards online English instruction. However, they preferred face-to-face English instruction rather than online instruction. As already mentioned, the participants met several problems during this emergency remote teaching, which has implications for the design and implementation of online instruction. In the design of future synchronous and asynchronous online classes, the difficulties and problems the students in this study faced during the emergency remote teaching process should be taken into account to create a suitable environment for successful instruction. To have deeper insights into the subject matter at hand, future studies could enrich their data collection tools employing structured and/or semi-structured interviews and making observation. Also, researchers can investigate to what extent students from different regions of Türkiye have access to tools and equipment necessary for online language instruction. Last but not least, very few studies on language teachers' attitudes towards online language instruction have been conducted in Türkiye, which would be a worthwhile topic of research.

Conflict of Interest

There is no personal or financial conflict of interest between the authors of the article within the scope of the study.

Author Contributions

This article has been produced from the first author's MA thesis, supervised by the second author.

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