

The Interrelationship between Learner Autonomy, Motivation and Academic Success in Asynchronous Distance Learning and Blended Learning Environments*

Sevim GÜNEŞ¹ & Nuray ALAGÖZLÜ²

¹Ph.D., Dicle University, Diyarbakır, TURKEY
svmgunes@gmail.com

ORCID: 0000-0002-7505-7883

²Ph.D., Hacettepe University, Ankara, TURKEY
nurayalagozlu@gmail.com

ORCID: 0000-0001-9868-4399

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Abstract: The present study aims to clarify the interrelationship between learner autonomy, motivation and academic success for English in Asynchronous Distance Learning (ADL) and Blended Learning (BL) environments. In order to reveal participants' autonomy and motivation levels, a questionnaire was used as the data collection tool. Additionally, two grammar tests were used to clarify participants' academic success level. After the data collection process for the main study, a quantitative way of data analysis was implemented by means of using SPSS. As a result, a significant and positive relationship was found between BL students' academic success and motivation. Additionally, a statistically significant and positive correlation was found between ADL and BL students' motivation and autonomy. In terms of the link between academic success and learner autonomy, no significant relationship was found for both ADL and BL groups. As for the correlations, in both groups ADL and BL, autonomy and motivation were found to be correlated.

Anahtar Sözcükler:

Uzaktan öğrenme, harmanlanmış öğrenme, motivasyon, özerklik

Asenkron Uzaktan Öğrenme ve Harmanlanmış Öğrenme Ortamlarında Öğrenen Özerkliği, Motivasyon ve Akademik Başarı Arasındaki İlişki

Özet: Bu çalışma, İngilizce dersi için asenkron uzaktan öğrenme (AUÖ) ve harmanlanmış öğrenme (HÖ) ortamlarında öğrenen özerkliği, motivasyon ve akademik başarı arasındaki ilişkiyi ortaya koymayı amaçlamaktadır. Katılımcıların özerklik ve motivasyon düzeylerini belirlemek için bir anket veri toplama aracı olarak kullanılmıştır. Buna ek olarak, katılımcıların akademik başarı düzeyinin belirlenmesi için ise iki adet İngilizce dilbilgisine yönelik test kullanılmıştır. Ana çalışma için veri toplama sürecinden sonra, verilerin nicel olarak analiz edilmesi için SPSS kullanılmıştır. Sonuç olarak, HÖ öğrencilerinin akademik başarı ve motivasyonları arasında pozitif ve anlamlı bir ilişki bulunmuştur. Buna ek olarak, motivasyon ve özerklik açısından hem AUÖ hem de HÖ grupları için anlamlı ve pozitif bir ilişki bulunmuştur. Öğrenen özerkliği ve akademik başarı arasında ise her iki grup için de anlamlı bir ilişki bulunamamıştır. Ayrıca, her iki grupta da motivasyon ve öğrenen özerkliği açısından ilişki bulunmuştur.

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1. Introduction

Using technology for educational purposes passed through different stages during the history. English language learning laboratories consisting of a number of small cabinets, provided with a cassette deck, a microphone and a headphone for each person were used during the sixties and seventies of the last century. A central control panel was used by the teachers to monitor the interactions of their students (Singhal, 1997); but Singhal (1997) states that this technology was boring and tedious for the students despite being a positive step to connect technology and language learning. Also, the interactions between the teacher and students were at the minimal level. As a result of the problems mentioned by Singhal (1997), technological developments used in language teaching have become increasingly based on computers. Computer-assisted language learning (CALL) has provided new ways for foreign language teaching and it presents various advantages both for the teachers and the learners (Nomass, 2013). Technology is used in different ways to support foreign language teaching; it may be used to support face-to-face instruction in a blended learning environment (Thronbury, 2006, p. 44) or teaching may be provided totally through technology because of the separation of students and teacher (Keegan, 1996, pp. 8-10).

Motivation and learner autonomy have attracted many researchers' attention over the years as the effective factors on foreign language learning achievement (Al-Tamimi, & Shuib, 2009; Dörnyei, 2009; Dörnyei & Clement, 2001; Little, 1995, 2003, 2007; Moore, 1972; Schmidt, Boraie & Kassabgy, 1996). Learner autonomy, which is among the main aspects of the current study, has attracted the attention of many researchers (Altunay, 2013; Benson, 2007; Gulbahar & Madran, 2009; Little, 1995, 2003, 2006, 2007; Little & Dam, 1998). The learner autonomy is firstly defined as "ability to take charge of one's own learning" by Holec (1981), and he addresses this definition in two parts as 'ability' and 'to take charge of one's learning'. In his definition, the ability is not innate but acquired either by natural means or by formal education. Additionally, "take charge of one's own learning" refers to the "responsibilities for all of the decisions concerning all aspects of this learning" (Little, 2006). Thus, learner autonomy becomes a major element for adult education in order to provide active participation through learning processes (Little, 2006). The research studies also present learner autonomy as an effective factor on academic success; Hashemian & Soureshjani (2011) and Tilfarlioglu & Ciftci (2011) found a positive and significant relationship between learner autonomy and academic success.

Motivation is multi-faceted and, by the researchers, it may be used in different meanings such as affect, cognition, motivated behavior, process, inner force, attitudinal complex etc. (Dörnyei, 1998). Motivation, as well as learner autonomy, is also believed to be one of the main determinants of success and failure (Linnenbrink & Pintrich, 2002; Thronbury, 2006) and it is defined as the power that "determines human behavior by energizing it" (Dörnyei, 1998). The motivation is explained in detail by Dörnyei & Ushioda (2011, p. 4.) as follows: why people make a decision about doing something (the reason of the certain choice), how long their willingness to do that activity will go on (persistent), how hard they are going to run after it (effort expended on way of reaching the goal). Thronbury (2006) defines motivation as "what drives learners to achieve a goal and is a key factor in determining success or failure in language learning" (p. 137). Most of the researchers seem to agree on the idea that motivation determines human behavior by energizing people and directing them to a goal (Dörnyei, 1998). The relationship between motivation and academic success has been investigated by the researchers through the years (Abdurrahman & Garba, 2014; Hashemian & Soureshjani, 2011; Linnenbrink & Pintrich, 2002; Thronbury, 2006); the results

reveal a positive and significant relationship between learners' motivation and academic success. This means that the more motivated the learners are, the more successful they become (Abdurrahman & Garba, 2014; Hashemian & Soureshjani, 2011). On the other hand, Dörnyei (1998) states that what motivation refers to should be clarified in research studies. In the current context, motivation refers to attitudinal behaviors and opinions in terms of learning English as a foreign language.

This study aims to clarify whether there is a relationship between academic success and learner autonomy, academic success and motivation and learner autonomy and motivation in terms of English for both asynchronous distance learning (ADL) and blended learning (BL) environments. Both learner autonomy and motivation are important in distance learning and blended learning environments, because in both of these learning environments, the students need to run a part of their learning process on their own in an effective way to have the expected academic success. As an early definition of distance education is seen as "the separation of teacher and learner in space and/or time" (Perraton, 1988). Distance education is implemented in two ways which are synchronous and asynchronous. Synchronous distance education refers to the separation of instructor and learners in terms of place, not time. On the other hand, asynchronous distance education refers to the separation of the instructor and learners both in time and place. Blended learning is defined differently by various researchers; although blending different instructional model goes back to old times, the term 'blended learning' is an almost new concept (Caner, 2012). In today's academic world, the instructors blend the elements of both face-to-face and online learning environments to benefit from the advantages and minimize the disadvantages of these learning environments (Caner, 2012). Graham (2006, p. 4) define BL as a combination of face-to-face instruction with computer-mediated instruction. Singh (2003) states that BL generally refers to combining traditional classroom training with e-learning activities, such as asynchronous work providing students with the opportunities to reach the knowledge at their own pace and in their own location. In the current context, BL refers to the ADL process combined with the face-to-face instruction.

1.1. Literature Review

Different research studies have been conducted in order to reveal the interrelationship between motivation, academic success, and learner autonomy and the effect of distance or blended learning on these aspects. In a research study, Altunay (2013) aimed to clarify whether the students of Turkish Open Education System had autonomous behaviors to run their own education process in terms of EFL. The results showed a low level of learner autonomy for the students who were taught English at a distance. In another research study conducted in terms of distance education context, Hashemian & Soureshjani (2011) investigated the interrelationship between motivation, learner autonomy, and academic success of Persian second language learners. The results obtained from the questionnaires with the participation of 60 L2 learners showed that there was a significant and positive relationship between learner autonomy and academic success. Additionally, a significant and positive relationship between motivation and academic success was found in distance education context for the second language learners (Hashemian & Soureshjani, 2011).

As for the blended learning environments, Isiguzel (2014) compared face-to-face instruction and blended learning in terms of motivation and academic success for foreign language class. The results showed that blended learning group were better both in terms of motivation and academic success. Similarly, as a result of the meta-analysis of 9 research studies related to

blended learning environments implemented in Turkey, Batdı (2014) revealed the positive effect of blended learning on academic success. Furthermore, as a part of their study, Tilfarlioglu & Ciftci (2011) investigated the relationship between learner autonomy and academic success in EFL classrooms with the participation of 250 preparatory level students. The results revealed a significant and positive relationship between learner autonomy and academic success. Additionally, in terms of the relationship between learner autonomy and BL, Bitlis (2011) revealed positive results in an EFL classroom; it was seen that the participants showed autonomous behaviors in terms of learning English in a BL environment. Similarly, Wong et al. (2020) also revealed positive results in terms of learner autonomy and motivation in teaching English in a blended learning environment when compared it with the face-to-face instruction.

2. Method

The current study is an experimental research that aims to reveal (if any) the interrelationship between learner autonomy, motivation and academic success in two different learning environments: ADL and BL. The following research questions are addressed:

1. Is there a statistically significant relationship between ADL students'
 - a) academic success and autonomy?
 - b) academic success and motivation?
 - c) autonomy and motivation?
2. Is there a statistically significant relationship between BL students'
 - a) academic success and autonomy?
 - b) academic success and motivation?
 - c) autonomy and motivation?

2.1. Setting

The current experimental research was conducted at a state university in Turkey. At the state university where the current study was conducted, ADL has been implemented for teaching English to the freshmen (the first grade students) of the departments except for Medicine, Dentistry, Law and English Language Teaching since 2014-2015 academic year. Overcrowded classrooms, mandatory attendance to the classes, the need for catching up the English curriculum in overcrowded classrooms directed university authority to implement a new a way for English education for the freshmen, so ADL was started to be implemented for English classes.

For the implementation of the ADL process, The School of Foreign Languages and Distance Education Centre of the related state university are responsible. At the beginning of the academic year, videos related to the English grammar subjects placed in the curriculum are recorded and worksheets related to the videos are prepared by different instructors. All of the videos and worksheets with answer keys (for 15 weeks) are uploaded on the online distance education system. The instructors are appointed to different faculties and by the responsible instructor, the students are informed about how they can use the online page for watching videos and studying worksheets. As the students log in to the web page without a user name or password, the instructors are not able to check whether they watch the videos regularly or not and the worksheets with answer keys are used just as self-study materials.

The students are given the contact details of the instructor in case of need. From that time on, the students take the responsibility of their learning process. The distance learning

process is implemented totally in asynchronous way, but the mid-term and final exams are implemented face-to-face by the responsible instructor. The assessment is done over the mid-term and final exams. During the academic term, there is generally a minimal level of interaction between the instructor and the students.

2.2. Participants

Totally 144 freshmen from Agricultural Engineering, Civil Engineering and Veterinary Faculties were included in the study; all of them were the ones who couldn't pass the exemption exam done by the university and were taking English as a core and obligatory class. Their level was beginner. The participants were divided into two groups: ADL and BL; 113 were in ADL group and 31 were in BL group. Both groups were created on a voluntary basis. The purpose of selecting students from Faculties of Civil Engineering, Agricultural Engineering and Veterinary is that there is not a big difference among the university entrance exam scores of these faculties; the students of faculties who got into university with a much higher score and the ones who entered without University Entrance Exam were not included in the study.

All of 144 participants were already taking English classes through ADL; 31 of them attended face-to-face classes in addition to ADL process on a voluntary basis. In other words, the ADL group were taught English only through asynchronous distance learning and BL group were included in both ADL and face-to-face instruction processes. 61% of the participants were male and 39% of them were female; their ages were between 18 and 35.

2.3. Instruments

There are three focal points for the current study; learner autonomy, motivation and academic success. For learner autonomy and motivation, a likert type questionnaire was used in order to collect data. There were three parts in the questionnaire; in the first part there were demographic questions in order to clarify participant' profile. There were 19 items related to the motivation in the second part; the items were adapted from Gunes (2011) which had been prepared by the researcher by means of benefiting from Gardner's Attitude Motivation Test Battery (AMTB) and 14 items related to learner autonomy were adapted from Bitlis (2011) after the required permission was obtained. Before implementing the questionnaire for the main study, a pilot study was implemented in order to create the final form of the instrument. 142 students were included in the piloting process and those students were not included in the main study. As 26 of the participants did not rate the items seriously, the analysis was done over 116 participants. The Cronbach's alpha value was calculated as 0,883 for motivation part; this shows that the instrument was highly reliable. As the next step, Hotelling T² was used to investigate whether there was any statistically significant difference between items' means. The calculated p value was .000; this means that there was a statistically significance between the items' means as p value was lower than the significance level (.05). As stated above, the last part of the questionnaire was related to learner autonomy. Reliability analyses were done separately for this part. The Cronbach's alpha value was calculated as 0,850; this means the learner autonomy part of the instrument was highly reliable. The result of Hotelling T² showed that the calculated p value for this part was .000 and this means that there was a statistically significance between item means. In addition to the reliability analyses, explanatory factor analysis was also done. In order to do explanatory factor analysis of the questionnaire, SPSS was used. Kaiser-Meyer-Olkin (KMO) Test was implemented to see whether the data was appropriate for factor analysis or not. As known, KMO Test is an index that compares the coefficient of observed correlation and partial

correlation. The KMO rate needs to be over 0,5; the higher the rate is, the more appropriate the data set is for factor analysis. KMO Test value was calculated as 0,836 and calculated p value is 0.000. The results mean that the data set was appropriate for the factor analysis. Rotated Component Matrix was implemented as the last step of factor analysis; this was final result of factor analysis. The aim of the rotation was to obtain interpretable and meaningful factors. Before the factor analysis had been implemented, there were 34 items in the questionnaire. As a result of Rotated Component Matrix, one of the items was deleted as it was not under the related factor; so, the questionnaire was implemented including 33 items for the main study. Additionally, the items in learner autonomy and motivation parts created factors within themselves; so, the analysis was realized in terms of two factors (learner autonomy and motivation).

As stated above, academic success was one of the focal points of the current study; so, in addition to the questionnaire, two tests were implemented for collecting data in terms of academic success. The tests were including 25 questions related to English grammar and they were checked by three experts before the implementation. The data derived from the questionnaire and tests were analyzed by using SPSS.

2.4. Procedure

Before starting for the implementation, required permissions were obtained from the ethical committee and also from the related faculties. After the formal approvals had been obtained, the students who were included in the current study on a voluntary basis signed a consent form. Research and publication ethics were considered for the current study.

As stated before, there are two learning environments in the current study: ADL and BL. The ADL process was explained previously. For this study some changes were done in terms of the ADL process. For the current study, the researcher recorded all of the English grammar videos in order to get rid of the 'teacher' factor. CDs including lecture videos of 15 weeks (an academic term) were prepared and all of the worksheets placed on the online page were printed out in order to make the ADL process more accessible for the students. A course map showing the subjects, video and exercises of each week was also prepared. All those materials were delivered to all of the students who were included in the current study as the participants. The reason why the materials of ADL process were delivered to participants instead of directing them to use the materials online was to avoid the possibility of students' not having adequate opportunities required for using online materials. 113 ADL students were supposed to follow the subjects by means of the videos during the term and use the worksheets with answer keys to reinforce the subjects taught in the videos.

On the other hand, the BL group was included in the face-to-face instruction in addition to the ADL process. They had one-hour English class weekly for 15 weeks. Both ADL and BL groups had two exams as midterm (in the middle of the term) and final (at the end of the term). On the day of the final exam, the questionnaire was implemented to the students to collect data for students' autonomy and motivation levels. As the learning process was totally run at a distance for the ADL group, the questionnaire was implemented at the end of the term, on the day of the final exam which was done in a classroom environment; otherwise, it would be difficult to reach all of the students.

For the academic success level of the both groups, two grammar tests were implemented as the midterm and final exams. In order to have a final score for each student, 40% of the

midterm and 60% of the final exam were used. The final score is also used at the related university to indicate students' achievement or failure.

3. Findings

In this part, the findings obtained by means of the questionnaire and tests as a result of quantitative analysis will be explained for ADL and BL groups separately. As stated before, two grammar tests were used to indicate participants' academic success level. Firstly, the results for the ADL group will be presented.

Research Question 1a. Is there a statistically significant relationship between ADL students' academic success and autonomy?

In order to reveal whether there is a significant relationship between ADL students' academic success and their autonomy, the mean scores for academic success and autonomy were analyzed using a Pearson Correlation Coefficient Test. The results of Pearson Correlation Coefficient Test are presented in Table 1.

Table 1

The Relationship between ADL Students' Academic Success and Learner Autonomy

ADL	n	r	p
Academic Success & Learner Autonomy	113	-0.019	0.843

As seen in Table 1, a statistically significant and linear relationship was not found between ADL students' academic success and their autonomy ($p=0.843>0.05$). The result is also illustrated in Figure 1 below.

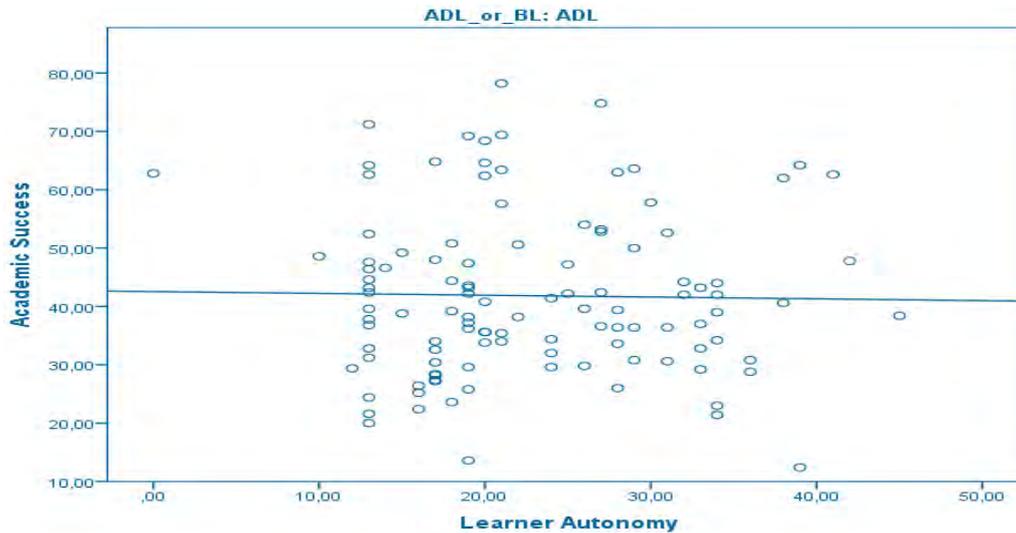


Figure 1. The relationship between ADL students' academic success and autonomy

Research Question 1b. Is there a statistically significant relationship between ADL students' academic success and motivation?

In order to reveal the relationship between ADL students' academic success and motivation, the mean scores of the tests and motivation scale were used. The data obtained from the

tests and scale were analyzed using Pearson Correlation Coefficient Test. The results are presented in Table 2.

Table 2

The Relationship between ADL Students' Academic Success and Motivation

ADL	n	r	p
Academic Success & Motivation	113	0.078	0.413

As seen in Table 2 given above, the results of Pearson Correlation Coefficient Test revealed that there was not a significant relationship between ADL students' academic success and their motivation ($r= 0.078$; $p= 0.413$). See the Figure 2 below for ADL students' academic success and motivation relationship.

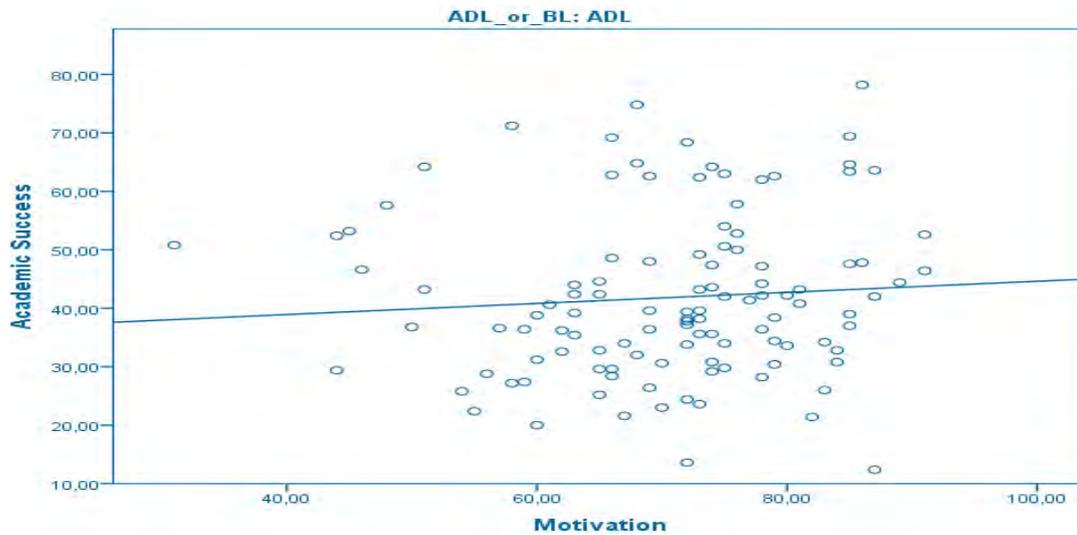


Figure 2. The relationship between ADL students' academic success and motivation

Research Question 1c. Is there a statistically significant relationship between ADL students' motivation and autonomy?

To reveal whether there is a significant relationship between ADL students' motivation and autonomy, Pearson Correlation Coefficient Test was implemented again. The results are given in Table 3.

Table 3

The Relationship between ADL Students' Motivation and Autonomy

ADL	n	r	p
Motivation & Learner Autonomy	113	0.387	0.001

The results of the test revealed a positive and statistically significant correlation between ADL students' motivation and autonomy. According to the results, it can be stated that ADL students' motivation and autonomy levels increase in a linear way (see Figure 3).

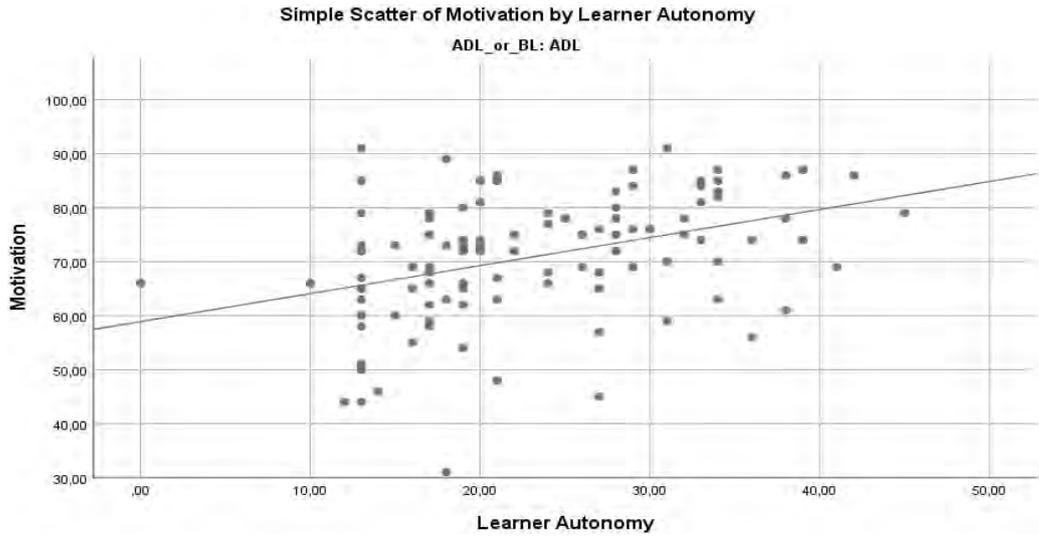


Figure 3. The relationship between ADL students' motivation and autonomy

Research Question 2a. Is there a statistically significant relationship between BL students' academic success and autonomy?

In order to clarify the relationship between BL students' academic success and autonomy, their mean scores obtained from the tests and learner autonomy scale results were used for the analysis. The results of Pearson Correlation Coefficient Test are presented in Table 4 below.

Table 4

The Relationship between BL Students' Academic Success and Autonomy

BL	n	r	p
Academic Success & Learner Autonomy	31	0.098	0.598

As seen in Table 4 which presents the results of Pearson Correlation Test related to academic success and autonomy relationship of BL students, there was not a significant relationship between BL students' academic success and their autonomy; in that, p value was found as $0.598 > 0.05$ and $r = 0.098$. The results are presented in Figure 4.

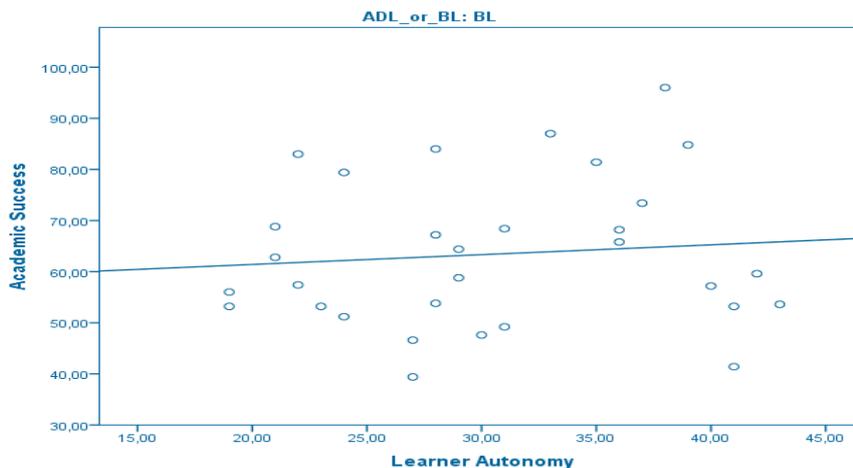


Figure 4. The relationship between BL students' academic success and autonomy

Research Question 2b. Is there a statistically significant relationship between BL students' academic success and motivation?

In order to reveal the relationship between ADL students' academic success and motivation, the mean scores of the tests and motivation scale were used. The data obtained from the tests and scale were analyzed using Pearson Correlation Coefficient Test. The results are given in Table 5.

Table 5

The Relationship between BL Students' Academic Success and Motivation

BL	n	r	p
Academic Success & Motivation	31	0.421	0.018

As Pearson Correlation Coefficient Test results showed, a significant and linear relationship was found between BL students' academic success and motivation. Accordingly, p value was found as $0.018 < 0.05$. This means that the more motivation level of BL students increased, the higher was their academic success. The results are also presented with Figure 5 placed below.

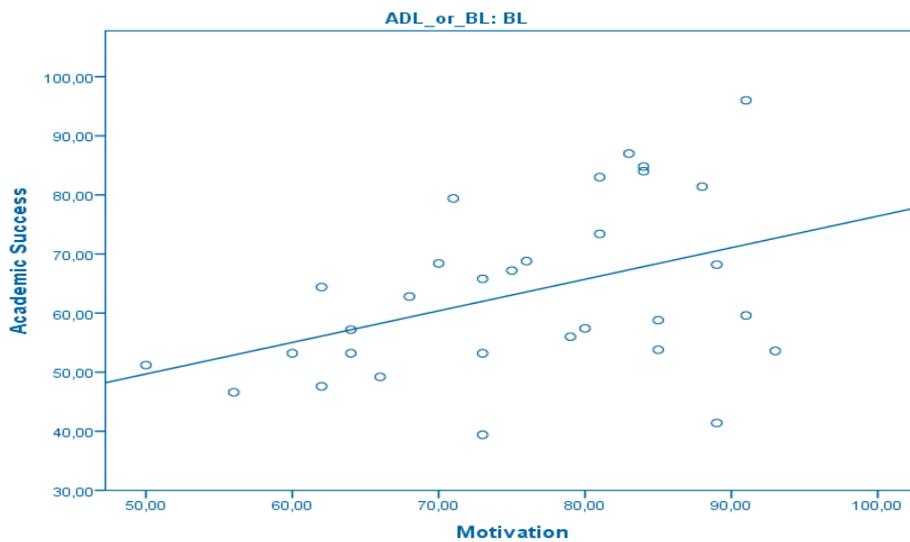


Figure 5. The relationship between BL students' academic success and motivation

Research Question 2c. Is there a statistically significant relationship between BL students' motivation and autonomy?

In order to clarify the level of relationship between motivation and autonomy of BL students Pearson Correlation Coefficient Test was implemented.

Table 6

The Relationship between BL Students' Motivation and Autonomy

BL	n	r	p
Motivation & Learner Autonomy	31	0.392	0.029

As stated in Table 6, the results showed that there was a linear and significant relationship between BL students' motivation and autonomy ($p=0.029$). Considering the results, it can

be stated that the higher the motivation level of the students is, the higher their autonomy level is. The correlation between BL students' motivation and autonomy is presented in Figure 6, as well.

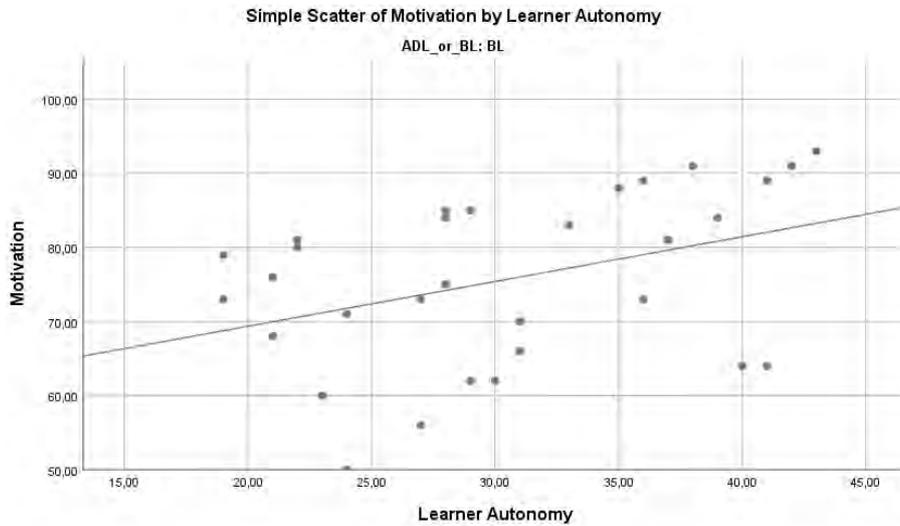


Figure 6. The relationship between BL students' academic success and motivation

4. Discussion and Conclusion

As a result of the quantitative analysis, a significant and positive relationship was found between BL students' academic success and motivation; this means that the higher their motivation is, the higher their academic achievement will be. This can be attributed to the nature of blended learning and face-to-face communication. The results revealed that there was not a significant relationship between ADL students' academic success, and autonomy and motivation and neither between BL students' academic success and their autonomy. Additionally, a statistically significant and positive correlation was found between ADL and BL students' motivation and autonomy.

To find a significant relationship between BL students' academic success and their motivation was not a surprising result as the effect of motivation on academic success has been revealed by many researchers (Abdurrahman & Garba, 2014; Hashemian & Soureshjani, 2011; Linnenbrink & Pintrich, 2002; Thronbury, 2006). Still, there was not a significant relationship between ADL students' academic success and motivation in the current study. Even though ADL students were highly motivated, their academic success was very low. In point of fact, most of the freshmen indicate verbally that they want to learn English for a better future in terms of their career. On the other hand, English is a lecture which is not directly related to their own major, so the required importance is not given to English as they have many other courses and responsibilities of their own major. As Dörnyei (1998) states motivation has been seen as a process; but it is traditionally used as a static emotional aspect or as a goal. As for the current context in terms of the ADL students, a desire for learning English is not adequate to take them to the achievement. In their definition of motivation, Dörnyei & Ushioda (2011) focus on the combination of three aspects for the motivation which may be the determinant of the achievement: reason, persistence and effort. Therefore, without adequate effort that is energized by the desire, it may be difficult to reach the expected success.

In terms of the link between academic success and learner autonomy, no significant relationship was found for both ADL and BL groups. This result is inconsistent with the results of Hashemian & Soureshjani (2011) and Tilfarlioglu & Ciftci (2011). They found a significant and positive relationship between academic success and learner autonomy in their studies. As known, both ADL and BL include a process (partly or completely) without a traditional instructor model; so the learners are required to manage their own learning. As stated previously, in ADL process of the current context, there is not adequate interaction between instructor and learners and among the learners. However, it is stated by Little (2004) that interaction is an essential aspect in order to develop learner autonomy. The result for learner autonomy may be affected by the minimal level of interaction between the instructor and learners and among the learners.

As for the correlations, in both groups ADL and BL, autonomy and motivation were found to be correlated, which means the more motivated they get, the more autonomous they will be or vice versa. As a matter of fact, the direction of relationship between motivation and autonomy is another object at issue. Some of the researchers such as Deci & Ryan (1985), Dickinson (1995), Dörnyei & Csizér (1998) state that it is the autonomy which leads to the motivation. On the other hand, Spratt, Humphreys & Chan (2002) conclude as a result of their study that it is the motivation which leads to autonomy. Considering these issues, the results of the current study can be interpreted in two different directions: The more motivated they are, the better they manage and assess their process of learning English out of the classroom in an asynchronous distance learning environment or when they can direct and assess their own learning in an effective way, their motivation will also be affected in a positive way, and they become more motivated. The results of the current study revealed a significant relationship between motivation and autonomy. On the other hand, Hashemian & Soureshjani (2011) reached a contrasting result. According to the results of their study, there was not a significant relationship between motivation and autonomy in a distance education context.

In the present study, ADL and BL were two main learning environments and they were considered in terms of three important aspects of learning processes: learner autonomy, motivation and academic success. Teaching at a distance was included in both learning environments (partly or totally). When the results related to the correlation between motivation and academic success are considered, it is seen that there is a significant relationship between these two aspects for BL environment; but the situation is quite the opposite for ADL. Additionally, the relationship between motivation and learner autonomy is revealed for both learning environments. Considering the results, some changes may be done especially in terms of ADL process implemented in the current context. As one of the main steps, Keller's ARCS model may be applied especially for the distance part of the learning environments in the current context. ARCS (Attention, Relevance, Confidence, Satisfaction) which is an instructional model may be effective to keep the learners motivated (Keller, 2000; Song & Keller, 1999); it is revealed to be effective in terms of motivation in distance education environments (Malik, 2014). As stated before, both ADL and BL have a part of teaching at a distance. Students' attention should be kept alive by either continuous announcements done by the responsible instructors or the posts that may arise curiosity and include challenging questions may be applied in the ADL process. There should be more interaction both between the instructor and students, and among the students. Relevance is another component that should be considered to keep students' motivation. Knowing that what is learnt will be useful for the learners' present and future may be helpful for the students to keep their connection with their own learning process. The content should match

the students' needs and the instructor should be able to provide students with adequate guidance on the way of developing learner autonomy and gaining and keeping their motivation for learning. As for the confidence and satisfaction, the students may be provided with the opportunity of seeing how their efforts effect their achievement. Hereinbefore, the students are given worksheets with answer key as self-study materials. Those materials may be used as online quizzes to show the students their weaknesses and strengths in terms of the subjects and the assessment may be done in a process-based manner. To sum up, in learning environments that have a part of teaching at a distance (totally or partly), keeping students' connection with language learning process out of the classroom by means of instructors' guidance and efforts may be helpful both for their motivation and autonomy.

Ethical Issues

The author confirm that ethical approval was obtained from Hacettepe University (Approval Date: 20/09/2016).

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