

An Investigation on the Perceptions of EFL Learners towards Hybrid Learning

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
August 2022
Gazimağusa, North Cyprus

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ABSTRACT

The present study aimed to investigate the university preparatory school EFL students' perceptions on hybridized English language learning and also examined their motivational types whether they have intrinsic or extrinsic motivations towards learning English.

This study was conducted by a mixed research methodology. Both qualitative and quantitative data collection instruments were used. The quantitative data collection instrument was an online questionnaire which was analyzed through IBM SPSS Statistics software program. On the other hand, semi-structured interviews were led face to face for the collection qualitative data. Thematic coding was done to examine the qualitative data.

The results showed that the university EFL students' motivational types concerning learning English language are intrinsic. However, their perceptions towards learning English through a hybridized course are both extrinsic and negative.

Keywords: hybrid language learning, motivation, intrinsic motivation, extrinsic motivation, university English preparatory school students, Covid-19.

ÖZ

Bu çalışma, üniversite hazırlık okulu yabancı dil olarak İngilizce öğrenen öğrencilerinin hibrit eğitim modeliyle İngilizce dil öğrenimine ilişkin algılarını araştırmayı ve ayrıca İngilizce dilini öğrenmeye yönelik motivasyonlarının içsel mi dışsal mı olduğunu incelemeyi amaçlamıştır.

Bu çalışma karma araştırma metodolojisi ile yürütülmüştür. Hem nitel hem de nicel veri toplama araçları kullanılmıştır. Nicel veri toplama aracı olarak, IBM SPSS İstatistik yazılım programı aracılığıyla analiz edilen çevrimiçi bir anket kullanılmıştır. Nitel verilerin toplanması için ise yarı yapılandırılmış görüşmeler yüz yüze gerçekleştirilmiştir. Nitel verileri incelemek için tematik kodlama yapılmıştır.

Sonuçlar, üniversitedeki yabancı dil olarak İngilizce öğrenen öğrencilerinin İngilizce öğrenmeye ilişkin motivasyon türlerinin içsel olduğunu göstermiştir. Ancak, hibrit eğitim modeli ile gerçekleştirilmiş dersler yoluyla İngilizce öğrenmeye yönelik algıları hem dışsal hem de olumsuz olarak neticelenmiştir.

Anahtar Kelimeler: hibrit dil öğrenimi, motivasyon, içsel motivasyon, dışsal motivasyon, üniversite İngilizce hazırlık okulu öğrencileri, Kovid-19.

DEDICATION

To my beloved parents...

ACKNOWLEDGMENT

First of all, I would like to thank my dearest supervisor Prof. Dr. Naciye KUNT for her limitless patience and heartfelt guidance.

I would also like to thank my jury members; Prof. Dr. İlkey GİLANLIOĞLU and Prof. Dr. Oytun SÖZÜDOĞRU who provided invaluable constructive feedback to my thesis.

I would like to thank all my beloved friends and colleagues who believed in me and supported me by heart to complete my master's degree.

Finally, I would like to express my gratitude to my precious parents who have been there for me on both as material and spiritual.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELL	English Language Learning
ELT	English Language Teaching
F2F	Face to face (education)
FLE	Foreign Language Education
L2	Second Language
LMS	Learning Management System
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences

Chapter 1

INTRODUCTION

This chapter describes the problem along with the purpose of the study. The study's relevance and effect on the field of English Language Teaching and Learning, as well as its contribution to new knowledge and information were discussed. Key terms that are the main points of the research study were defined.

1.1 Purpose of the Study

As the students had a choice to be stay-at-home-student (e-students) or to attend their classes face to face (in-class students) due to the Covid-19 pandemic, their motivations towards English courses may be affected. For instance, their motivations may alter from extrinsic to intrinsic, or vice versa. Their perceptions on the aforesaid issue will be investigated in order to promote language teachers' teaching practices regarding fostering students' intrinsic motivation towards hybrid English courses. The type of the hybrid learning they were exposed was synchronous virtual collaboration which means the lesson is being conducted both online and face to face within the same hours and same schedule. Therefore, it's worthy to investigate whether the EFL learners studying at university preparatory school are intrinsically or extrinsically motivated towards hybrid approach-oriented English language courses.

1.2 Statement of the Problem

This research investigates the perceptions and motivational types of EFL learners towards hybridized English language learning. University students who are learning their second language or foreign language via *hybridized* (Nørgård, 2021) language

instruction are familiar with having a choice of whether they are living in the country where their educational institution is at. In the case of North Cyprus, students who are from overseas arrive in their new hometown may have a choice to attend their courses remotely or face to face. It is important to analyze whether having a choice intrinsically or extrinsically motivates the university preparatory school students to learn English intrinsically or extrinsically. In the consideration of the students who live in the region of their educational institution and are extrinsically motivated, they will have a chance to whether to attend their classes. Whereas the students who are intrinsically motivated can be more eager to attend their classes in a traditional way. On the other hand, those students who are attending their face-to-face classes may be more motivated by their classmates who are attending remotely during a hybrid course. It is so challenging that the language instructors who implement hybrid learning involve both parties in the course and promote the students to interact with each other during the hybridized course. Students' motivations can be affected by the instructions. When considering the extrinsically motivated students, having e-students can affect them to lose their intrinsic motivation directly by so-called external factors, which are, e-students. It is worth investigating whether the EFL learners studying at Final International University School of Foreign Languages are intrinsically or extrinsically motivated towards hybrid approach oriented English language courses. As they have a choice to be a stay-at-home-student (e-student) or to attend their classes face to face (in-class student), their motivations towards English courses may be affected. For instance, their motivation may alter from extrinsic to intrinsic, or vice versa. Their perceptions on the aforesaid issue will be investigated in order to promote language teachers' teaching practices regarding fostering students' intrinsic motivation towards hybridized English

courses. Concisely, this research investigates the perceptions and motivational types of EFL learners towards hybrid learning.

1.3 Significance of the Study

As for the potential contributions of the study to ELT and ELL fields; in terms of being aware of L2 learners' motivational types, EFL instructors can benefit from this research study. This is beneficial because they may assist and promote students' learning by guiding them to explore their motivational types, which is critically valuable in hybrid classes. For students, learning a foreign language is vital and life-changing, and they must choose their hybridized language learning strategies accordingly in order to be successful. Language instructors can also benefit from obtaining a better deep understanding of students' motivations for hybridized English courses so that they can adapt their teaching practices that promote those motivations.

1.4 Definitions of Terms

The key terms that consecrate this present research study is defined in this part. Motivation in general, types of motivation i.e., intrinsic, and extrinsic motivations, hybrid learning, and lastly Covid-19 is described and explained through various researchers' statements and definitions.

Motivation: Gardner (2007) asserts that while it is hard to provide a straightforward definition of motivation, we may identify the characteristics of motivated people. These individuals have goals, put forth effort, pay attention, have goals, have expectations, and have motivations for learning the language. However, Gardner (1985) defined motivation as “motivation... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.” (p.10).

According to Pintrich (2003), the term motivation is derived from the Latin verb "movere," which means "what gets an individual moving."

Cook (2001) stated that having high motivation may lead to success and being successful can result in an intense motivation to learn.

Crookes and Schmidt (1991) defined motivation as learners' orientation toward their goals in language acquisition.

Intrinsic and Extrinsic Motivation: There are two types of motivation which are extrinsic and intrinsic motivation. According to Edward Deci (1975, p.23),

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination. (Deci 1975, p.23).

Brown (2007) stated that rewards like money, prizes, grades etc. are expected in extrinsic motivation (p.172).

External motives, depending on how they affect self-efficacy, may either increase or decrease internal motivation (Pintrich & Schunk, 1996).

Hybrid Learning: Callahan (2020) describes hybrid education as a combination of traditional classroom teaching with online instruction through video conferencing, learning management systems, online activities, online discussion forums, and pre-recorded or synchronous online instruction.

Covid-19 Pandemic: Coronavirus disease, also known as: COVID-19, is a virus-borne infection that is caused by the SARS-CoV-2 virus. In Wuhan, China, the virus first emerged on a modest level in November 2019, followed by the first significant outbreak in December 2019. SARS-CoV-2 was initially believed to have transitioned to humans at one of Wuhan, China's outdoor "wet markets". Later speculations raised doubts that it may have started out as a biological weapon in a Chinese laboratory. SARS-CoV-2 affected humans who hadn't had any direct contact with animals as it spread both inside and outside of China. That indicated that a human being may spread the infection to another. People are now unintentionally contracting and spreading the coronavirus in the United States and throughout the world. A pandemic has now been declared due to its global spread (Hansa & Bhargava, n.d.; World Health Organization (WHO), 2021).

Chapter 2

LITERATURE REVIEW

The purpose of this chapter is to conduct a review of the relevant literature on the subject. To begin, different are discussed. Second, motivation for language learning is discussed, as well as the many sorts of motivation. Additionally, hybrid learning research is highlighted. Finally, a section which summarizes prior research on intrinsic and extrinsic motivation, with an emphasis on the latter since it is the subject of this study is presented. This review of the literature examines several research studies on EFL learners' motivation in general, EFL learners' online involvement or engagement in English language courses, and ultimately, EFL learners' motivations for hybrid learning.

2.1 Motivation in Learning and Education

Motivation is a difficult and delicate subject, much more so in the realm of education and English language teaching and learning. As Dörnyei (2001) observed, "motivation is ingrained in our daily personal and professional lives, and few would deny its significance in human affairs in general" (p.1). As human beings, we need motivation in all aspects of our life; as learners, we require it as well. Crump (1995) defined motivation as "interest, excitement, passion, and zeal for learning." Deci & Ryan (2000) defined motivation as "being pushed to action" (p. 54).

Motivation is a term that refers to an external driving factor. Motivation, in psychology, refers to the internal process through which individuals feel compelled to

execute certain activities in order to achieve specific demands. In language acquisition, motivation refers to the learners' desire and inclination to learn the language, which provides them with strength and momentum. Additionally, there are several meanings for motivation. Motivation, from a behavioral viewpoint, refers to individuals expecting a reward; yet, from a constructivist approach, motivation stresses both social environment and individual personal choice (Douglas, 2014, p. 159).

Individuals behave in accordance with their priorities, interests, and values, according to Self-Determination Theory (SDT) (Deci & Ryan, 1975; Deci & Ryan, 2000; Deci & Ryan, 2008). Individuals' senses of autonomy, knowledge, and connectedness all contribute to intrinsic motivation, the most deliberate and effective kind of motivation (Deci & Ryan, 2000).

Motivation, as one of the emotional elements impacting language learning and a predictor of successful performance in a foreign or second language, is seen by some scholars as the primary determinant of foreign or second language learning (Dörnyei, 2003). Motivation is thought to be a component that influences a person's desire to accomplish what they desire (Richards, 1985).

2.1.1 Types of Motivation

Motivation in language learning is crucial for controlling what, when, and how a person learns a second language. In other words, motivation impacts the tactics used to accomplish these objectives, as well as the work used to learn and the individual's capacity to sustain this effort. This part of the literature review is presenting the intrinsic and extrinsic types of motivation which concerns a major part of this research study.

Extrinsic motivation is acquired from external sources. Extrinsic motivation is acquired from external sources. When learning is undertaken for the purpose of external incentives such as praise, or when learning becomes necessary in order to acquire benefits that are not inherent to the learning itself, such as learning or doing well, learners are externally motivated (Pintrich & Schunk, 1996).

Teachers should be attentive to their students' motivation in the classroom, since strong motivation may result in increased involvement, productivity, and creativity on a regular basis. Among the several forms of motivation, intrinsic motivation refers to doing something just because a person loves doing it.

Extrinsic motivation, on the other hand, results in learners receiving benefits such as excellent grades and receiving their certificates. Motivation is one of the most influential emotional characteristics in determining whether a task is successful or unsuccessful, moreover, it may point the learners in the right direction (Bao & Liu, 2021, p. 466).

While extrinsic motivation is beneficial for learning, intrinsic motivation is more crucial for language acquisition than extrinsic motivation, particularly in the long term. For instance, students motivated by extrinsic factors may place a greater emphasis on the rewards than on the following projects. While students who are intrinsically motivated may place a higher priority on task completion, which benefits their ability to acquire new skills, particularly a second or foreign language. Individuals will also be more determined and goal-oriented, eager to complete the task on the contrary.

Besides intrinsic and extrinsic motivation, amotivation is also an issue (Deci & Ryan, 1975, Deci & Ryan, 2000). In contrast to intrinsic motivation, amotivation refers to a condition of poorly perceived competence, insignificance, and lack of purpose.

2.1.2 Motivational Constructs

As Gardner (2007) declared, there are two motivational constructs, and these are:

A. Language learning motivation: This represents the desire to learn another language.

B. Classroom learning motivation: This refers to being motivated in the classroom or in any other specific circumstance.

2.1.3 Orientations of Motivation

Additionally, two orientations of motivation exist in language learning: integrative and instrumental. Instrumental motivation refers to learning the language for reasons unrelated to its use by native speakers, such as passing an examination or obtaining a particular type of job (Cook, 2008, p.138), whereas integrative motivation refers to students who wish to integrate into the target culture; in other words, students with an integrative motivation have a desire to learn and speak the target language as fluently as native speakers, and they aspire to do so.

2.2 Research on Intrinsic and Extrinsic Motivations

According to Maslow, intrinsic motivation is more significant than extrinsic motivation, since according to him, people's basic bodily needs come first, followed by community, security, identity, self-esteem, and finally self-actualization (Maslow, 1943). Physical requirements are at the bottom of this pyramid-shaped hierarchy of needs, while self-actualization is at the top. It is normal for individuals to strive for greater levels of performance.

Intrinsically driven activities are those that have no obvious payoff other than the action itself. Individuals seem to participate in things for their own purpose, rather than for the reason of obtaining an extrinsic benefit... Intrinsically driven actions are those that are motivated by the desire to achieve inwardly satisfying outcomes, such as emotions of competence and self-determination. (Deci, 1975, p. 23). The aforementioned types of motivations play a significant role in L2 learning. Intrinsic motivation refers to the act of accomplishing something without expecting a reward. Extrinsic motivation, on the other hand, results in learners receiving benefits such as excellent grades and receiving their certificates (Deci, 1975).

To extend the topic further, every human being is born with an innate and undifferentiated need to feel competent and self-determining. As Gardner (1985; as cited in Cook, 2008) put it, some individuals wish to acquire a second language for integrative reasons, such as “I want to live in the country where it is spoken,” or for instrumental reasons, such as 'for my future profession'.

Instrumental motivation refers to learning the language for a purpose unrelated to its use by native speakers, such as passing an examination or obtaining a particular type of job (Cook, 2008, p.138), whereas integrative motivation refers to students who wish to integrate themselves into the target culture; in other words, integrative motivated students have a desire to learn and speak the target language as fluently as native speakers do.

2.2.1 Classroom Participation

As Cohen (1991) put it, class participation, by involving students actively in the educational process, is one way to improve our teaching and infuse the classroom with life (p. 699). Involving students in the lesson and motivating them to engage actively

benefits both the teaching and learning processes. There may not be a practical and productive classroom atmosphere if none of the students talk, say appropriate statements, or participate in class debates. Foreign language classes generally encourage students to talk and express their thoughts or feelings in order to memorize the target language. On this basis, language teachers must prioritize learners' motivation and motivating styles.

To discuss the role of motivation in language learners' academic success, Cheng (2019) examined how intrinsic and extrinsic motivations operate in university student samples from Taiwan and the United States. The collected data indicated that intrinsic and extrinsic motivations operate differently in different cultures, with Taiwanese students demonstrating a greater degree of extrinsic motivation than American students, while intrinsic motivation may operate differently in predicting academic performance between the Taiwanese and American samples.

Additionally, the researchers discovered that diverse cultures had distinct mediators of the relationship, including intrinsic and extrinsic motivations. Although the connection between intrinsic and extrinsic motives was directly related to American students' sense of self, it was moderated by Taiwanese students' acceptance of student responsibility. The study provided a subtle understanding of the numerous routes to academic achievement available to students of diverse ethnic backgrounds.

2.2.2 Online Interactions

Tayebinik and Puteh (2013) sought to ascertain if students who completed the course at the end of the semester engaged actively in online interactions. When they compared passing grades to students' participation in online interactions, they discovered that students who participated in online interactions deserved a passing grade, and as a

result, they concluded that the more students participate in online interactions, the better their chances of passing.

In terms of interaction, Kang (2014) examined the effect of study-abroad experiences on 60 Korean EFL university students' willingness to communicate, speaking abilities, and classroom interaction. The findings indicated that when Korean EFL learners studied abroad in native English-speaking nations, their ability to speak, engagement in-class interactions, and desire to communicate significantly increased.

2.2.3 Language Skills and Motivational Activities

Yu and Lee (2015) conducted a case study to better understand EFL students' engagement in peer feedback for L2 writing in groups. Their case study examined two Chinese university students' motivations for participating in EFL writing class peer evaluation activities. They gathered a variety of data, including video recordings of feedback sessions, interviews, recalls, and student texts. The data analysis revealed that the group peer feedback activities of Chinese EFL students were influenced and shaped by their sociocultural context and motivations. Most significantly, their research demonstrated that students' motivation may have a direct influence on their involvement in group peer feedback activities and overall course changes.

In their research, Yagcioglu (2017) examined motivating games and activities utilized in EFL classes. They evaluated a range of activities that would be appropriate for each competency level. As they state, psychology plays a significant role in foreign language learning; that is, teaching, learning, and acquiring a language are all dependent on both teachers' and students' positive psychology and positive emotions, which influence both parties' ability to learn effectively and professionally. Additionally, positive psychology influences motivation; hence, classroom activities

and games that promote motivation benefit students. Due to the inevitability of classroom materials in EFL classes, they always affect the classroom's motivation. Yagcioglu (2017) demonstrates many examples of motivating classroom activities, including the use of students' photographs, riddles, technology, music, and jumbled-word assignments. Firstly, while teaching a language, the primary purpose of the instructor should be to combine the four language abilities and domains. From the students' viewpoint, coursebook exercises might be less motivating, and they may opt-out or be unable to discover the appropriate technique for learning or participating during their English sessions.

Tuan (2012) conducted an empirical study on EFL learners' motivation, and their results showed that students have positive attitudes about motivational activities and English learning. They have both intrinsic and extrinsic motivations for studying English. However, they encountered several obstacles in their efforts to succeed in the English learning, and their language learning was impacted by a number of variables, such as; the heavy learning load and the challenging textbooks.

In terms of vocabulary instruction, Zhang, Lin, & Choi (2017) conducted a structural equation modelling (SEM) study to examine the relationship between various motivational factors and vocabulary learning strategies. Their research was done in China with tenth-grade students and gathered data using two questionnaires: the first assessed students' desire for English vocabulary acquisition, while the second assessed students' personal English vocabulary learning practices. As the SEM results indicated, the relationship between intrinsic and extrinsic motivations and vocabulary acquisition was mediated in part by learning strategies. In comparison, the separate SEM analyses for intrinsic and extrinsic motivation revealed that intrinsic motivation had significant

and positive effects on vocabulary knowledge, whereas extrinsic motivation's direct effect was not significant, but the indirect effect was positive. The study's findings suggest that vocabulary learning strategies can act as a mediator between motivation and vocabulary knowledge, and that intrinsic motivation has a significant impact on foreign language vocabulary acquisition.

2.3 Other Aspects Related to Motivation

2.3.1 Strategies

Bernaus and Gardner (2008) examined the effects of language teachers' language teaching strategies on student motivation and second language acquisition achievement. By administering the mini-Attitude Motivation Test Battery to students, we can assess their attitudes, motivation, and language anxiety (Gardner & MacIntyre, 1993; as cited in Bernaus & Gardner, 2008). Both teachers and students agreed on the relative frequency of several strategies, according to their findings. While teachers asserted that motivational and traditional techniques had no effect on students' English achievement, attitudes, motivation, or language anxiety, students' perceptions of these strategies did. The data analysis revealed that integrativeness (Bernaus & Gardner, 2008), attitudes toward learning, and instrumental orientation all predicted that motivation for learning English was a positive predictor of achievement in English language learning, whereas language anxiety and attitudes toward the learning environment were both negative predictors of English language learning success.

2.3.2 Enthusiasm

Teachers' enthusiasm for online lessons is also critical; the more happy, enthusiastic, and motivated the teacher is to conduct the lesson, the more motivated the students are to participate. Autonomy is a significant motivator for students (Evans and Boucher, 2015). Additionally, language teachers should consider delegating more control to

students or promoting learner autonomy. Students feel more motivated and confident when they have control over what they will do in the current lesson and which task they will complete. It has the potential to foster favorable attitudes toward online courses.

2.3.3 Affective Filter

According to the Affective Filter Hypothesis (Krashen, 1985), some classroom settings influence students' capacities to learn a second or foreign language. Anxiety, lack of motivation, low self-esteem, and negative attitudes toward learning all indicate that the learner's affective filter is activated which creates a learning barrier and slows the language learning process. On the other hand, a low affective filter will encourage the learner to take risks and make mistakes.

2.4 Definitions of Hybrid Learning and Education

According to Burgess & Currie (2016), the benefits of hybrid education include the following: students can adjust themselves and their learning to their own pace, communication that is not possible with distance education can be accomplished through face-to-face education processes, and everyone is equal in distance education. However, some students are more dominant in lessons, especially in face-to-face classes. It causes difficulties for other pupils. These issues are somewhat addressed by the distant education component of hybrid education, the ability to continue education even while not on campus, and the empirical evidence that it promotes deeper and more effective learning.

McEldoon (2020) identifies the following requirements for effective hybrid education: determining what students want to learn, their interests and needs, effective teaching planning, combining experiences, establishing a student-centered structure throughout

the process, always guiding students, minimizing interruptions in distance education, and being open to continuous change and development in infrastructure and process. As Shams (2013) notes, hybrid learning combines self-based and classroom-based learning with computer-assisted instruction (p. 1588).

2.5 Motivation towards Hybridized English Language Learning

Due to the Covid-19 pandemic, courses in both private and public schools as well as the higher education in the Turkish Republic of North Cyprus have shifted to online education or incorporated a hybrid approach or blended learning using computer-mediated tools such as Microsoft Teams, LMS, Zoom, BigBlueButtonBN, and Google Classroom, Blackboard or Google Meet.

According to Waddoups and Howell (2002; as cited in Shams, 2013),

Hybridization happens when on-campus educators embrace distant education technology and techniques and when distance education organizations adopt/adapt campus-based educational methods. (p. 1588).

Vera (2014) defines blended learning as a purposeful dedicated process of acquiring expertise, knowledge, and skills through the integration of in-class and extracurricular learning activities of an educational process subject with the assistance of mutually complementary traditional, e-learning, distance learning, and mobile learning technologies under the condition that the student controls the time, place, path, and pace of learning activities (p. 209).

Without a doubt, pupils who are very eager to study have an exceptional ability to acquire the English language (Zhang, 2021). Motivation for language acquisition is a complicated psychological phenomenon that is also the most critical part of language learning. (Gardner, 1985; Quan, 2014).

Gardner and Lambert wondered in the 1950s, "why can some persons easily and fast acquire a second language while others cannot?". Since then, research on motivation has started. Gardner (1985) described motivation as "the combination of effort and a desire to accomplish the aim of language acquisition, as well as good attitudes toward language learning" (p. 10).

The aforementioned researchers examined the relationship between language performance and motivation in learners, resulting in the identification of two distinct forms of motivation: instrumental and integrative motivation. They assert that learners' requirements drive them to anticipate, seek, and expect something related to the objective, such as a principle, reason, or logic.

Furthermore, Deci and Ryan (1975) developed a theory of motivation, namely, Self Determination Theory, in which they suggested that individuals are driven by a desire to learn and improve. Their idea is predicated on two assumptions: "the desire for development drives behavior" and "autonomous motivation is critical" (Deci & Ryan, 1975). Previously, self-determination theory assumed that individuals are driven to progress. Developing a coherent sense of self requires overcoming obstacles and acquiring new experiences. While external motives such as money, awards, and reputation are widely used to motivate individuals, self-determination theory emphasizes internal motivations such as a desire for knowledge or autonomy.

Bahous (2011) questioned both EFL instructors and university EFL students about the various downsides of an EFL program that detract from students' English language learning motivation. Incorporating students' needs and interests into the class and placing a higher premium on writing abilities increased students' enthusiasm to learn

English. In this sense, students failed to connect what they learned to why they were studying English, and vice versa from the instructors' perspective, as they complained about the non-communicative strictly regulated curriculum and uninspired students.

In Adıyaman and Demir's (2019) research article, they aimed to determine what language students experienced in online English courses during the Covid-19 pandemic, their motivation state for online English language education, whether they could effectively use the Internet and take online English courses or not, what techniques they found useful, and whether quarantine days affected their language learning motivation or not. Their study's findings demonstrate that staying at home during the pandemic process had no negative impact on language students' motivation. Despite the lack of positive energy generated through F2F education and the psychological effects of Covid-19 regulations on students, they tended to study English gladly during the pandemic era. Students were found to be aware of the positive role of technology, to access multiple websites and social media platforms to practice English, and to attend online classes. As a result, it was stated that students favored studying and practicing English than staying at home due to the Covid-19 outbreak.

As Hennebry-Leung & Xiao (2020) wrote in their study paper, "successful teaching needs instructors to know their students as individuals, not as 'faceless average learners'". They have examined the importance of learners' personality, motivation, and self-efficacy in language acquisition, and how these factors may be influenced by instructors' approaches. They are assisting in the development of frameworks for teachers' practices in relation to language learning motivation, and in order to respond to learners' needs, they have placed an emphasis on learners' individuality in order for

teachers to shape their teaching practices according to the students individually and the role of their personality. According to the results, while personality characteristics had a substantial influence on motivational orientations, teacher practice variables had a large effect on language learning self-efficacy.

On the contrary, Ushioda (2005) argued that hybrid courses are more successful than their entirely online equivalents because they do not depend much on student motivation. Ushioda's (2005) research on motivation in online language classes gathered data from 30 participants who participated in various courses using three sets of questionnaires that inquired about their general background, technical background, attitudes, and motivation, as well as via interviews. Their classes were mostly online, but they also met as a class once a week and had a 20-minute individual session with their instructor. Their study's findings indicated that students with a high degree of integrative motivation were happier with the course overall, and the researcher projected a strong association between rates of voluntary engagement in online conversations and students' motivated levels.

Lin et al. (2017) examined the effects of learning techniques and motivation on learning in asynchronous language courses that are separate from face-to-face instruction. They gathered 466 responses to questionnaires assessing their online learning practices and motivation. The research discovered that learners in their online education courses lacked intrinsic and extrinsic motivation. The researchers explored the lack of motivation in further detail and speculated that it may be a result of a lack of real-time connection with teachers and students.

Delialioglu (2005) examined the source of motivation in a hybrid course; although their work is not directly related to second language learning, certain results may be drawn. Students' answers to quantitative data were classified as extrinsic or intrinsic motivation. The findings indicated that intrinsic motivation is critical for the successful deployment of web-based training and hybrid learning. Due to the experimental nature of their study, their control group was instructed using hybrid learning strategies, and many students from the control group were questioned appropriately. From their remarks, it is clear that extrinsically driven students are more prone to lose interest as a result of the course material and are more ready to learn readily from external events rather than from the course itself. In comparison, students in the intrinsically motivated control group were more focused on course goals, which aided them in planning and evaluating their own learning at their own pace.

Fandino, Munoz, and Silva Velandia (2019) conducted qualitative research on motivation and e-learning English as a foreign language, basing their findings on Self-Determination Theory. Fandino et. al (2019) attempted to examine and characterize the factors that contribute to motivation for English language learning through virtual and remote modalities, such as E-learning in this research. As their data study suggests, external influences have a considerable impact on motivation for English learning.

Wu, Yen, and Marek (2011) performed a study with Taiwanese EFL teacher participants to examine the interaction that occurs when teachers use online EFL to promote confidence, motivation, and ability. They investigated the components of videoconferencing-based learning that influence the motivation, confidence, and competence of Taiwanese EFL students. Wu et al. (2011) study discovered that enjoyment of the learning process has a long-term effect on ability and that students

feel more at ease and confident when they are exposed to authentic English interaction and communication, i.e., when EFL students were exposed to video conferences with native English speakers.

To a certain degree, English language instructors continue to face several obstacles when it comes to integrating and engaging students in online English language classes. While online education has several benefits, students may lack the desire to participate in their online classes.

Yurdakal & Susar (2021) conducted a research study on the perspectives of pre-service teachers on emergency distance education in response to the Covid-19 pandemic in order to assess the problem not only from the students' perspective but also from the candidate teachers' perspective. Their findings suggested that positive and negative views are expressed at a comparable rate. Pre-service teachers believe that the primary benefit of remote education is the ability to evaluate the courses, particularly those centered on theory. Additionally, students who highlight the significance of space and time, two of the most critical factors in distant education, state that they schedule a time to watch them around their regular activities.

The most promising technique for dealing with emergency remote teaching and learning is hybrid-oriented education (Hodges et al., 2020). According to Szadziewska and Kujawski (2017), the benefits of hybrid education include immediate access to learning materials, a quick and effective communication process with the teacher, more effective attention processes in the classroom environment, and a more effective method of exam preparation. Similarly, disadvantages include connectivity issues, download and installation issues, a lack of hybrid materials, inability to quickly resolve

issues encountered, interface issues, low motivation for learning, inability to develop creativity, and inability to communicate directly with other participants. When the downsides are considered, these issues are mostly associated with distant education, not hybrid education. In summary, resolving the infrastructural issues that emergency remote teaching would enable hybrid education to address these issues as well (p. 293-294). Their findings indicated that the most frequently mentioned disadvantages of distance education are related to loss of motivation, a lack of resources such as the internet and a computer, educational inequality, a lack of communication and interaction, technical difficulties, a lack of socialization, and being unprepared for the distance education process.

According to Young (2002), higher education can be impacted in several ways, including learning, more critical thinking, expanded computer skills, increased mobility and flexibility, and new teaching and collaborative strategies. Given the potential of hybrid learning, it's unsurprising that some predict that classrooms will be entirely hybrid in the future.

As Telli & Altun (2021) mentioned in their study, a national online education roadmap should be developed immediately to avoid future education losses. The future of education should be planned in accordance with the new normal in the short, medium, and long term, and solutions should be developed in consultation with field experts under the real-world dynamics of distance education, as well as structural arrangements for all processes. As a result of the pandemic's social trauma, activities for pupils, teachers, and parents should be done with governmental funding to promote psychological well-being (p. 102).

As Korucu, & Kabak (2020) remarked, the blended model provides flexible learning settings by combining face-to-face education with online learning environments, as well as learner autonomy and good results in the practices contained in this model in the matter of motivation. Collaboration with families is crucial throughout the educational process. When assessing the learning component of online hybrid learning programs, the process' effectiveness cannot be determined until parental support is provided. The perspectives of families should be considered in order to ensure that the required level of participation in the hybrid learning process occurs, and flaws should be addressed. Hybrid learning, in which the process is organized by an instructor who is also in contact with the family, has the potential to be effective.

Bandura (1997) asserts that self-regulation of motivation is facilitated by self-confidence in one's own efficacy. Most individuals are motivated by their cognitive ability. Individuals inspire and steer themselves via self-prediction. They shape public perceptions of their ability. Similarly, as Zimmerman (2000) noted, self-efficacy puts an impact on individual's motive.

According to Gardner's (1985) definition, there are at least four critical aspects associated with the learner, which are namely, motivation, students' effort, students' desire to learn the language, and learners' contentment with learning. By making self-satisfaction conditional on achieving the set objectives, individuals may guide their behavior and push themselves to persevere in their efforts until they achieve them. When individuals who are doubtful of their abilities meet a challenge or fail, they either scale down their efforts or stop entirely. On the other side, those who are confident in their abilities strive harder when they lose a fight. Their accomplishments are a result of their work and performance.

Banitz and Lanners (2020) conducted a study to investigate encouraging foreign language instructors at higher education institutions in Mexico to include hybrid learning into their classes to boost student engagement with the foreign language and give more chances for outside practice. They implemented many activities on various platforms such as using YouTube to share information easily with their students via e-mail or the smartboard. In their experience, students enjoy watching the authentic materials provided on YouTube, which increases their motivation to engage with the target language outside the classroom.

Nowadays in hybrid language courses, online learning management systems or platforms are used to enable students to engage in out-of-class activities that enhance, extend, and measure their learning. These exercises complement classroom activities and concentrate on two of the four language acquisition abilities. Apart from grammatical skills, each unit includes listening and reading activities via BigBlueButtonBN, Zoom, or Google Classroom with the use of interactive coursebooks. As mentioned before, speaking skill is developed via authentic materials published on YouTube.

Students, instructors, and academics from all around the world have had the opportunity to obtain education online through digital platforms. Turkish higher education institutions, such as those in other countries, have embraced online education throughout the pandemic. Both instructors and the students in education have been impacted differently by the online education systems. On this account, Adıyaman and Demir (2021) ascertained the experiences of language students enrolled in online English courses during the Covid-19 pandemic, their motivation for online English language education, their ability to use the Internet effectively and enrol in

online English courses, the techniques they found useful, and whether lockdown days influenced their language learning motivation or not.

The effectiveness of online foreign language learning during a pandemic is based upon the learners' and instructors' motivation. Language instructors' qualifications, learners' readiness for online language sessions, and teachers' and learners' personal characteristics all play a role in determining whether language learning motivation increases or decreases. Pandemic anxiety, lockdown days, and their fear about keeping safe and well increased the students' psychological pressure to actualize themselves with regards to foreign language learning (Hartshorn, 2020).

According to Dörnyei (2020; as cited in Meşe & Sevilen, 2021, p. 12), motivation is inextricably linked to engagement, and motivation must be ensured in order to achieve student engagement. He argues that any instructional design should attempt to keep students interested regardless of the learning situation, whether traditional or e-learning, which is a difficult task in the twenty-first century leading to numerous distractions. The innovation factor tends to wear off as users become accustomed to the technology (Keller and Suzuki, 2004; as cited in Hartnet, 2016, p. 12), and intrinsic motivation can weaken. Frustration with technical problems can also reduce intrinsic motivation. Indeed, some believe that technology is intrinsically motivating because it embodies a variety of characteristics associated with the development of intrinsic motivation, including challenge, curiosity, variety, and imagination (Lepper and Malone 1987; as cited in Hartnet, 2016, p. 12).

Learners in the online environments examined here were not primarily motivated intrinsically. Rather than that, it was discovered that both intrinsic and extrinsic

motivation emerged and were responsive to contextual factors, namely, situational interest, perceptions of relevance, and time constraints. Considering the various motivational types, participants in both situations indicated moderate to high levels of extrinsic motivation (Hartnet, 2016, p. 108).

After a long and detailed research on the present topic, various research on various definitions and aspects of motivation and hybrid learning have been read and analyzed. Even though there are numerous studies on the subjects, there is still a gap regarding the language learning motivations of university preparatory school EFL students and their perceptions of hybrid courses. As a result, the current study addressed this issue.

The following chapter illustrates the research methodology implemented in this present research study. The data collection instruments, procedure, and analysis is described in detail.

Chapter 3

METHODOLOGY

In this chapter, in order, participants of the study were explained. Sampling of the participants and context of the data collection were explained. Research questions and their purpose is presented. Data collection instruments were demonstrated. The data collection procedure is introduced in accordance with the methodology used within the data collection.

3.1 Research Design

The design of this present research study was adopted a mixed methodology to collect the data. Both qualitative and quantitative data were collected and analyzed in order to seek the answers to the research questions. The quantitative data collection instrument was an online questionnaire consisted of two different scales. The findings of the quantitative data were analyzed and described separately, and finally triangulated with the qualitative data. The qualitative data collection instrument was a semi-structured interview consisted of five open-ended questions. The findings of the data collection instruments were integrated into one general interpretation.

3.2 Participants

The participants of this academic research were the Final International University students studying the intensive English language division in the School of Foreign Languages courses at six different levels as per the Common European Framework of Reference (CEFR). A satisfactory number of participants completed the survey (N: 62, 30 Male, 29 Female, and 3 of the participants did not prefer to say their genders). The

completion of the survey was completely on participants' consent. The population of the study is the university EFL learners who have studied hybrid English language courses in the preparatory school for at least one semester. The students who participated in the research were from 17 different countries which is illustrated in table 1 (See Table 1, p.28).

Table 1: Participants' Hometowns

Country	No of Students
DRC	17
Ivory Coast	7
Türkiye	16
Morocco	1
Russia	1
Kyrgyzstan	2
Azerbaijan	1
Cameroon	1
Burundi	1
Iraq	1
North Cyprus	6
Uzbekistan	1
Kazakhstan	3
Libya	1
Palestine	1
Tajikistan	1
Yemen	1

3.3 Sampling and Context of the Study

The data was collected through a survey conducted in an online setting via Google Forms. The data was collected by convenience sampling. The expected number of participants was approximately sixty (N: 60), however, sixty-two (N: 62) university EFL students took part in the completion of the online motivation and hybrid learning questionnaire. Eight students were interviewed. Since the semi-structured interviews were fully voluntary as well as the questionnaire, most of the students did not want to take part in it. This issue is discussed in detail in the findings and limitations parts. The

online questionnaire has accepted responses for two weeks. The semi-structured interviews were conducted at the convenience of the participant students' course schedules. Further information about the procedure is provided under the data collection procedure part.

3.4 Research Questions

The aim of this research is to investigate whether the EFL learners studying at university preparatory school are intrinsically or extrinsically motivated towards hybrid English language courses. The research questions are as follows:

- I. What are the perceptions of EFL learners on hybrid learning?
- II. What are the motivational types of EFL learners?
- III. What are the differences between female and male participants regarding their motivations towards hybrid learning?

The first research question aimed to find out the perceptions of the university EFL learners on hybrid English language courses. The second research question added more detail to the former research question, that is, while investigating the motivational types of the university EFL learners, their motivations towards hybrid English language courses were also researched. To explore whether there is a gender difference amongst the university EFL learners in terms of their motivation towards hybrid learning, the third research question was asked.

3.5 Data Collection Instruments

This research adopted a mixed research methodology, that is, both quantitative and qualitative data collection were used. The online questionnaire items were categorized into two parts. There were 14 motivation-related (Aydoğan, 2016), and 10 hybrid learning attitude items (Qiuyun Lin's (2008) questionnaire's third section). The reason

for choosing these two scales for the survey is that they fit perfectly with the content of this research and can provide the necessary data when combined. As for the qualitative data, the items of the semi-structured interview were created by obtaining great benefit from the guideline of Dörnyei & Csizér (2011, p. 74-94) and adapted from the questionnaires of Aydogan (2016) and Qiuyun Lin (2008). The quantitative data collection instrument was an online questionnaire that consisted of a 24-item 5-point Likert Scale measuring from “1” strongly disagree to “5” strongly agree. It is also beneficial to mention that one item may represent more than one category, however, the second section of the online questionnaire was concerning the motivation of the university EFL learners towards hybridized English language courses. The present study is investigating the motivational types, namely; intrinsic, and extrinsic motivations. Intrinsic motivation questionnaire item numbers are 1, 2, 3, 4, 5, 6, 7, 12, 13, and 14. The numbers of extrinsic motivation related questionnaire items are 8, 9, 10, and 11. The third part of the online questionnaire contains items (N: 10) with regards to the hybrid learning attitude and perceptions towards hybridized English language courses.

The online questionnaire was organized into four categories. The first part is divided into two sections, the consent form for the questionnaire and the semi-structured interview. The second part is about the general information of the participants which required them to refer to their genders, levels of proficiency, and hometown. Proficiency levels were asked by the use of course codes which the participants already familiar with, i.e., ENGP010, ENGP020... The third section was the questionnaire itself, the items regarding perceptions on intrinsic and extrinsic motivations, and

finally, the perceptions on hybrid English language learning were asked in the last section.

3.6 Data Collection Procedure

In collaboration with the main course teachers at the School of Foreign Languages courses, the link of the online questionnaire was delivered to the university students after obtaining all the necessary ethical approvals from the Ethical Board Committee and permissions from the course coordinators. Essential explanations regarding the questionnaire and the semi-structured interview were made by the researcher themselves by visiting the classrooms. The website link to the online questionnaire was shared on the Learning Management System (LMS) of the university beforehand. To promote the reliability of the research, the necessary requisitions were made to the relevant lecturers in the university's preparatory school to verify the honest and accurate completion of the survey by the participants. At the end of the online questionnaire, the participants were asked whether they wanted to attend a further semi-structured interview in order to deliver thorough information regarding the topic. The semi-structured interviews were conducted F2F according to the pandemic regulations since the students were on campus. The time, place and the room of the interviews were preplanned with each participant differently according to their convenience on the days of quantitative data collection. The semi-structured interviews lasted approximately 10 minutes. The recordings of the interviews were made only for the purpose of later transcribing responses to questions to be presented to the relevant answer sheet. All the students engaged in the study voluntarily, and they were aware that their responses or opinions will not be shared with anybody and will be used just for academic purposes. Qualitative data were transcribed and evaluated from the interviews. All replies from the participant university students were

transcribed immediately after they were collected. Eight (N: 8) university students were interviewed towards the end of the research. All the participants were named from one to eight as ST1, ST2, ST3, ST4, ST5, ST6, ST7, and ST8 to remain the anonymity. One of the students (ST9) attended the interview and used the right to opt out from the interview due to an urgent issue after the second question was directed. Therefore, the responses of ST9 didn't transcribe and were destroyed at the same time as the cancellation of the interview.

Content analysis was conducted, and main themes were discovered. Thematic coding analysis was done. The transcripts were read to classify the data and organize them appropriately for subsequent categories. Throughout the transcription process, all qualitative data were stored on the computer in an encrypted file. When the procedure is complete, all recorded interviews were appropriately destroyed in accordance with qualitative research's core ethical principles and standards.

3.7 Data Analysis

The quantitative data were analyzed via IBM SPSS Statistics Version: 28.0.1.0 (142) and researchers' comments and inquisition on the pie charts, bar charts, and the Excel spreadsheet created automatically in the Google Forms were also used for further understanding of the participants' responses. Descriptive statistics were applied on SPSS to analyze the collected quantitative data to be able to draw conclusions and to find percentages, frequencies, means, and standard deviations for each response of the questions. Cronbach's Alpha co-efficiency of the questionnaire was measured as $\alpha = 0.754$. In the first section of the online questionnaire, namely, the items related to motivation, the students are highly motivated towards hybridized English language courses at the mean score from 3.5-5.0, from 2.5-3.49 they are decided to have a

medium motivation, and from 1.0-2.49 are considered as low motivated. Predictably, these considerations were evaluated in terms of intrinsic and extrinsic motivation. In order to analyze the quantitative data in a more practical way, students' responses to the questionnaire items "strongly agree, 5" and "agree, 4" were combined to conduct a more realistic analysis of the item frequencies. Similarly, responses to "strongly disagree, 1" and "disagree, 2" were combined and analyzed. Cross-tabulation was used to comprehend the relationship between the level of proficiency and the gender of the participants.

Thematic coding was implemented to analyze the data gathered from the semi-structured interviews. The thematic coding analysis was carried out in an inductive manner by allowing the data to lead the researcher, who had no preconceived notions prior to the coding and thematization process. Firstly, the interviewees' responses to the items were transcribed fully by a line-by-line coding to document each participants' answers obtained from the semi-structured interview questions. Initial codes were created per interview question. The codes were eventually refined and later put into tables according to each participants' responses.

The next chapter demonstrates the results of the present research study. Findings on hybrid learning and motivation types were presented in both data collection instruments through the relevant tables constructed accordingly.

Chapter 4

RESULTS

This chapter embodies the results of the collected data, which investigated the perceptions of EFL learners towards hybrid English language learning and their motivational types among university preparatory school students. 62 (N: 62) university EFL students completed the online questionnaire. 8 of the students who have completed the questionnaire also participated voluntarily to the semi-structured interviews.

4.1 Results Obtained from Quantitative Data

As mentioned before, the participants of the present study were university preparatory school EFL students. On this account, the second section of the online questionnaire was designed to gain general information about the participant students, while the first part was related to obtaining the participants' consent on both questionnaire and semi-structured interview. The second section is about the participants' basic information, which includes their genders, levels of proficiency, and hometowns. The hometowns of the participants showed that the study comprised a multicultural population, students from 17 different countries completed the questionnaire (see *Table 1*, p.28). The proficiency levels of the participants were required by the course codes used by the School of Foreign Languages at the university which are six different levels as per the Common European Framework of Reference (CEFR). To carry out the analysis practically, the participants' answers to the questionnaire items were merged; that is,

"strongly agree" and "agree" were mixed, and "strongly disagree" and "disagree" were combined.

4.1.1 Results of the Items Representing the Students' Intrinsic Motivation

The following table indicates the frequencies of the participants' responses to the items which are reflecting intrinsic motivation. "Strongly agree" and "agree", "strongly disagree" and "disagree" are merged to make the analysis easier.

Table 2: Results of Items Representing the Students' Intrinsic Motivation

Items	SD %	D %	N %	A %	SA %	M	S.D.
1. I speak English because I enjoy it.	0	4.8	17.7	27.4	50	4,23	,913
2. I write in English because I like it.	0	4.8	19.4	38.7	37.1	4,08	,874
3. I dedicate lots of time to learn English because I am interested in it.	3.2	3.2	12.9	35.5	45.2	4,16	,995
4. Generally speaking, I like English language.	1.6	6.5	9.7	22.6	59.7	4,32	1,004
5. I do not learn English only to achieve good grades but also to get personal satisfaction in it.	4.8	4.8	12.9	17.7	59.7	4,23	1,151
6. I receive personal satisfaction in learning English.	4.8	1.6	9.7	40.3	43.5	4,16	1,011
7. English learning is fun for me.	3.2	1.6	14.5	35.5	45.2	4,18	,967
12. I learn English to achieve specific grade.	3.2	8.1	14.5	30.6	43.5	4,03	1,101
13. I learn English because teachers want me to do so.	29	27.4	16.1	14.5	12.9	2,55	1,387
14. I learn English to fulfill parents' expectations.	19.4	14.5	27.4	14.5	24.2	3,10	1,434

Note- *SD: strongly disagree, D: disagree, N: neutral, A: agree, SA: strongly agree
**M: mean, S.D.: standard deviation.

The first item (*I speak English because I enjoy it*) directly reflects intrinsic motivation of the students. It is revealed from the results that 77.4% of the participants agree with

this item. In contrast, 4.8% disagree with this statement. This means that most of the students are intrinsically motivated towards speaking in English willingly.

Similarly, 75.8% of the participants showed their approval with the second item (*I write in English because I like it*) which is related to writing in English. The “I like it” or “I enjoy it” parts of the statements indicate the intrinsic motivation. 19.4% of the participants who were neutral or not sure about the statement, while 4.8% disagree with it.

Correspondingly, 4.8% of the participants disagree with the third item (*I dedicate lots of time to learn English because I am interested in it*) while participants who show approval with the aforesaid item is 80.7% which means that the EFL students spend lots of time to learn English because they are interested in learning the language.

Concerning the fourth item (*Generally speaking, I like English language*), which is a general statement on the attitudes of the participants towards English. 82.3% of them agree with the statement. 8.1% disagree with this item, while 9.7% is neutral or not sure.

For the fifth item (*I do not learn English only to achieve good grades but also to get personal satisfaction in it*), the data showed that 77.4% of the participant students agree with this item. The students are willing to learn English to get satisfaction from the success they achieved and to get good grades at the same time. The participants who disagree with this statement is only 9.6%.

83.8% of the participant students comply with the sixth item (*I receive personal satisfaction in learning English*) which was pretty similar to the previous statement. On the other hand, 6.4% of the participants disagree with this item which indicates that this number of participants don't receive personal satisfaction in learning English. Besides that, students who are not sure or neutral about this statement is 9.7%.

The results of the seventh item indicated that (*English learning is fun for me*) 80.7% of the participant students agree with this item which is about enjoying learning English. While 14.5% of the participants are neutral or not sure, and 4.8% of them disagree with this statement, which means they don't enjoy learning English.

The data obtained from the item 12 (*I learn English to achieve specific grade*) showed that 11.3% of the participants disagree with this statement, while 74.1% of them agree. This statement looks like it has discrepancy, however, it represents to have an intrinsic motivation towards achieving a specific grade. That is, when students set goals to achieve what they want sincerely.

Regarding the thirteenth statement (*I learn English because teachers want me to do so*), 56.4% of the students disagree with this item because they don't learn English for their teachers, they learn it for themselves which is obviously related with intrinsic motivation. Participants who agree with this statement is 27.4%, that is, they learn it extrinsically.

38.7% of the responses to the item 14 (*I learn English to fulfill parents' expectations*) indicate that the students are learning English to fulfill their parents' expectations.

27.4% of them are neutral or not sure, while 38.7% of them agree with this statement.

The response rates to this item were very close to each other.

4.1.2 Results of the Items Representing the Students' Extrinsic Motivation

The following table reports the responses of the participants for the items that are related to the extrinsic motivation. To make the analysis practical, "strongly agree" and "agree," "strongly disagree" and "disagree," and "strongly disagree" and "disagree" are combined.

Table 3: Results of Items Representing the Students' Extrinsic Motivation

Items	SD %	D %	N %	A %	SA %	M	S.D.
8. I learn English to widen my environment.	3.2	3.2	12.9	30.6	50	4,21	1,010
9. I learn English to gain prestige.	8.1	4.8	24.2	17.7	45.2	4,21	1,010
10. I learn English to reach upper level.	1.6	0	12.9	19.4	66.1	4,48	,844
11. I learn English because it will increase my social acceptance.	1.6	1.6	21	22.6	53.2	4,24	,953

Note- *SD: strongly disagree, D: disagree, N: neutral, A: agree, SA: strongly agree
**M: mean, S.D.: standard deviation.

The first item of the extrinsic motivation related questionnaire items, which is the eighth item (*I learn English to widen my environment*), 80.6% of the participants agree with this statement. That means they are extrinsically motivated towards learning English to widen their environment, in other words, to speak with the native speakers of English or other people to expand their network. 6.4% disagree with this item, which means that they don't learn English to expand their environment.

62.9% of the participants agree with the ninth item (*I learn English to gain prestige*), while 24.2% of them are neutral about this statement and 12.9% disagree. The

participants who disagree with this statement are intrinsically motivated to learn English, that is, they don't learn English only for gaining prestige.

For the tenth item (*I learn English to reach upper level*), only 1.6% of the participants disagree, however, participants who agree with this statement is 85.5%. Therefore, the majority of the participant students learn English to reach upper levels.

Concerning the eleventh item (*I learn English because it will increase my social acceptance*), 75.8% of the participants agree with this statement. Only 3.2% disagree. 21% of the participants are neutral or not sure about this item.

4.1.3 Results of the Items Representing the Students' Perceptions on Hybridized Learning

The table below illustrates the results of the items regarding the perceptions of the participants' responses on the hybridized learning. Similar to the previous analysis, to facilitate the analysis of the results practically, the rates "strongly agree" and "agree," "strongly disagree" and "disagree" have been combined.

Table 4: Results of Items Representing the Students' Perceptions on Hybrid Courses

Items	SD %	D %	N %	A %	SA %	M	S.D.
1. I could control the pace of my own learning.	1.6	1.6	32.3	33.9	30.6	3,90	,918
2. The online course materials were difficult to follow.	19.4	22.6	24.2	16.1	17.7	2,90	1,376
3. Online assignments were helpful in understanding the course content.	6.5	11.3	19.4	38.7	24.2	3,63	1,163
4. The time I spent online would better have been spent in class.	6.5	14.5	27.4	29	22.6	3,47	1,183
5. The connection between what I did online and in class was clear.	6.5	16.1	33.9	21	22.6	3,37	1,191
6. I found participating in the online discussion board useless for my learning.	19.4	21	30.6	21	8.1	2,77	1,220
7. I didn't have any difficulty managing my time for the online part of the course.	4.8	14.5	29	33.9	17.7	3,45	1,097
8. I was unable to share ideas with other students on a regular basis.	14.5	16.1	24.2	25.8	19.4	3,19	1,329
9. I would recommend taking hybrid courses to a friend.	8.1	12.9	29	24.2	25.8	3,47	1,238
10. I would prefer courses that incorporates a whiteboard.	6.5	8.1	24.2	29	32.3	3,73	1,190

To start with the first item regarding hybridized learning (*I could control the pace of my own learning*), 64.5% of the participants agree with this statement. The purpose of this item was to evaluate whether they are able to control their pace of learning in hybrid courses. Whereas participant students who are not sure or neutral about this item is 32.3%. Low number (3.2%) of participants disagree with this statement.

Regarding the second item (*The online course materials were difficult to follow*), 42% of the participants showed their disapproval to this statement, while 24.2% is neutral. 33.8% of them agree with the difficultness of the online course materials.

The results of the third item (*Online assignments were helpful in understanding the course content*), showed that 62.9% of the students agree that online assignments can be helpful in order to understand the topic of the day. 17.8% disagree with this statement. 19.4% of them are not sure about it.

51.6% agree with the fourth item (*The time I spent online would better have been spent in class*), which is about spending the learning time in a classroom setting rather than attending the course online. 21% disagree with this item since it can be understood that they want to spend their time online. 27.4% of the participants are not sure.

Concerning the fifth item (*The connection between what I did online and in class was clear*), 43.6% of the participant EFL learners agree with this statement. 33.9% are neutral or not sure about this statement, while 22.9% disagree.

The sixth item (*I found participating in the online discussion board useless for my learning*) showed that 40.4% disagree with the uselessness of the online discussion board for their learning. They perceive online discussion boards as useful. 30.6% of the participants are neutral. 29.1% agree with the statement and they perceive that its useless to participate in online discussion boards.

The results of the seventh item (*I didn't have any difficulty managing my time for the online part of the course*), 80.7% of the participants showed approval with this item, whereas 4.8% disagree. 14.5% are not sure about it.

Concerning the eighth item (*I was unable to share ideas with other students on a regular basis*), similar to the previous hybrid learning related item, 80.6% agree that they were unable to share ideas with other students on a regular basis. In other words, this indicates how much the participant students want to spend time or share moments with their classmates on a regular traditional classroom setting. Since online classroom environments cannot provide students this kind of collaboration. 12.9% are neutral about being unable to share some ideas with other students on a regular basis, however, 6.4% disagree.

24.2% of the participants are neutral about the ninth item (*I would recommend taking hybrid courses to a friend*) which indicates that they are not sure about recommending hybrid learning to their friends. 12.9% of the participant students are disagree with recommending hybrid courses to their friends. 62.9% approve recommending taking hybrid courses to their friends.

The last item (*I would prefer courses that incorporates a whiteboard*) related to hybridized learning measured whether the participant students prefer courses which incorporates a whiteboard or not. Accordingly, 85.5% of the participant students agree with having a whiteboard during their learning process. Low number (1.6%) of responses show that the participants disagree with having a whiteboard in their English language courses. Whereas 12.9% are not sure with it.

4.2 Results Obtained from Qualitative Data

The results of the qualitative data were presented and discussed through common codes found from the responses of the interviewees. Quotes from the responses were used to support these codes. 8 (N: 8) students from who have already completed the online questionnaire have participated voluntarily in the semi-structured interviews. 5 of the students were male, where 3 of them were female. The proficiency levels were from ENGP030 to ENGP050 which ranges from Pre-Intermediate to Intermediate. The proficiency levels and genders were taken as the initial information from the participant students (See “*Table 5*” in Chapter 5 for related information and statistics). Each interviewee was labelled from 1 to 8 anonymously (e.g., ST1, ST2). Further information such as gender or level weren’t given to link them to a quote. For the sake of the reader and the interviewees, all quotes have been grammatically corrected and semi-edited semantically. With a small sample size of 8 participant students, the opportunity to generalize the findings of this data is limited. However, it is sufficient to apply a triangulated analysis with the quantitative data. The discussion that follows may consequently serve as inspiration, or as comparison for future studies. The codes presented below are inferenced according to the similar responses given by all students to the items in the semi-structured interview.

4.2.1 The Fear of Covid-19

The first code was named after the fear of Covid-19 due to the participant students’ responses to the first item (*How can you explain your motivational status during your hybrid courses?*) in the semi-structured interviews. The purpose of this item was to understand students’ motivations during their hybridized English courses. Three out of eight responses were related to the fear of Covid-19. They also mentioned that if there wasn’t a pandemic, they would attend their classes on campus by heart.

“Because of Covid-19 I would prefer to attend my lessons online but face to face lessons can be more effective to me. (ST1)

“I was so afraid of Corona, and I didn’t want to go school. Hybrid courses were perfect because i didn’t have to go school everyday.” (ST6)

“It was so boring to stay home and attend my courses online. I always want to go to school and take my English course at school. But because of Covid-19 I afraid to go to school because it was crowded.” (ST8)

As they were afraid of Covid-19 pandemic, the feeling of isolation and attending online from home without their friends affected their habits, whereas some of the participants such as ST1 preferred attending the online English courses even if they knew that F2F classes were better for them.

4.2.2 Attendance

The second theme, attendance, was meaningfully driven from the participants’ responses from more than one semi-structured interview item. Participants mentioned attendance within two aspects. The former is “mandatory attendance” which represents the responses of the participants that are related to necessarily or mandatorily attending their lessons either online or F2F in order not to fail or get NG (not going) from their courses.

“I just attended to my courses online for the attendance, if there wasn’t Covid I would be in the class.” (ST1)

“I attend my online lessons just not to get NG and not fail my course.” (ST3)

The latter aspect is called “attending courses with a purpose” by considering that the participant university students used the hybridized English language preparatory

courses as a chance to strategically attend their courses in order to be safe from the pandemic. As they have mentioned, they tried to attend their courses on campus when the topic is important or when it's new for them, but when there is something less important such as presentations or project courses, they were attending online.

“I tried to attend my online lessons to not to miss an important topic. I didn't attend if there wasn't anything important or a presentation that I had to listen for the homework.” (ST3)

“I was attending all my lessons online but when i have a problem or a question, I knew that the teacher was at school to help me.” (ST4)

“When the teacher is going to explain an important topic, I try to attend face to face. When it is not important, I attend online and do my exercises online.” (ST2)

The attendance to their courses were crucially important because if they attend online, there was a high chance that they might not ask questions or request relevant explanations from their instructor by the reason of the instructor might neglect them and give more attention to the in-class students.

4.2.3 Usage of Online Applications for Educational Purposes

Students were using online learning applications for educational purposes such as using Google for an explanation of a grammatical topic. ST4 and ST6 also mentioned that they were using online applications as a learning strategy for their courses as well. These outcomes were obtained from the responses given to the 5th item (What are your language learning strategies to cope with the hybrid courses?).

“I use my Google and Tureng which a dictionary. I check meanings of the words. When the online course finishes, I stay online and make exercises about the topic the teacher said.” (ST8)

“My teacher can make me die I am using Google translate for my writing homeworks. Because why I don’t want to spend my time to write homework.” (ST5)

“I was able to check what the topic was easily from Google and the teacher thought that I knew the topic and she was saying well done to me. I was lying to myself I know. But I was really learning by doing that.” (ST4)

“...But I was checking the grammar subject from Google, and I learned it.” (ST6)

“I used the internet to do my homework and when we did the presentation online it was perfect, I got full points. I opened videos from YouTube and i was checking my notes easily.” (ST2)

They used various online applications which provided translation or gave definitions to them. However, this caused cheating on their courses which will be explained in the following points (see 4.2.6 Cheating).

4.2.4 Technical Problems

Technical problems due to poor internet connection was mentioned during the semi-structured interviews by three participant students. Their responses for the 2nd item (How do you think that hybrid course affect your English language learning?) indicated that poor internet connection was affecting their language learning.

“I didn’t learn and improve my English at all. Because I didn’t hear my teacher properly. It wasn’t effective.” (ST2)

“It didn’t have any effect. If I want to learn English online, I can buy Duolingo and I can learn English without the voice break because of the Internet connection.” (ST4)

“I can say I improved my English a little because I wasn’t able to listen my teacher well because of the Internet. It was very bad at the dorm...” (ST6)

The poor internet connection caused voice breakdowns while watching their online English courses, and it effected the participant students’ learning process. Some of them left watching their course, some of them watched it later when the internet connection was better. This affected their motivations and language learning in a negative way.

4.2.5 Being Autonomous

For several semi-structured interview items, the participant students gave responses related to autonomy. They also remarked that F2F classes are distracting.

“...hybrid courses help us to improve our self study.” (ST5)

“...the lessons are usually recorded. If you missed a part of the lecture, you can just rewatch the session. This way, there won’t be parts you can miss about your lesson.” (ST7)

“...this way give me more time at home to learn it myself.” (ST6)

“My best experience could be that I do not have anxiety during my lessons (especially the online ones). I can be in my own zone with a chilled mind and focus on my lesson. I get distracted during normal classes but online lessons I am able to focus on the topics and improve myself even more. I enjoy going through the recordings to find out the parts I missed.” (ST7)

One of the main things that inspires students to study online is autonomy. Because online attended students are at home alone and do not engage face-to-face with their instructors, they may feel confused and unsure of what to do. On account to this, most of the students were affected positively about being autonomous. They were

comfortable because they had the choice to study whenever they wanted owing to having recorded sessions. They could watch the courses whenever they wanted. In contrast, some of the students weren't comfortable being autonomous. As not all of the students were the same, and they had individual differences, some of the participant students looked for assistance or guidance from the course instructor.

4.2.6 Cheating

Many responses to several items indicated that students were cheating during online courses or examinations. They also mentioned that the reason why students didn't learn in online courses is because they were cheating.

"I don't believe that students learn English in a hybrid way. They always cheat." (ST2)

"I don't know what will happen to me after this answer, but I want to be honest. My friend did my quiz and I passed with higher grade." (ST4)

Due to the pandemic regulations ordered by the Minister of Education TRNC, even if the courses were both online and on campus, the examinations were being conducted online on LMS system of the university. In such manner, the participant students admitted that were asking or requesting from their friends or acquaintances to complete their exams on behalf of them.

In relation with the previous theme (4.2.5 *Being Autonomous*), the students also remarked cheating as a strategy to pass their courses due to noticing that they could not learn online as ST6 stated.

“I was learning how I learn. I discovered that I don’t learn online. I need teacher. Only strategy to pass my course was to cheat from my book in exams.” (ST6)

4.2.7 Teachers’ Good or Bad Influence

The teachers’ influence on students was indicated by the participants. One of the eight students mentioned how motivating it was to be validated by the teacher during the online courses.

“I feel very motivated because our course teacher makes all of us feel validated and teacher understands our problems.” (ST5)

ST8 and ST1 stated that they didn’t have enough motivation towards online courses because their teacher wasn’t paying enough attention to the students who attended online.

“I wasn’t have more motivation to do my course online. The teacher was always speaking to my classmates in class, I was jealous. It wasn’t good like that.” (ST8)

“If I put my focus on the lesson, I can learn English but when I attend from my house the teacher usually talks to my friends who are in the class at school and online students can be forgotten.” (ST1)

4.2.8 Unwillingness and Lack of Interest

The participant students pointed out their lack of interest towards their online English courses. They mentioned how unwillingly they attended to their online courses and their laziness.

“I didn’t want to attend online. Its boring I want to sleep when it is online. Its impossible to learn like that. Nothing is interesting.” (ST2)

“It was so boring to stay home and attend my courses online. I always want to go to school and take my English course at school.” (ST8)

The university students’ unwillingness or lack of interest were caused by many factors such as poor internet connection, their instructors’ neglect or being isolated and having no other duties at home.

To conclude the results chapter shortly, the quantitative data gathered from 62 participants were demonstrated and described accordingly throughout the tables formed via SPSS. Transcribes from the semi-structured interview were used to explain the findings regarding the qualitative data. The results of the data were illustrated separately, clearly, hybrid learning perceptions and motivational types of the students were analyzed separately however, analyzed collectively.

The following chapter represents the discussion of the findings by the three research questions, and finally the conclusion of the study is presented as well as the teaching implications, researchers’ remarks, and limitations that occurred during the implementation of the research and lastly the recommendations for the further research were given.

Chapter 5

DISCUSSION AND CONCLUSION

In this chapter, the discussion and the conclusion of the present study is presented. Firstly, the discussion of the results of the study were explained per research question. Comparisons were done where necessary with the other research conducted on the same or similar issues.

5.1 Discussion of the Results

The main goal of this study was to investigate the perceptions and motivational types of EFL learners towards hybridized English language learning. Due to the Covid-19 pandemic, students had the choice of being an e-student (stay-at-home student) or attending their lessons face-to-face, which may have impacted their motivation for English classes. Their motivation, for instance, may change from extrinsic to intrinsic, or vice versa. Their perspective on the subject is examined to improve language teachers' teaching practices in terms of encouraging students' intrinsic motivation for hybridized English courses. In this section, the results of the online motivation and hybrid learning questionnaire and the semi-structured interview results are discussed. The results of the collected data are presented per research question below.

5.1.1 Research Question 1: What Are the Perceptions of EFL Learners on Hybrid Learning?

Some students found online language learning impossible when they are alone at home. Because as they have mentioned during the semi-structured interviews and in their responses for the questionnaire. The enthusiasm of attending their classes F2F

can be accepted as the students may have intrinsic motive towards F2F classes more than online classes. They also stated that the teacher is an important external factor which can affect the motivational status. From the teachers' perspective, it may be difficult to put control over both in-class students and e-students. Therefore, their behaviors may be good or bad for the students' motivation towards hybrid classes. As the students have indicated, the teacher may put more attention towards in-class students and may forget the e-students due to poor internet connection. Students have extrinsic motivations towards having online courses as it can be proven by ST4's words. They were using Google Translate and similar online translation or paraphrasing applications to submit their course assignments and complete their daily tasks. The participant students were afraid of Covid-19 pandemic that was the reason why they didn't want to attend their classes on campus. On the contrary, according to Erliza & Septianingsih's (2022) research study, undergraduate students had favorable views on hybrid learning from a pedagogical, social, and technical standpoint. Despite this, there were unfavorable impressions regarding the technical elements of students' focus on deeper learning and their challenges with English language acquisition during hybrid learning. However, in Adiyaman and Demir's (2021) research article, what language learners experience in online English courses during the Covid-19 pandemic process, their motivation for online English language education, whether they can use the internet effectively and whether they can take online English lessons, what techniques they find useful, and the quarantine days. They aimed to determine whether it affects language learning motivations. Their study found out from the structured interview forms submitted by the students indicate that staying at home throughout the pandemic period had no serious negative effect on students in FLE departments. While there was a lack of positive energy generated by F2F education and the psychological

effects of Covid-19 restrictions on FLE students, it is worth noting that students in FLE classrooms studied English more voluntarily throughout the pandemic era. Additionally, their research demonstrates that students enrolled in FLE courses are good with technology and like utilizing online platforms to practice English. In comparison, the present study has found out that in the case of School of Foreign Languages in Final International University, the participants were positive about the F2F education on campus. Due to their fear of pandemic, most of the participants stated that they were afraid to attend their classes on campus, moreover, some of them didn't like the use of Internet because of the technological problems such as poor internet connection or being illiterate/less literate in technology. Students have also mentioned their boredom caused by staying at home without their friends considering that they were not living with their parents overseas. On account to this, Nakamura, Darasawang, and Reinders (2021) tried to find out the causes of boredom, as they called it "antecedents of boredom" in their classroom-based study. Thai university students who were taking English oral communication courses were examined for shedding light on the causes of boredom. The main instrument for gathering data was a whole-class survey with 25 participants, and through asking students about their experiences with boredom in a particular class over the period of seven weeks. Nine themes were identified as the causes of boredom via a modified form of constant comparative analysis of the survey data, which was supported by the results of the interviews. It has been demonstrated that a variety of factors, including activity mismatch, lack of comprehension, inadequate L2 knowledge/ability, task difficulty, input overload, and a lack of ideas, can lead to situations where internal learner factors and external classroom factors are out of balance or mismatched, which can lead to the emergence of boredom. The physical tiredness of students, poor outcomes of

classroom assignments, and unfavorable behaviors of classmates were also found to be the causes of boredom. Although Nakamura et al. (2021) listed many antecedents of boredom, they weren't specifically for online English courses. However, they can be intertwined or interrelated with students' feelings on online learning settings, such as; activity mismatch, task difficulty, or lack of comprehension. As the participants of the present study mentioned in semi-structured interviews, when they were not able to understand what their instructor was explaining due to poor internet connection problems or other issues, they may get bored and start using their phones or they completely lose their attentions towards their online English course.

5.1.2 Research Question 2: What Are the Motivational Types of EFL Learners?

Although the data cannot be generalized, it can be understood that university preparatory school EFL students are mostly extrinsically motivated towards hybrid courses. According to the responses given by the participants to the online motivation and hybrid learning questionnaire, the statistics indicate that most of the students have extrinsic motivation towards online English courses. The participants showed agreement with the several questionnaire items related to extrinsic motivation. For instance, item 8 (*I learn English to widen my environment*), item 9 (*I learn English to gain prestige*), item 11 (*I learn English because it will increase my social acceptance*) which were some items consisting of underlying meaning that students are learning English language for an external rewards such as widening the network in terms of having many relations with other people which can be for future business, education or other purposes. In the same manner, the participant students agreed on learning English for gaining prestige and being accepted by the society. Item 10 (*I learn English to reach upper level*) was also about external rewards as learning English to reach to an upper English proficiency level. Similar responses were also given during the semi-

structured interviews. In terms of attending to the hybridized English courses, one of the participant students stated that if they don't attend their online or F2F English courses, they might fail from attendance that was the reason of attending (*"I attend my online lessons just not to get NG and not fail my course."* (ST3)). It is obvious that the motivation was completely extrinsic. Harnett (2016) stated that students' withdrawal from the online courses has been influenced negatively by feelings of isolation, dissatisfaction of technology, and time restrictions due to other commitments. The high student burnout rate has been linked to low motivation as a key contributing factor. As a result, student motivation is seen as a critical aspect for success in online learning settings (p.6). Comparative studies involving online, and on-campus students also show that online students are more intrinsically motivated than their on-campus counterparts at both the undergraduate and postgraduate levels (Huett et al. 2008; Shroff and Vogel 2009; Wighting et al. 2008; as cited in Harnett, 2016). In comparison, the responses of both data collection instruments in the present study show that most of the university English preparatory school students had extrinsic type of motivations towards hybrid English courses. However, there were also responses related to intrinsic motivation. Many items questioned university students' motivations whether they have internal desire or eagerness to learn English. For instance, item number 1 (*I speak English because I enjoy it*) and item 4 (*Generally speaking, I like English language*), their underlying meaning were entirely related to intrinsic type of motivation regarding university students' internal desires such as willingly attending their hybrid English courses without having boredom or expecting to get a passing grade but learning English by heart without thinking about the grade they will get as item 5 asked (*I do not learn English only to achieve good grades but also to get personal satisfaction in it*). Vast majority of the responses from the semi-structured

interviews revealed that the university preparatory EFL students are enjoying learning English. Most of the students agreed on “*English learning is fun for me*”. This means that they have internal incentives, that is exactly intrinsic motivation, towards learning English. Similarly, Gustiani’s (2020) study reported that the students' motivation to acquire new knowledge and enjoyment of trying out various learning strategies had a more intrinsic impact on their motivation for their online learning. It was furthermore extrinsically impacted by outside regulation and environmental factors which can also foster amotivation or lack of motivation.

5.1.3 Research Question 3: What Are the Differences Between Female and Male Participants Regarding Their Motivations Towards Hybrid Learning?

To compare the gender and the proficiency levels of the participants, a cross-tabulation analysis was conducted to the data collected from the online questionnaire (See *Table 5* below). The participants who have completed the semi-structured interviews were also completed the questionnaire, to this extent, separate statistics weren’t conducted accordingly. Although there is a research gap regarding the research on motivation in relation with the gender of the EFL learners, comparisons can be made within different subjects which are also being conducted online or under the umbrella of blended learning or e-learning. On this account, Simanjuntak, Hia, and Manurung (2020) study intended to explore the gender-based reasons for utilizing blended learning to learn mathematics. Nine male and 23 female math students served as the study's participants. Their results indicate that students' motivation to study mathematics using blended learning methods is the same for both male and female students.

Table 5: Gender and Level of Proficiency Cross-tabulation

Gender * Level of Proficiency Crosstabulation						
		Level of Proficiency				
		ENGP 020	ENGP 030	ENGP 040	ENGP 050	ENGP 060
		Elementary/Pre-intermediate	Pre-Intermediate/Intermediate	Intermediate/Upper-intermediate	Intermediate (repeat students)	Upper-intermediate (repeat students)
Gender	Female	4	14	7	3	1
	Male	3	13	12	2	0
	Prefer not to say	0	3	0	0	0
	Total	7	30	19	5	1
						Total
						62

As the results of the cross-tabulation statistics show, there is a slight difference of gender variation. The major difference is at ENGP040 groups, which has 7 female and 12 male students. During the analysis of the data, gender wasn't included in any description or presentation of the data. However, to answer the third and the last research question of the present study and according to the analyzed data, it can be said that male students are the ones who stated the most responses which rely on extrinsic motivation. As Simanjuntak et al. (2020) found out, there is no difference between male and female students in terms of motivation towards their courses. Nevertheless, the present study's qualitative data results showed that male students have more extrinsic motivation towards hybrid English courses than the female students.

5.2 Conclusion

To conclude, the triangulation of the percentages calculated regarding the quantitative data, and the codes generated from qualitative data showed that the university EFL students have intrinsic motivation towards learning the English language. However, when comparing the qualitative data and the quantitative data findings, it can be understood that the university EFL students have intrinsic motivations towards

learning English, nevertheless, they have extrinsic motivations towards hybridized English courses.

They stated that they prefer traditional lessons with no poor internet connection, teachers' voice breakdown or problems regarding the teacher neglecting the students who attended online. The participant university EFL students were more enthusiastic about taking F2F English classes than hybridized English courses. Their perceptions on hybrid learning made it clear that their motivational types were purely extrinsic.

There was a slight difference in gender variation. However, male students had more extrinsic motivations than female students. The findings of semi-structured interviews which were related to extrinsic motivation were given mostly by the male students.

To tell more about the university EFL students' perceptions on hybridized English language learning depending on the codes generated from the semi-structured interviews, their fear towards Covid-19 affected their choice of attending their classes whether on campus or online. As they had a fear towards Covid-19, they attended online, but this time they had unwillingness. They stated that it was boring being at home, attending the lesson alone, or even being isolated at home wasn't a better learning environment for them because they were more comfortable at home.

It can also be understood that they were extrinsically motivated depending on the responses they gave about the attendance. They were attending whether online or on campus in order not to get NG (not going) as they have stated.

They also mentioned cheating during their hybrid courses. During the hybrid courses in Final International University, even though the student had a choice to attend on

campus or online, their examinations were being conducted online in order to obey the Covid-19 pandemic regulations ordered by the TRNC Minister of Education. Thus, they admitted that their friends or acquaintances were completing their online English examinations who had more knowledge on English language. The reason was, there was nobody to invigilate them during the examinations. They were also using online applications to complete their tasks and assignments. For instance, when there was an assignment which consisted of writing, they were writing the essay in their language and then making direct translations online before submitting it.

As this present study investigated the perceptions of university students towards hybrid English language learning, it also examined their motivational types as well. The language instructors of the school of foreign languages that the study was conducted, and the students are recognizing the benefits of increased flexibility and the chance to have the best of both online education world and F2F education as more universities and other educational institutions implement hybrid courses. Instructors must go through a careful and detailed planning process to create a course to fully utilize both media to teach successful hybrid courses. The skills and insights gained from teaching a hybrid course tend to influence how language instructors teach their other courses, extending hybrid courses' incredible benefits even further. According to Csizer, and Dörnyei (2005), language learning motivation is a complicated, composite construct, and while previous research has identified its several key components, their interrelationship has frequently been debated.

To say the last words, the results of this study found out that the university English language preparatory students are mostly optimistic, and most importantly they have intrinsic motivations towards learning English, however, it is understandable by their

perceptions on hybrid learning that their motivation is purely extrinsic. The findings of the semi-structured interviews indicated that the university students are more eager to have F2F English classes which can promote their motivations to be more intrinsic.

5.3 Teaching Implications

The implementation of hybrid learning and being aware of L2 learners' motivational types can be very useful for the English language teachers since they can support and foster students learning process by guiding them to discover their motivational type since why they want to learn the second language is crucial and choose their learning strategy accordingly. By implementing hybrid L2 instruction, the language teachers can benefit from its advantages for both themselves and the students, such as the use of technological tools via smartboards or computers, flexibility of the lessons, and most importantly the accessibility of the lessons because they are being recorded. As for the topic's benefits for SLA, hybrid learning can be implemented on EFL learning for all grades and proficiency levels respectively by drafting and of course by considering the motivational types of the students as well.

The motivation of students to learn might influence how hard they work. Each sort of motivation may promote language acquisition. The motivation of the learners and their language acquisition are intertwined. Consequently, throughout the language education process, the instructor should highlight the relevance of students' motivation. Teachers might remind students about the benefits of studying English in order to help them generate intrinsic motivation. For instance, if a student intends to work in a field connected to the target language, the instructor should assist them in appreciating the language's importance in their future employment. Additionally, various types of tests might boost students' motivation in specific ways. Teachers

might dismiss the importance of the final exam in favour of assisting students in seeing benefits for themselves beyond it (Bao, & Liu; 2021).

5.4 Limitations

As for the limitations of the present research study, the former factor which have limited the study was the university students' motivation towards completing the semi-structured interviews after the online questionnaire. Eight (N:8) over sixty-two (N:62) students have accepted voluntarily to complete the semi-structured interviews. Even if the 8 university preparatory students responded the semi-structured interview questions, the responses they provided during the process of interviews were mostly concerning the online learning and hybrid English courses. The number of responses regarding the motivation is miserable. The reason why it has affected the analysis of the data and the results of the research study. Although there were less responses regarding motivation and motivational levels of the participants, it effected the analysis of qualitative data incredibly positively. This way, quantitative data worked for motivation towards learning English, qualitative data for online learning and hybrid learning and finally it helped the results of the study to be triangulated.

5.5 Recommendations for Further Research

During conducting the research, the research faced some limitations as mentioned before in the previous section (see 5.4 *Limitations*, p.61). To make it better and lead the further research in the correct path, some recommendations might be necessary. It could be better if further research analyzes the nationality or the English proficiency levels of the participant students whether it affects their perceptions on hybridized English courses, except analyzing only one variable which was the gender of the participants in this present study.

While designing the research, being sure that they can find a proper scale or generating their own scale regarding their topic is crucially important. When researching “motivation”, the researchers should be extremely careful. The reason is, motivation is attitudinal (Dörnyei, 2001), and it might not show the truth.

5.6 Researcher’s Final Remarks

There are many strategies for engaging the students in online learning which the language teachers may implement or include in their teaching practices. Motivational tasks, or tasks that enhance students’ interests, and collaborative tasks are some ways to encourage the students in the online courses.

Giving feedback sensitively and timely is crucially important in online education since the students always wonder how their progress is because they cannot contact and interact with their teachers face to face. Teachers’ enthusiasm through the online lessons is extremely important as well, that is, the more the teacher is happy, enthusiastic, and motivated to conduct the lesson the more the students are motivated to participate. Autonomy is one of the major factors for motivating the students for online learning because the e-students are at home alone and have no F2F interaction with their teachers, they may feel lost and may not understand what to do at that moment. The teachers should be more patient during the hybrid courses and make necessary explanations repeatedly. The language teachers should also consider giving more control to the students, that is, they should promote learner autonomy. When the students have control of what they would do in the current lesson, and which task, they feel more motivated and confident. It can foster positive attitudes towards online courses. The content of the online courses must engage the students in the lesson and the topics and tasks should be relatable to fulfil students’ needs. Finally, the online

courses should be well-planned and well-organized. The teacher must provide relevant guidelines regarding the tasks and assignments and give clear instructions in order not to have misunderstandings.

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APPENDICES

Appendix A: Approval Letter from the BAYEK

 Doğu Akdeniz Üniversitesi <i>"Erdem, Bilgi, Gelişim"</i>	Eastern Mediterranean University <i>"Virtue, Knowledge, Advancement"</i>	Galileo Galilei Sk. / Str., 99628, Gazimağusa, KUZNEY KIBRIS / Famagusta, NORTH CYPRUS, via Mersin 10, TURKEY Tel: (+90) 392 630 1327 bayek@emu.edu.tr
Bilimsel Araştırma ve Yayın Etiği Kurulu (BAYEK) / Board of Scientific Research and Publication Ethics		

Reference No: ETK00-2022-0010

06.01.2022

Subject: Your application for ethical approval.

Re: Birtun Bener

Faculty of Education.

EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of Education (date: 24.12.2021, issue: 21/107) granting Birtun Bener and Prof. Dr. Naciye Kunt from the Faculty of Education to pursue their work titled "**An Investigation on the Perceptions of EFL Learners towards Hybrid Learning**".

Best Regards



Prof. Dr. Yücel Vural

Chair, Board of Scientific Research and Publication Ethics - EMU

YV/ek.

www.emu.edu.tr

Appendix B: Approval Letter from Final International University Ethics Committee

 **İÇ YAZIŞMA / INTER OFFICE MEMORANDUM**

Gönderilen/To: Öğr. Gör. Birtun Bener
Öğretim Üyesi

Tarih/Date: 0612/2021

Gönderen/From: 
Prof. Dr. Hüseyin YARATAN
Rektör

Ref/Sayı: 100/050/REK.003

Konu/Subject: Etik Kurulu onayı hk.

3 Aralık 2021 tarihli Etik Kurulu toplantısında alınan karar doğrultusunda çalışmanızın uygun olduğuna karar verilmiştir. Bilgi ve gereğini rica ederim.

Dağıtım: Etik Kurulu Başkanlığı

Etik Kurulu Kararı:
Öğr. Gör. Birtun Bener'in sunduğu "An Investigation on the Perceptions of EFL Learners towards Hybrid Learning" başlıklı, Etik Kurulu önerileri doğrultusunda düzeltilmiş başvurusu görüşülmüş, planlanan çalışmanın araştırma etiğine uygun olduğu kararına varılmıştır. Katılımcılara sosyal medya, email vb. yöntemlerle ulaşılacak hallerde, anket sorularına giriş koşulu olarak çevrimiçi kabulü için onam formu metni ve "onaylıyorum" butonunun anket formu girişinde yer alması gereklidir. İletişim: birtun.bener@final.edu.tr

NÇG/HY

Appendix C: Consent Form

Dear participant,

This research is prepared for university preparatory EFL learners within the scope of ELTE 500 Master Thesis course of the Eastern Mediterranean University Faculty of Education English Language Teaching Education Master's Program. The researcher Birtun BENER, a graduate student, is supervised by Prof. Dr. Naciye KUNT.

The aim of this research is to measure the type of motivation and perceptions of university preparatory school students have who are learning English as a foreign language towards hybrid English language courses. The scale investigates intrinsic and extrinsic motivations and hybrid learning attitude and perceptions. It is a 24-item 5-point Likert Scale measuring from "1" strongly disagree, "2" disagree, "3" neutral/not sure, "4" agree, "5" strongly agree.

It is essential that you voluntarily participate in this research of your own will and you can opt out from the research at any point. There are no consequences of opting out from the research at any point. If you are willing to attend to this research, it is very important that you answer all the questions in the form in order to conduct the research properly. It takes approximately 10 minutes to complete the survey. Please read the explanation at the beginning of each section carefully. There are no correct answers to the questions. For this reason, please make your evaluations reflecting your true feelings and thoughts. Any information obtained in connection with this research will remain confidential and will not be shared with third parties. All responses will remain anonymous and will be analyzed statistically collectively. The questionnaire items and semi-structured interview questions do not include any kinds of deception. At the end of the survey, you will be asked whether you are willing to attend to a further semi-structured interview about the corresponding topic. The semi-structured interview involves audio recording of your interview with the researcher. The recording of your voice during the semi-structured interview will be done by the researcher's smart phone. The recordings will be kept in an encrypted file, to be observed and analyzed by the researcher herself only. The audio recording will not be associated with your name or any other identifying personal information.

I would like you to know that I am ready to share the findings regarding the results of the research with the participants upon your request. If you have any questions or concerns regarding this research, please do not hesitate to contact the researcher Inst. Birtun BENER at birtun.bener@final.edu.tr .

If you want to get more information about this research, you can get in touch with my research advisor, Prof. Dr. Naciye KUNT via their e-mail address naciye.kunt@emu.edu.tr . Thank you in advance for your participation.

I have read the above information and I agree to voluntarily participate in this academic research.

☐ Yes ☐ No

I accept my voice record to be used in this academic research.

☐ Yes ☐ No

Appendix D: Questionnaire Items

5-point Likert Scale measuring from "1" *strongly disagree*, "2" *disagree*, "3" *neutral/not sure*, "4" *agree*, "5" *strongly agree*.

1. Intrinsic-Extrinsic Motivation Survey Items (Aydogan, 2016)

1. I speak English because I enjoy it.
2. I write in English because I like it.
3. I dedicate lots of time to learn English because I am interested in it.
4. Generally speaking, I like English language.
5. I do not learn English only to achieve good grades but also to get personal satisfaction in it.
6. I receive personal satisfaction in learning English.
7. English learning is fun for me.
8. I learn English to widen my environment.
9. I learn English to gain prestige.
10. I learn English to reach upper level.
11. I learn English because it will increase my social acceptance.
12. I learn English to achieve specific grade.
13. I learn English because teachers want me to do so.
14. I learn English to fulfill parents' expectations.

2. Hybrid Learning Attitude Survey Items (Qiuyun Lin, 2008)

1. I could control the pace of my own learning.
2. The online course materials were difficult to follow.
3. Online assignments were helpful in understanding the course content.
4. The time I spent online would better have been spent in class.
5. The connection between what I did online and in class was clear.
6. I found participating in the online discussion board useless for my learning.
7. I didn't have any difficulty managing my time for the online part of the course.
8. I was unable to share ideas with other students on a regular basis.
9. I would recommend taking hybrid courses to a friend.
10. I would prefer courses that incorporates a whiteboard.

Appendix E: Semi-Structured Interview Items

Semi-Structured Interview Questions

1. How can you explain your motivational status during your hybrid courses?
2. How do you think that hybrid course affects your English language learning?
3. Do you believe that students can learn English in a hybrid course? Why? Why not?
4. What is your best experience in the hybrid course?
5. What are your language learning strategies to cope with the hybrid courses?