VIEWS OF FRESHMEN STUDENTS ON FOREIGN LANGUAGE COURSES DELIVERED VIA E-LEARNING

Fatma OZUDOGRU
School of Foreign Languages
Usak University, Turkey

Assoc. Prof. Dr. Murat HISMANOGLU
Faculty of Arts and Science
Usak University

ABSTRACT

With the increasing number of foreign language courses via e-learning in higher education institutions, it is important to investigate whether the quality of e-learning is up to the standard. This study aimed at finding out the views of freshmen students on foreign language courses delivered via e-learning and revealing whether there were any statistically significant differences between students' views in terms of age, gender, time spent on using e-learning system and the faculty they studied at. This research was designed using the survey model. The sample of the research consisted of 478 freshmen students who were studying at four faculties and one vocational college in a state university in Turkey. The research data were collected through a scale, proposing a six-dimensional assessment of e-learning systems, which was developed by Ozkan and Koseler (2009) and tested for its reliability by the researchers. Data were analyzed using frequencies, mean, standard deviation, independent samples t-test and one-way Anova. The results indicated that the students' views on foreign language courses delivered via e-learning were negative with an 'overall' part mean score of 2,14 (Std=1,17). Also, the students disagreed 'learners' perspective' dimension ($\overline{x}$=2,24) and partially agreed 'instructor attitudes', 'system quality', 'information content quality', 'service quality' and 'supportive issues' dimensions. Furthermore, it was revealed that there were no significant correlations between students' views and age and the time spent on using e-learning. However, statistically significant differences were found between students' views and gender and the faculty students were studying at ($p<0.05$). The e-learning system should be developed in order for students to have valuable e-learning experiences and benefit from e-learning more.

Keywords: **E-learning, freshmen student, online courses, language learning**

INTRODUCTION

In recent years, with the development of information and computer technologies and widespread use of the Internet, using these technologies in education has become a core and critical issue in education. In line with the technological advance, the use of technological resources in education has played an important role and adopting e-learning systems in courses has gradually become more and more important (Calli, Balcikanli, Calli, Cebeci &Seymen, 2013; Sun, Tsai, Finger, Chen &Yeh, 2008). E-learning is available including high school, universities and post-graduate schools and in different courses.

E-learning has also gradually become an essential part of university education in Turkey (Selman, 2013; Simsek, 2010). There is a trend among higher education institutions to

offer more and more e-learning in foreign language courses (Trajanovic, Domazet &Misic-Ilic, 2007; Zamorshchikova, Egorova &Popova, 2011). One of the reasons for this is increase in student numbers and insufficient infrastructure of some universities (Cakir & Yurtsever, 2012). The quality of education in crowded classes decreases. Therefore, e-learning may represent a viable alternative or a support mechanism for Turkish universities wishing to compensate for the possible ineffectiveness in the teaching due to the high number of students in the classroom. Apart from student numbers, e-learning in foreign language teaching is also popular for a variety of reasons. Firstly, e-learning makes lifelong learning possible (Clements, 2010; Selman, 2013). To keep up with the changing nature of information, e-learning can be used to update knowledge and skills. In addition, e-learning is more likely a student-centered education and lets students take responsibility for their own learning (Antoine, 2011; Selman, 2013). Students should put more effort to learn on their own and have learner autonomy and self-regulated learning skills in e-learning (Can, 2012). Also, they should be self-motivated in e-learning so as to keep learning continuously (Rowe &Rafferty, 2013). Furthermore, e-learning allows students to learn at their own pace (Grosu & David, 2013) because the content of a course can be adapted or reshaped to meet different learners' needs in e-learning. What is more, students are able to attend synchronous and asynchronous courses, which is different from a traditional classroom. In a traditional learning environment, learning takes place on a weekly basis when students meet the instructor, whereas in e-learning courses, learning can take place whenever students want to learn both synchronously and asynchronously due to the flexibility of e-learning in terms of time and place and readily available course materials at any time. Moreover, Antoine (2011) states that e-learning allows students to interact with the instructor effectively via chats and forums and other interactive tools.

While e-learning has the above-mentioned advantages, it has also some weak points. Selman (2013) lists five disadvantages of e-learning as self-motivated students, expenditure, technology dependence, soft-copied materials and lack of face-to-face interaction. Firstly, students need self-discipline and high level of motivation in e-learning. Furthermore, the cost of e-learning may be high depending on the technology used. In addition, technology dependence may be another disadvantage because students and teachers' technology usage ability may not be sufficient or they may have weak Internet access. Also, the quality of the content may decrease while converting the content to digital form. Lastly, lack of face-to-face interaction is seen as the major challenge for e-learning (Clements, 2010; Dajani, 2009; Gamble, 2009). Apart from these, Rashid & Rashid (2012) list the following disadvantages of e-learning:

- **Maintenance of academic standards,**
- **Financial problems,**
- **Organizational problems,**
- **Postal services,**
- **Communication,**
- **Printing and publication of study material,**
- **Students' assignments related problems and**
- **Misuse of technology.**

The success of e-learning depends on learner satisfaction as well as self-efficacy and usefulness (Womble, 2008). A number of factors have been reported to be the critical factors affecting learners' perceived satisfaction in e-learning such as learner computer anxiety, instructor attitude toward e-learning, e-learning course flexibility, e-learning course quality, perceived usefulness, perceived ease of use, and diversity in assessments (Sun et. al.,2008).

Moreover, Alley and Jansak (2001, p.6-17) have determined 10 keys for quality online learning. It is suggested that online courses will be high quality when they are student-centered and when:

- **knowledge is constructed, not transmitted.**
- **students can take full responsibility for their own learning.**
- **students are motivated to want to learn.**
- **the course provides "mental white space" for reflection.**
- **learning activities appropriately match student learning styles.**
- **experiential, active learning augments the web site learning environment,**
- **solitary and interpersonal learning activities are interspersed.**
- **inaccurate prior learning is identified and corrected.**
- **"spiral learning" provides for revisiting and expanding prior lessons,**
- **the master teacher is able to guide the overall learning process (as cited in Yang&Cornelious, 2005, p.8).**

Besides, teacher qualities are important for quality online language learning. The following skills are what a foreign language teacher conducting e-learning should possess (Gajek, 2004 as cited in Kilickaya, Krajka & Latoch-Zielinska, 2014, pp. 177):

- **the ability to use e-learning tools with confidence,**
- **the ability to upload teaching materials and announcements to the platform,**
- **the ability to hold synchronous and asynchronous discussions,**
- **the ability to analyze the learning process based on the logs of the system (e.g., student access time, the number of quiz attempts or the number of views for specific resources),**
- **the ability to modify and adapt textual, audio and video materials to suit them to the needs of students,**
- **the ability to use electronic databases to enhance the process of materials authoring.**

Based upon the necessary teacher qualities, Compton (2009) discusses four responsibilities that language teacher training programs need to assume to prepare future language teachers for quality online language teaching. The responsibilities may be listed as:

1) **Developing online language teaching skills through existing courses (language teacher education should include technology, methodology and evaluation courses that focus on on online language teaching issues)**
2) **Developing online teaching skills at different levels of expertise and responsibilities for different roles (novice, proficient, expert levels of expertise)**
3) **Revamping existing technology training (technology training should start early in language teacher training programmes.)**
4) **Implementing early virtual field experiences and virtual practicum**

Studies related to foreign language learning via e-learning differ from each other in terms of their research focus. When studies in the field of foreign language teaching and learning via e-learning are analyzed, it is seen that in some studies perceptions and attitude of teachers' and learners' towards e-learning have been identified by researchers (Cakir &Solak, 2014; Oz, 2015; Sahin-Kizil, 2011; Srichanyachon, 2013). In Cakir &Solak's study, it was found that Turkish learners had positive attitude towards e-learning in foreign language courses. In Oz's study, positive correlations were found between the attitudes towards foreign language learning and attitudes towards online learning. In Sahin-Kizil's study, English teachers were found to have positive attitudes towards online learning. In Srichanyachon's study, students' attitude towards an online English class was found to be moderate level. Besides, some studies have compared e-learning and traditional classroom in terms of teachers' and learners' perspectives or student performance (Grosu &David, 2013; Trajanovic, Domazet &Misic-Ilic, 2007). In Grosu &David's study, undergraduate students' and foreign language trainers' perspectives about e-learning were investigated and it was found that both groups shared views on

the advantages of e-learning in foreign language education. In Trajanovic, Domazet &Misic-Ilic's study, online learning students were found to have scored higher than traditional learning students. However, there are limited studies (Baturay, 2011; Cetin &Akar, 2012) identifying real e-learning experiences and teachers' and students' views and satisfaction with foreign language courses via e-learning. In Baturay (2011)'s study, sense of classroom community, cognitive learning, satisfaction, the level of the Internet self-efficacy, and achievement scores of students were investigated and it was found that satisfaction of students from foreign language courses via e-learning is highly related to their perceived cognitive learning. In Cetin & Akar's study, e-learning system was investigated according to teachers' perspectives. Therefore, the present study, investigating freshmen students' views about foreign language courses delivered via e-learning and focusing on all the important factors of an e-learning system such as learner, instructor, system, content, service and contextual factors may be an attempt to address the lack in the literature.

Starting with the fall semester of 2012-2013 academic year, e-learning is applied in the education of English as a compulsory course in a state university in Turkey (http://www.uzemturkiye.com/). English as a compulsory course is offered to freshmen students in the first and second semester. Foreign Language I and II courses are entirely conducted via Internet through a Learning Management System (LMS). Students do not meet the course instructor, except for the synchronous weekly meeting. These courses mostly focus on A1 level with vocabulary, grammar, reading and listening skills but in this e-learning context speaking skills cannot be focused on because there are no tools to support speaking in the LMS used in the university. Therefore, students do not have the opportunity to improve their speaking skills in this e-learning system which is also found in Grosu&David (2013)'s study that speaking skills are difficult to acquire in foreign language courses through e-learning. In the LMS which is used in this study, there are no communication and collaboration tools such as chats, e-mail and forums. Also, power point slides, which are prepared by the English course instructors collectively, are used to present the material. The instructor uses students' native language while teaching grammatical structures.

Since it is the first time that the foreign languages courses are implemented via e-learning, it needs to be investigated whether the quality of e-learning system is up to the standard. As an important stakeholder of e-learning, it is important to seek students' views and their satisfaction levels regarding e-learning in foreign language courses. Based upon the findings obtained from this study, it may be possible to shed light on the betterment of the e-learning system for foreign language courses.

Hence, the aim of this research is to investigate the views of freshmen students on foreign language courses delivered through e-learning system. This research aims to answer the following research questions:

1) **What do freshmen students think about foreign language courses delivered through e-learning system?**
2) **Are there statistically significant differences between students' views in terms of age, gender, time spent on using e-learning system and the faculty they study at?**

METHODOLOGY

Research Design

This research was designed using the survey model. Survey models are used to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). Survey model can be defined as a research approach which describes a situation, which existed in the past or still exists, as it existed. In the survey model, the situations, individuals or objects are studied in their own conditions and defined as they are. No effort is paid to change or affect them (Karasar, 2012; p. 77). Therefore, in this study

freshmen students' views on foreign language courses via e-learning are identified and presented according to the research questions.

Participants

The sample of the research was 478 freshmen students enrolled in Foreign Language I and II courses in four different faculties and one vocational college at a state university in Turkey. A scale was administered to the students who were willing to participate in the study. The demographic properties of the participants are presented in Table 1:

Table 1
Demographic properties of the participants (N=478)

Variables		N	%
Age	18-20	342	71,5
	21-24	136	28,5
Gender	Female	238	49,8
	Male	240	50,2
Time on Using E-Learning System (per day)	Less than 1 hour	343	71,8
	More than 1 hour	135	28,2
Faculty	Education	98	20,5
	Science and Arts	99	20,7
	Engineering	91	19
	Economics and Administrative Sciences	92	19,2
	Vocational College	98	20,5
Total		478	100

Data Collection

The research data were collected at the end of the Spring Semester of 2012-2013 Academic Year, which was the first year of e-learning application. Data were collected through a five- point Likert type scale, ranging from 1=Strongly Disagree (SD) to 5=Strongly Agree (SA), which was developed by Ozkan and Koseler (2009). Ozkan and Koseler (2009) proposed a six-dimensional assessment of learning management systems. The scale included six dimensions and sixty-eight items. The first part of the scale included five demographic questions about age, sex, time spent on using a computer/Internet per day, time spent on using a computer/Internet for educational purposes per day and time spent on using e-learning system per day. The second part of the scale was 'overall' where learners could evaluate the e-learning system in general. The six dimensions of the scale included 'learners' perspective', 'instructor attitudes', 'system quality', 'information content quality', 'service quality' and 'supportive issues' for e-learning in educational organizations. The scale was tested for its reliability by the researchers. The scale was applied to 25 freshmen students studying at the same university. The whole scale reliability was found as α= 0.98. The reliability results obtained for the sub-dimensions were found 0.90, 0.95, 0.95, 0.98, 0.92 and 0.94 respectively. The closer a Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. According to George and Mallery (2003; p. 231), reliability coefficiency values were evaluated as "_ > .9 – excellent, _ > .8 – good, _ > .7 – acceptable, _ > .6 – questionable, _ > .5 – poor, and_ < .5 – unacceptable". Hence, it could be stated that the Cronbach's alpha values obtained in the present study were at an excellent level.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS. 19). Descriptive statistics were utilized to run for percentages, mean and standard deviation. To answer the first research question "What do freshmen students think about foreign

language courses delivered through e-learning system", mean, percentages and standard deviation were calculated. To answer the second research question "Is there a significant difference between students' views in terms of age, gender, time spent on using e-learning system and the faculty they study at", independent samples t-test was utilized to test whether there was a significant difference between students' views in terms of age, gender, time spent on using e-learning system and one-way ANOVA was utilized to determine whether there was a significant difference between students' views in terms of the faculty they study at.

RESULTS

To present a planned report of the results, the findings were structured along the research questions.

What do Freshmen Students Think about Foreign Language Courses Delivered through E-Learning System?

In Table 2, students' views on e-learning and e-learning system are presented:

Table 2
Participants' views on 'overall' part

No	Overall	SD	D	PA	A	SA	$\bar{x}$	Std
1	E-learning helps me to manage my learning more systematically.	41.4%	24.3%	16.1%	12.6%	5.6%	2,17	1,25
2	Overall, I am satisfied with e-learning system.	41.4%	25.3%	15.5%	12.1%	5.7%	2,15	1,24
3	Overall, I find e-learning system successful.	42.5%	25.5%	15.1%	12.3%	4.6%	2,11	1,21

As can be seen from Table 2, the majority of the responses are on the strongly disagree side, which implies that most of the students are not content with e-learning application in general. In Table 3, 4, 5, 6, 7 and 8 below, participants' views on the six dimensions of the scale are shown:

Table 3
Participants' views on 'learners' perspective' dimension

No	Learner's perspective	SD	D	PA	A	SA	$\bar{x}$	Std
4	Face-to-face education is better than distance education in learning process.	24.7%	11.7%	7.9%	15.7%	40%	3,35	1,66
5	I can manage my "study time" effectively and easily complete assignments on time by using e-learning.	40.6%	28.5%	17.4%	9.2%	4.3%	2,08	1,16
6	I enjoy attending to the e-learning sessions overall.	45%	26.2%	15.7%	8.6%	4.5%	2,02	1,17
7	E-learning improves my success in the module.	48.3%	25.3%	14.2%	7.5%	4.7%	1,95	1,16
8	I find all my educational need from e-learning.	43.7%	24.7%	17.2%	10.3%	4.1%	2,06	1,18
9	E-learning makes the communication easier with instructor and other class mates for me.	46%	28.9%	14%	6.5%	4.6%	1,95	1,13
10	In my studies, I am self-disciplined and find it easy to set aside reading and homework time.	17.2%	13.2%	28%	31.8%	9.8%	3,04	1,24

11	I believe that e-learning is a very efficient educational tool.	44.4%	22.6%	18.4%	11.1%	3.5%	2,07	1,18
12	E-learning helped me to become more familiar with the module.	47.9%	24.9%	12.6%	9.4%	5.2%	1,99	1,21
13	I have previous experience with e-learning.	50.8%	22%	11.1%	11.7%	4.4%	1,97	1,22

The negative views of students also continue in that section. Table 3 suggests that for most of the statements, the majority of the students disagree with e-learning application in terms of learners' perspective. Also, in statement 4, students agree the positive effect of face-to-face education in the learning process. Furthermore, in statement 13 it is seen that most of the students have not had e-learning experience before.

Table 4
Participants' views on 'instructor attitudes' dimension

No	Instructor Attitudes	SD	D	PA	A	SA	$\bar{x}$	Std
14	Instructor clearly informs the students about grading policy via e-learning.	26.2%	19%	27.2%	18.8%	8.8%	2,65	1,29
15	The instructor returns e-mails/posts within 24 h via e-learning.	22.2%	19.2%	33.3%	19.5%	5.8%	2,68	1,19
16	The instructor follows up student problems and tries to find out solution via e-learning.	23.6%	17.6%	30.8%	20.3%	7.7%	2,71	1,25
17	Instructor frequently updates lecture notes and fixes all the errors and mistakes in the documents on the e-learning.	20.1%	14.4%	29.5%	26.2%	9.8%	2,91	1,26
18	The instructor responds promptly to questions and concerns via e-learning.	20.9%	14.6%	27.4%	25.2%	11.9%	2,92	1,31
19	The instructor is proficient with all the content used in the course.	20.1%	13.4%	28.9%	27%	10.6%	2,95	1,28
20	The instructor created an online environment conducive and enjoyable for learning via e-learning.	19.5%	16.1%	27.6%	27%	9.8%	2,92	1,26
21	The instructor is good at communication with students via e-learning.	23.4%	16.1%	25.5%	24.1%	10.9%	2,83	1,32
22	I think communicating with the instructor via e-learning is important and valuable.	35.6%	26.6%	17.6%	11.8%	8.4%	2,31	1,29
23	I find it easy to communicate with the instructor via e-learning.	26.2%	19.5%	23.2%	15.1%	16%	2,76	1,41
24	Exam and assignment results are announced on time via e-learning.	25.3%	14%	24.1%	21.1%	15.5%	2,87	1,40
25	The instructor encourages us to interact with other students by using e-learning interactive tools.	26.4%	15.1%	30.3%	19.2%	9%	2,69	1,29

It is very vivid in Table 4 that majority of the responses partially agree the positive attitudes and behaviors of instructors in e-learning application. An instructor on an online learning environment is expected to have skills such as creating an online enjoyable environment, being knowledgeable about the content, being good at communication with students and responding quickly to e-mails/posts, questions and concerns.

Table 5
Participants' views on 'system quality' dimension

No	System Quality	SD	D	PA	A	SA	$\bar{x}$	Std
26	E-learning system's graphical user interface is suitable for e-learning systems.	35.1%	16.7%	29.7%	13.6%	4.8%	2,36	1,22
27	The program directions and navigations are clear.	29.5%	17.6%	28%	18.8%	6.1%	2,54	1,26
28	E-learning supports interactivity between learners and system by chat, forums, discussions, etc.	27.4%	15.1%	29.9%	22.2%	5.4%	2,63	1,25
29	I have not faced any system errors on e-learning system.	26.4%	18.8%	29.3%	14.9%	10.6%	2,65	1,30
30	When I counter an error in the system, I can get immediate feedback by e-mail and telephone.	29.9%	19.7%	30.5%	14.4%	5.5%	2,46	1,21
31	Navigation is very easy on e-learning.	24.5%	17.6%	28.7%	21.5%	7.7%	2,71	1,26
32	I can find required information easily on e-learning.	26.4%	17.6%	30.1%	18.6%	7.3%	2,63	1,26
33	In the e-learning system I can easily navigate where I want.	29.1%	15.9%	32%	18.6%	4.4%	2,53	1,21
34	E-learning is easily accessible via Internet.	25.1%	13%	29.1%	24.3%	8.6%	2,78	1,29
35	E-learning is a good educational portal and improves my learning.	31.2%	16.5%	28.7%	18%	5.6%	2,50	1,26
36	Help option is available on the system.	21.3%	18%	29.7%	22.2%	8.8%	2,79	1,25
37	E-learning system is accessible 7 days 24h.	25.1%	16.1%	27%	20.3%	11.5%	2,77	1,33
38	I am informed about all the course announcements on e-learning system by using 'announcements' tool.	22.4%	14.4%	29.5%	22.6%	11.1%	2,86	1,30
39	Fonts (style, color, and saturation) are easy to read in both on-screen and in printed versions.	20.3%	14.2%	26.6%	25.7%	13.2%	2,97	1,32
40	When I log in, I prefer e-learning system to provide me a personalized entry page (i.e., showing my progress, showing which chapters I have to revise, etc.).	25.7%	19%	27.4%	20.5%	7.3%	2,65	1,26

Table 5 shows that students also partially agree system quality of e-learning application. What is put forward here is that students really expect the e-learning system to be easily accessible, clear, easy to navigate and interactive by chats and forums.

Table 6
Participants' views on 'information content quality' dimension

No	Information Content Quality	SD	D	PA	A	SA	$\bar{x}$	Std
41	Lecture notes are the core learning materials on e-learning system.	28.7%	16.1%	23%	23.4%	8.8%	2,68	1,34
42	Course content and presentation gain attention.	27.4%	19.2%	31.2%	16.5%	5.6%	2,54	1,21
43	Course content and presentation are long enough to cover all content.	27.6%	18.6%	28.2%	20.1%	5.4%	2,57	1,24

44	The course content is covered to an appropriate degree of breadth.	26.4%	16.7%	29.3%	20.1%	7.5%	2,66	1,27
45	The content is up-to-date.	21.8%	16.5%	28.2%	23.8%	9.7%	2,83	1,28
46	I find it easy to understand and follow the content in lecture notes	24.9%	18.8%	25.5%	22%	8.8%	2,71	1,29
47	Lecture notes are supported by multimedia tools (flash animations, simulations, videos, audios, etc.).	22.6%	16.7%	30.8%	19.5%	10.5%	2,78	1,28
48	The lecture notes are interactive.	24.5%	16.3%	33.5%	18.4%	7.3%	2,68	1,23
49	Course content on the e-learning system is integral.	23.6%	12.6%	31%	25.5%	7.3%	2,80	1,26
50	Abstract concepts (principles, formulas, rules, etc.) are illustrated with concrete, specific examples.	24.7%	17.8%	30.8%	19.9%	6.9%	2,67	1,24
51	Lecture notes provided to me via e-learning are very enjoyable.	20.3%	16.1%	29.1%	18.2%	16.3%	2,94	1,34
52	Exam questions and assignments are clearly explained.	25.5%	15.7%	26.8%	21.5%	10.5%	2,76	1,33
53	Supporting materials, web-links and given examples are up-to-date, real-life examples, they improve my learning.	25.3%	17.4%	32%	17.6%	7.7%	2,65	1,25
54	Vocabulary and terminology used are appropriate for the learners.	20.3%	11.9%	32.8%	24.9%	10%	2,92	1,26
55	The learning objectives of the module are stated clearly on e-learning.	20.9%	11.7%	31.6%	26.6%	9.2%	2,91	1,26

Table 6 also reveals that for most of the statements, the majority of the responses are on the partially agree side. Students expect the content to be enough, clear, up-to-date, interactive and enjoyable.

Table 7
Participants' views on 'service quality' dimension

No	Service Quality	SD	D	PA	A	SA	$\bar{x}$	Std
56	Instructor's attitudes are good to learners.	23.6%	13.6%	33.1%	19.7%	10%	2,79	1,28
57	Instructor's attitudes are friendly to learners.	21.5%	15.7%	34.5%	19.7%	8.6%	2,78	1,23
58	Instructor is knowledgeable enough about content.	16.7%	13%	29.9%	27.8%	12.6%	3,06	1,26
59	The service supported by the university is good enough.	19.2%	15.1%	32.6%	21.8%	11.3%	2,91	1,26
60	I can contact with the instructor via mail or phone or fax.	24.9%	14.4%	33.1%	18%	9.6%	2,73	1,28
61	I do not encounter any problems during communicating with university administration and help desk.	23.6%	14.4%	30.8%	20.5%	10.7%	2,80	1,30
62	I do not experience any problems during registrations.	22.6%	14.6%	28.9%	21.3%	12.6%	2,87	1,32
63	I can easily solve when I encounter a problem during admission to a module in registrations.	19.7%	14%	30.1%	24.7%	11.5%	2,94	1,28

Table 7 shows that majority of the responses are also on the partially agree side in service quality dimension. Students partially agree the quality of service provided to

them. Students expect the instructor to be friendly, proficient with the content and accessible. Moreover, students expect not to have any problems during communication with help desk and access to the modules.

Table 8
Participants' views on 'supportive issues' dimension

No	Supportive Issues	SD	D	PA	A	SA	$\bar{x}$	Std
64	E-learning lecture notes are prepared by obeying the ethical and legal issues.	20.3%	8.6%	31.6%	25.5%	14%	3,04	1,31
65	The e-learning supported module provides any ethics policies that outline rules, regulations, guidelines, and prohibitions.	19%	13.2%	29.9%	24.5%	13.4%	3,00	1,30
66	If the use of e-learning was optional, I would still prefer to use e-learning system as a supportive tool as it helps my performance in the module.	21.8%	15.3%	36.4%	17.2%	9.4%	2,77	1,23
67	If it was trendier and more popular, I would prefer to take this module totally online from home without having to come to the face-to-face lectures.	36%	14%	25.9%	15.1%	9%	2,47	1,35
68	E-learning helps me to cut-down my expenditure such as paper cost, communication cost (i.e., phone), transportation cost, etc.	30.5%	13.2%	30.3%	15.7%	10.3%	2,62	1,33

As can be seen from Table 8, the majority of the responses are also on the partially agree side for supportive issues of e-learning application. In statement 66, it is revealed that students partially agree to use e-learning system as a supportive tool if e-learning was still optional. Furthermore, in statement 67, it is seen that students really prefer face-to-face lectures to online courses.

Table 9
Distribution of mean scores

Parts and Dimensions	N	Minimum	Maximum	$\bar{x}$	Std
Overall	478	1,00	5,00	2,1436	1,17185
Learner's perspective	478	1,00	5,00	2,2475	,82948
Instructor Attitudes	478	1,00	5,00	2,7666	,90510
System Quality	478	1,00	5,00	2,6555	,94310
Information Content Quality	478	1,00	5,00	2,7400	,94249
Service Quality	478	1,00	5,00	2,8809	1,00268
Supportive Issues	478	1,00	5,00	2,7155	1,06515

When the mean scores of each dimension are analyzed from Table 9, it is seen that the mean scores are between 2 and 3. The students' views on foreign language courses delivered via e-learning are negative with an 'overall' part mean score of 2,14. Moreover, students disagree 'learners' perspective' dimension with a mean score of 2,24. However, students partially agree 'instructor attitudes', 'system quality', 'information content quality', 'service quality' and 'supportive issues' dimensions.

Is There a Significant Difference between Students' Views in Terms of Age, Gender, Time Spent on Using E-Learning System and the Faculty They Study at?

Table 10
Independent samples t-test results for revealing differences between students' views and ages

Dimensions	Student's Age	N	$\bar{x}$	Std	df	T	P
Learner's perspective	18-20	342	2,27	0,81	476	1,034	,302
	21-24	136	2,19	0,88			
Instructor Attitudes	18-20	342	2,73	0,89	476	-1,254	,211
	21-24	136	2,85	0,93			
System Quality	18-20	342	2,69	0,94	476	1,332	,183
	21-24	136	2,56	0,95			
Information Content Quality	18-20	342	2,76	0,95	476	,719	,472
	21-24	136	2,69	0,92			
Service Quality	18-20	342	2,86	1,00	476	-,808	,420
	21-24	136	2,94	1,00			
Supportive Issues	18-20	342	2,69	1,06	476	-,970	,332
	21-24	136	2,79	1,07			

Based on the results of the independent samples t-test, there were not statistically significant differences between age and all the dimensions of the scale. In other words, students' views did not differ according to ages 18-20 and 21-24.

Table 11
Independent samples t-test results for revealing differences between students' views and gender

Dimensions	Gender	N	$\bar{x}$	Std	df	*T*	*P*
Learner's perspective	Male	240	2,18	0,87	476	-1,790	,074
	Female	238	2,32	0,79			
Instructor Attitudes	Male	240	2,75	0,96	476	-,518	,605
	Female	238	2,79	0,84			
System Quality	Male	240	2,58	0,97	476	-1,669	,096
	Female	238	2,73	0,91			
Information Content Quality	Male	240	2,65	0,98	476	-2,019	,044*
	Female	238	2,83	0,90			
Service Quality	Male	240	2,84	1,07	476	-,855	,393
	Female	238	2,92	0,93			
Supportive Issues	Male	240	2,72	1,13	476	,067	,946
	Female	238	2,71	1,00			

***$p < .05$**

Based on the results of the t-test, it was unearthed that there were significant differences between males and females only in the 'Information Content Quality' dimension ($p<0.05$). Female university students exhibited more positive views than their male counterparts in 'Information Content Quality' dimension.

Table 12
Independent samples t-test results for revealing differences between students' views and time spent on e-learning system

Dimensions	E-learning time	N	$\bar{x}$	Std	df	*T*	*p*
Learner's perspective	Less than 1 h	343	2,22	0,83	476	-1,003	,316
	More than 1 h	135	2,31	0,84			
Instructor Attitudes	Less than 1 h	343	2,74	0,89	476	-,925	,355
	More than 1 h	135	2,83	0,94			
System Quality	Less than 1 h	343	2,65	0,93	476	-,063	,950
	More than 1 h	135	2,66	0,97			
Information Content Quality	Less than 1 h	343	2,73	0,93	476	-,333	,739
	More than 1 h	135	2,76	0,99			
Service Quality	Less than 1 h	343	2,88	1,00	476	-,143	,886
	More than 1 h	135	2,89	1,02			
Supportive Issues	Less than 1 h	343	2,67	1,05	476	-1,400	,162
	More than 1 h	135	2,82	1,10			

According to the independent samples t-test results, there were no significant differences between time spent on e-learning system and all the dimensions of the scale. It was expected that students spending more than one hour on e-learning system per day had more positive views on e-learning than those spending less than one hour on e-learning system per day. However, in this research, no significant differences were found. This situation may have resulted from the fact that the research data were collected in the first year of e-learning application and the students may not have adapted to this new application.

Table 13
One-way anova results for revealing differences between students' views and the faculty students study at

Dimensions		N	$\bar{x}$	Std	df	F	P	Difference
Learner's perspective	Education	98	2,54	0,81	4-473	19.440	.000*	Edu>Sci.Arts
	Science Arts	99	1,98	0,75				Edu>Voc.Col.
	Econ. Adm. Sci.	92	2,33	0,78				Eng>Sci.Arts
	Voc. Col.	98	1,81	0,70				Econ.>Voc.Col.
	Engineering	91	2,60	0,81				Eng.>Voc.Col.
Instructor Attitudes	Education	98	2,85	0,81	4-473	16.124	.000 *	Edu.>Voc.Col.
	Science Arts	99	2,71	0,91				Sci.Arts>Voc.Col.
	Econ. Adm. Sci.	92	3,20	0,55				Econ.>Sci. Arts.
	Voc. Col.	98	2,23	1,04				Econ.>Voc.Col.
	Engineering	91	2,87	0,87				Eng.>Voc.Col.
System Quality	Education	98	2,93	0,92	4-473	17.856	.000*	Edu.>Sci.Arts
	Science Arts	99	2,47	0,93				Edu.>Voc.Col.
	Econ. Adm. Sci.	92	3,01	0,77				Econ.>Sci.Arts
	Voc. Col.	98	2,09	0,91				Econ.>Voc.Col.
	Engineering	91	2,82	0,88				Eng.>Voc.Col.
Information Content Quality	Education	98	3,05	0,83	4-473	22.909	.000*	Edu.>Sci.Arts
	Science Arts	99	2,51	0,94				Edu.>Voc.Col.
	Econ. Adm. Sci.	92	3,24	0,69				Econ.>Sci.Arts
	Voc. Col.	98	2,17	0,97				Econ.>Voc.Col.
	Engineering	91	2,77	0,86				Econ.>Eng. Eng.>Voc.Col.

Service Quality	**Education**	**98**	**3,05**	**0,89**	**4-473**	**22.803**	**.000***	**Econ.>Edu.**
	Science Arts	**99**	**2,86**	**1,00**				**Edu.>Voc.Col.**
	Econ. Adm. Sci.	**92**	**3,49**	**0,57**				**Econ.>Sci.Arts**
	Voc. Col.	**98**	**2,25**	**1,07**				**Sci.Arts>Voc.Col.**
	Engineering	**91**	**2,78**	**0,98**				**Econ.>Voc.Col.**
								Econ.>Eng.
								Eng.>Voc.Col.
Supportive Issues	**Education**	**98**	**2,96**	**1,00**	**4-473**	**21.574**	**.000***	**Edu.>Voc.Col.**
	Science Arts	**99**	**2,79**	**1,10**				**Sci.Arts>Voc.Col.**
	Econ. Adm. Sci.	**92**	**3,10**	**0,80**				**Econ.>Voc.Col.**
	Voc. Col.	**98**	**1,92**	**1,01**				**Eng.>Voc.Col.**
	Engineering	**91**	**2,84**	**0,97**				

***p* < .05**

To reveal whether there were any significant differences between students' views in terms of the faculty they study at, one-way anova was utilized. As shown in Table 13, there are significant differences between students' views in terms of the faculty they study at and all the dimensions of the scale (p<0.05). Students studying at vocational college have more negative views than students studying at faculties of education, arts and sciences, engineering and administrative and economics in all dimensions of the scale.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this research, two research questions were posed to obtain information about the views of university students on foreign language courses delivered via e-learning and the data were analyzed using different statistical analysis methods. According to 'overall' part, it was revealed that university students were not satisfied with foreign language courses delivered via e-learning in general. They mostly preferred face-to face instruction to e-learning, which is similar to Inozu and Ilin (2007)'s research findings where the majority of the students did not enjoy online foreign language learning as it lacked opportunities for practice and face-to-face natural interaction. In the current research, this could be explained by the fact that e-learning is rather novel for students and therefore difficult to adapt. Similar to what Dajani (2009) found in his study, this study indicated that the majority of the students had no e-learning experience (item 13) and viewed e-learning negatively. Also, the research data were collected in the first year of e-learning application, which may account for the negative views of students. Students may be used to learning in traditional face to face learning and teaching, so it may require some more time to get used to e-learning. In addition, according to what is discussed in Kilickaya, Krajka & Latoch-Zielinska (2014)'s study, Turkish learners require immediate feedback, teacher support and opportunities for real communication in the learning process, as they are not ready yet for independent learning which is provided by e-learning. Besides, it was found out in Murday, Ushida, & Chenoweth (2008)'s study that online foreign language learners have higher level of satisfaction from online foreign language courses over time compared to the face-to-face courses.

Implemented at one university, the generalization of the findings of the current study is limited. Some different findings could be explored in other studies due to instructor characteristics, quality of the e-learning system, content used and student background. For instance, in Srichanyachon (2013)'s research, students' attitudes towards an online English course was moderate.

Furthermore, in this research, the results of the independent samples t-test exhibited no statistically significant differences between students' ages and their views on e-learning. Unlike the findings of the study conducted by Srichanyachon (2013), the present study found statistically significant differences according to gender. Female university students

were found to have more positive views than males in the 'information content quality' dimension. However, no significant differences were found between students' views and time spent on e-learning system as opposed to what was expected. Normally, it was expected that students spending more time on e-learning system would have more positive views. This may be due to having no e-learning experience before and adaptation difficulties to the new system.

It was also unearthed in the study that there were statistically significant differences according to the the type of the faculty of students. Vocational college students viewed e-learning more negatively than students in faculties of education, arts and sciences, engineering and administrative and economics in all dimensions of the scale. Vocational college students may have problems in accessing the e-learning system. However, it is not known whether this difference stemmed from access opportunities to the e-learning system since no data were collected about this. Also, vocational college students may not be ready to spend more time and effort to learn on their own or may not have self-study habits.

In order for an e-learning system to be successful and fruitful, there are a variety of factors contributing to its success, which was found out in this research. Internet infrastructure should be strong to avoid communication failure. The e-learning system should be interactive by chats and forums, accessible all the time and easy to navigate. Apart from this, the content should be enough, clear, up to date, interactive and enjoyable. Instructors' teaching competence, personal characteristics, subject matter expertise and relationships with students are also vital for e-learning courses. Therefore, before launching an online course, instructors should be trained about how to conduct online teaching and learning, arouse learners' interest and maintain student attendance and participation. In line with the results of the study, instructors should be friendly, proficient, accessible and quick to respond to students' needs and concerns. These findings are in line with Baturay (2011)'s findings showing that sense of classroom community, technical problems, level of the Internet or computer self-efficacy, instructor's quality of interaction and feedback, the content, the e-learning material might affect students' satisfaction in online foreign language learning. Moreover, students should be motivated in an online course. An online instructor should have roles such as supporter, facilitator, advisor, co-learner, content expert, researcher, instructor, assessor, mentor, manager, designer and technologist (Yang & Cornelious, 2005; Yuksel, 2009). According to Selvi (2010)'s research findings, learning-teaching process, competencies of instructors, participants' attention, online learning environment/technical infrastructure and time management affect motivation in the online courses. These factors should be taken into consideration by the instructors and university administration.

The study was conducted to investigate students' views on language learning via e-learning. However, further research may include other stakeholders such as instructors. Foreign language instructors' views and perceptions about e-learning are also worth investigating. Furthermore, the sample group of this research was comprised of freshmen students with elementary level of English. Thus, it can be recommended that further research is implemented with different study populations as well as different English proficiency levels.

As a result, the e-learning system mentioned in this research should be developed in order for students to have valuable e-learning experiences and benefit from e-learning more. Moreover, students should be trained to perform self-regulated learning and in turn improve e-learning efficiency.

BIODATA AND CONTACT ADRESSES OF AUTHORS

Fatma OZUDOGRU was born in 1984. She graduated from Middle East Technical University, Faculty of Education, Department of English Language Teaching in 2006. She is a Ph.D student at Anadolu University. Since 2007, she has been working as an English instructor at School of Foreign Languages, Department of Modern Languages, Usak, Turkey. She teaches general English to B.A students in different faculties of Usak University. She is interested in curriculum development and web-based language instruction.

Fatma OZUDOGRU,
Usak University, School of Foreign Languages,
Department of Modern Languages,
1 Eylul Campus, Usak, TURKEY
Phone: +902762212134
Fax: +902762212135
E-mail: fatma.ozudogru@usak.edu.tr

Dr. Murat HISMANOGLU was born in Ankara, TURKEY, in 1971. He graduated from Hacettepe University, Faculty of Arts, Department of English Linguistics in 1994. In 1997, he received his M.A degree in English Linguistics from Hacettepe University. In 2004, he received his Ph.D. degree in English Language Teaching from the same university. Since 2013, he has been working as an associate professor at Usak University, Faculty of Arts and Science, Department of Western Languages and Literatures. He is interested in educational phonetics, web-based language instruction and mobile language instruction.

Assoc. Prof. Dr. Murat HISMANOGLU,
Usak University, Faculty of Arts and Science,
Department of Western Languages and Literatures,
1 Eylul Campus, Usak, TURKEY
Phone: +902762212134
Fax: +902762212135
E-mail: murat.hismanoglu@usak.edu.tr

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