T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

**EFFECTS OF APPLICATION OF DIGITAL COURSEBOOKS ON
EFL LEARNERS' MOTIVATION**

MASTER'S THESIS

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Department of Foreign Languages Education
English Language Education Program

MARCH, 2024

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APPROVAL PAGE

DECLARATION

I hereby declare with respect that the study 'Effects of application of Digital Coursebooks on EFL Learners' Learners', which I submitted as a master's thesis, is written without any assistance of violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and all the work I have benefited from are shown in the Bibliography (2024).

Seda ÖRENE

FOREWORD

I am thankful that I have completed my master's degree thesis entitled 'Effects of Application of Digital Coursebooks on EFL Learners' Motivation.

I would like to express my gratitude to my valuable instructor Asst. Prof. Dr. İlkin BAŞAR, who has guided and enlightened me from the beginning of this long journey till the end of it.

I feel grateful to my dear husband Batın Örene, who has had to tolerate my stressful months.

Finally, I feel very lucky and grateful to be the daughter of my parents Şehriban and Ramazan ERDOĞAN, both of whom have always wholeheartedly supported me to study and create my own path in this huge world by educating me and making it possible for me to be an independent and a strong woman.

I hope this study can contribute to the field of English Language Teaching. If my findings can be a little drop into the huge ocean of literature, I will be so content.

March, 2024   Seda ÖRENE

EFFECTS OF APPLICATION OF DIGITAL COURSEBOOKS ON EFL LEARNERS' MOTIVATION

ABSTRACT

The main aim of this study 'Effects of Application of Digital Coursebooks on EFL Learners' Motivation' is to find out whether using digital coursebooks have a role on EFL learners' motivation. Using digital coursebooks is almost unavoidable in this century which is surrounded by various kinds of digital tools. Thus, the effects of digital coursebooks were seen to be necessary to be investigated in this study. For this study that was carried out, 80 participants, 41 of whom were male while 39 of whom were female students in the prep school in 2022-2023, were asked 20 questions of a Likert type of a questionnaire.

This is a small- scale quantitative study with a questionnaire assessing the participants' views on using digital coursebooks in EFL classes to find out the effects on their motivation. The statistical analysis revealed that using digital coursebooks had a positive impact on students although many of them still prefer printed books to digital versions of them. The findings of the study point out that application of digital coursebooks is a beneficial source of digital classroom material.

Keywords: Digital coursebooks, Motivation, EFL Students, Prep School, Digital Materials in EFL Classes.

DİJİTAL DERS KİTAPLARININ KULLANILMASININ EFL ÖĞRENCİLERİNİN MOTİVASYONU ÜZERİNDEKİ ETKİLERİ

ÖZET

'Dijital Ders Kitapları Kullanımının Yabancı Dil Öğrencilerinin Motivasyonu Üzerindeki Etkileri' başlıklı bu çalışmanın temel amacı, dijital ders kitaplarının İngilizceyi yabancı dil olarak öğrenenlerin motivasyonu üzerinde bir rolü olup olmadığını ortaya çıkarmaktır. Çeşitli dijital araçlar tarafında kuşatılan bu yüzyılda dijital ders kitaplarının kullanılması neredeyse kaçınılmazdır. Bu sebeple, bu çalışmada deijital ders kitaplarının etkilerinin araştırılmasının gerekli olduğu görülmüştür. Gerçekleştirilen bu çalışmada, 2022-2023 hazırlık sınıfında öğrenim görmüş olan 41'I erkek, 39'u kız öğrenci olmak üzere toplam 80 katılımcıya 20 adet likert tip anket sorusu yöneltilmiştir.

Bu çalışma, dijital ders kitaplarının katılımcıların motivasyonları üzerindeki etkilerini öğrenmek amacıyla oluşturulmuş, öğrencilerin yabancı dil derslerinde dijital ders kitaplarının kullanımına ilişkin görüşlerini değerlendiren bir anketten oluşan küçük ölçekte nicel bir çalışmadır. Yapılan istatistiksel analizler sonucunda, dijital ders kitaplarının kullanılmasının öğrenciler üzerinde olumlu bir etki yarattığı ancak gene de öğrencilerin bir çoğunun basılı kitapları dijital kitaplara tercih ettiğini ortaya çıkarmıştır. The findings of the study point out that application of digital coursebooks is a beneficial source of digital material. Araştırma bulguları, dijital ders kitaplarının faydalı bir dijital ders materyali kaynağı olduğunu öne sürmektedir.

Anahtar Kelimeler: Dijital Ders Kitapları, Motivasyon, Yabancı Dil olarak İngilizce Öğrenen Öğrenciler, Hazırlık Okulu, İngilizce Derslerinde kullanılan dijital mataryeller.

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EFL   **:** English as a Foreign Language

ELT   **:** English Language Teaching

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I.   INTRODUCTION

In this chapter, background of the study, significance of the study, statement of the problem, aim of the study, research questions, scope and limitations of the study, outline of the study, and definitions of key terms take place.

A. Background of the Study

Human beings need motivation to make even a small chance in their lives and another motivation to sustain the power to continue what they have started and one more motivation to be able to accomplish what they have aimed. So, motivation is a vital source of accomplishments both in our social lives and in our academic lives.

Motivation is a significant factor when it comes to language learning; however, it can be lacking in some classes. Thus, more studies that aim to increase motivation in EFL classes should be done since efficient learning requires high levels of interest and motivation. To be able to do that, it should be considered that there are several factors that affect motivation of students. One of these factors is using materials in classes (Gardner,1985).

This study specifically focuses on how EFL students' motivation is affected by the application of digital coursebooks in classes. Additionally, whether gender and the number of years that an EFL student has been using a computer play a role in the relation between their motivation and using digital coursebooks. Students learning English should be able to get advantage of digital coursebooks to the fullest in order to have an efficient and effective learning.

According to Maslow (1970), motivation is a powerful desire enabling humans to reach their targets based on their own needs. Nevertheless, since motivation can change person to person, it is not a very easy or simple notion to be summarised or described with one sentence. Petrides (2006) pointed out that there cannot be one single theory to explain what motivation is and what it means, or it might refer to. Consequently, motivation is a notion that ought to be extensively

looked through and described in detail.

In Turkey, even though learning English has increasingly been popular, motivation to learn it is not as high as it should be. There are several reasons of it. However, benefiting from the most suitable sources in classes seems to be one of the most important factors that play a role in motivating or demotivating learners. On the other hand, using printed books is still an ongoing habit in language classes. Thus, at this point digital coursebooks become the smooth passing into digital world as well as still keeping the book format. Although many students still prefer printed books to digital coursebooks, they still use them since it is now getting more popular to use digital coursebooks in EFL classes.

B. Significance of the Study

The use of technology offers many advantages for English language learners. Thus, choosing digital materials and utilizing digital coursebooks bring their own advantages. There are some earlier studies on the relation between motivation and materials; yet there is a gap specifically on digital coursebooks which have been used in EFL classes for over a decade. Thus, this study aims to find out the effects of using digital coursebooks on EFL students' motivation, show if gender is a factor in that, and also reveal the role of the number of using computer in EFL students' motivation.

C. Statement of the Problem

Foreign language learning has been considered as one of the most important elements of education in the 21st century all around the world. Due to the fact that English is the most accepted and most common language in the world, in Turkey English is also the most commonly taught foreign language. While learning English, in this technology-dependent world, students are to be exposed to technology and digital materials. It is indispensable to use technology in language learning classes in an era of technology since the needs of the era have required the world to keep up with the newest technology. Thus, EFL learners and language teachers have become technology dependent.

There are many factors to improve English language learning. Motivation is one of the factors, playing a big role in students' learning English. There are several factors affecting their motivation. One of them is the materials that are used in their English classes. There are different types of classroom materials; yet in this study specifically digital coursebooks are the materials that are to be studied to see if there is a relation between digital coursebooks and motivation of EFL students. In the 21st century, the use of technology and digital materials seem to be indispensable to increase students' motivation (Tercanlioglu, 2011).

D. Aim of the Study

There are three aims of this study. The first aim of this study is to find out the effects of using digital coursebooks on EFL students' motivation. The second aim of the study is to find out if there are any differences among genders in terms of their motivation. The third and the last aim of the study is to find out if the number of using a computer plays a role in determining the motivation of EFL students.

E. Research Questions

Research questions to be answered in this study are:

1. Does the use of digital coursebooks affect the motivational factors of EFL students?

2. Does gender play a role in EFL students' motivation on the use of digital coursebooks?

3. Does EFL students' number of years of using a computer affect their motivation on the use of digital coursebooks?

F. Scope and Limitations of the Study

This study can be a helpful source for seeing the effectiveness of using digital coursebooks in EFL classes. Furthermore, this study could be a contribution to the literature in ELT field by providing data from EFL classes of a prep school in Istanbul.

The study is carried out with 90 students who studied English at prep school

in 2022-2023. Consequently, the results of this study cannot be generalized to all the students in Istanbul or anywhere else, but it could only be a tiny drop in the vast world of literature. Thus, the most significant limitation of this study is the fact that it cannot be generalized since it is a small-scale study.

The second visible limitation could be the fact that the instrument is only one questionnaire consisting of 20 questions. If there were some interviews, it could be better in terms of collecting data and making more inferences.

Another limitation is regarding the fact that each learner is distinctive and unique, which means they all have their own learning styles and preferences. Thus, this fact limits us to make certain or absolute inferences in terms of their choices.

G. Outline of the Study

This paper is composed of five main chapters, the first of which is Introduction. In the Introduction part, the readers are introduced to the study. Then the aims of the study and research questions are stated. Chapter II is titled as literature review, providing a detailed review of earlier studies that were carried out in the related field. Chapter III, methodology, informs about research methods and the procedures that were utilized in the study as well as providing information regarding data collection instruments, and participants. In chapter IV, results and discussion, findings of the study and some interpretations of them are presented. Finally, in chapter V, conclusions and recommendations, findings of the study are mentioned in summary and some recommendations are made.

H. Definitions of Key Terms

- **Digital coursebooks:** They are the soft versions of hard copies of printed books. They can be used online besides it is possible to use them in offline version.

j. Summary

In this chapter, background of the study, significance of the study, statement of the problem, aim of the study, research questions, scope and limitations of the study, outline of the study, and definitions of key terms have been presented.

II. LITERATURE REVIEW

Previous studies on the use of digital materials and language learning, motivation, types of motivation and technology use, and printed coursebooks and digital coursebooks take place in this chapter.

A. Introduction

In the 21st century, it is indispensable to include digital materials in EFL classes. Although the younger generations are into technology, it has been observed that they still prefer printed books over digital books in classes. This was the starting point of aspiring to conduct a study on digital coursebooks and how students' motivation might be affected by using digital coursebooks.

In the context of ELT, digital materials refer to education resources presented in a digital format. Digital materials utilizing technology are aimed to improve language learning and teaching experience. There are various forms of digital materials such as interactive multimedia, online courses, educational apps, digital textbooks, language learning websites, virtual classrooms, adaptive learning systems, and digital assessment tools. Integrating these digital materials into ELT classes can provide several benefits like flexibility, accessibility, and effective individualized learning. Utilising these digital tools does not mean completely leaving traditional tools but making a balance and harmony of both sources in language learning classes.

When it comes to digital coursebooks, they include multimedia elements, interactive exercises, and some more online resources embedded in them. In this study, it is aimed to mainly focus on the effects of using digital coursebooks on students' motivation levels. There are many factors that affect motivation when learning a language. Providing students autonomy and relevance suiting their interests is one of the most important ones. Using digital resources can facilitate this process since it gives every student a chance to learn individually depending on their

needs by practicing as much as they want.

B. Use of Digital Materials and Language Learning Motivation

Digital materials have been used in ESL classes for more than two decades and there have been some links between including them in classes and learners' augmented motivation levels. Several studies were conducted to figure out the effects of digital materials on motivation of EFL learners (Chen and Kent,2020; Gill, 2006; Fandino, Munoz, and Velandia 2019; Sun and Gao, 2020; Park and Jung, 2016). They are going to be summarised below.

Recently, 3D started to take its place in ESL classes even though it is not so commonly used. Students show interest and enthusiasm in lessons when 3D is included. In the study of Chen and Kent (2020), the participants were the students learning English as a second language in an English Support Program of a state university in Australia. The aim of the study was to reveal the effects of using 3D virtual learning on students' productive skills and their language learning motivation. They found that learning through 3D virtual enhanced students' motivation and their productive skills, which are speaking and writing.

Technology use has been so common in EFL classes and its effects on learners' motivation are positive. In order to understand more clearly and more specifically how technology can enhance students' motivation and efficiency, differences between technology-based classes and non-technology-based classes should be seen. Thus, detailed studies that have control group and experimental group can reveal the differences more specifically. Gill (2006) aimed to find the effects of using technology on second language learning. A questionnaire was carried out in two different classes: one in a technology-enhanced class and one in non-technology class to see the difference. A pre-test and a post-test were given before the term ended and after the end of the term. The purpose of the study was to figure out motivation and technology relation. It was shown in the study that technology played a significant role in improving not only receptive skills but also productive skills as well as enhancing critical thinking in classes.

There are also e-learning platforms that are frequently used in ESL classes. In Turkey, they are mostly and most often obligatorily used in prep schools of

universities. E-learning platforms offer students a chance to practise outside of the classroom as well as offering each student a chance to discover their own learning tactics in line with their learning needs and speed. Fandino, Munoz and Velandia (2019) investigated undergraduate students' motivation to learn English in e-learning platform. The instrument used in this study was interviews. 19 participants participated in these interviews. Qualitative data was taken out by using the software program. According to this study, motivation factors were found to be these: methods, course resources, and the teacher-student relationship. Thus, as it can be seen from this study as well, course resource is one of the main factors playing a role in determining learners' motivation.

Using mobiles in English classes is one of the ways to involve digital materials into learning. Even though it is not easy to control students' dealing with mobile phones due to their irrelevant use of them, as long as the aims of the lesson can be explained to students using mobile phones can turn out to be efficient. In Sun and Gao's study (2020) effects of using mobile phones on English language learning students' intrinsic motivation were intended to be examined. There were 169 participants in the research. The results revealed that there was not a significant relation between students' using mobile phones and their behaviour even though using mobile phones facilitated their lessons.

For a learner to really learn a language, it is beneficial and essential to be engaged with technology and create something by using it rather than just consuming it. Thus, recently EFL students are asked to create some video-clips by which students can both learn by experiencing and also enjoy being engaged with technology with a purpose. In a study by Park and Jung (2016), fifteen South Korean EFL students took part in an English program which lasted 8 weeks. The aim of the study was to see the effectiveness of a video-based teaching program and how this kind of program affected students' motivation. Students mostly watched Ted talks, sitcoms and movies but they also created some video-clips in this program. At the end of the eight weeks, students' motivation increased to a certain degree. Those 15 students' culture and knowledge about English also go affected positively. In this study (2016) three sorts of data were received: two questionnaires one before the training one after it to understand how students feel about learning English; and interviews with some students to get students' expectations and feedback about how

the training passed for them. Students who wanted to give up learning English before the training turned out to do the opposite because their opinion changed after having video-based lessons.

C. Motivation and Types of Motivation

Motivation is an essential source to make people active. To be more precise, when there is no motivation then there is inertia which means inclination to do nothing and stay inactive. In order to overcome inertia, creating sources of motivation is vital and primary. To activate motivation, it is important to know whether external or internal factors play a bigger role in it. There are several different theories to this matter. However, even though motivation is mostly an internal state of mind, in this study one of the external factors, which is coursebooks used in EFL classes, is to be studied. Thus, in this section, factors that affect external motivation are mentioned since this study focuses on the students in a prep school where the purpose of all the students is the same: learn English and pass the exams. Due to this, external motivation is better be studied and the results of the study can help literature in favour of students and teachers.

There are three main perspectives to motivation in general: behaviouristic, cognitive, and constructivist. First one, which is behaviouristic view, it is the expectation of a reward which is an external source of motivation. The second one is cognitive view according to which, people's choices triggered by their needs activate them (Keller, 1983). These needs that lead to motivation are the need to explore, the need to operate, the need to move, the need to be stimulated, the need to know, and the need to improve identity (Ausubel, 1965). When it comes to the third view, its focus is on social and personal choices since every individual's motivation is triggered differently but still there is a cultural influence on them (Williams and Burden, 1997).

It is true that intrinsically motivated learners are more successful at longer periods while extrinsically motivated learners want to complete a task for a certain reward or a certificate. However, it should not mean that students do not need extrinsic motivation. On the contrary, students need both intrinsic and extrinsic motivation as well (Gardner, 1985).

What demotivates students is as important as what motivates them. A study by Aliakbari and Hemmatizad (2015) aimed to find out what demotivates EFL students and if there are any differences among gender, major and their educational levels. Participants were 485 students: 215 were male while 270 were female students. A questionnaire was answered by these students. As a result of the study, they found out that educational level did not influence students' demotivation whereas their gender and major had an effect on it. Female students' motivation was found to be higher than those of male students. Also, it was found that as students age increased their motivation decreased.

Motivation is also linked with gender. A small-scaled qualitative study carried out in Indonesia (Firdani et al., 2019) found a correlation between gender and motivation among EFL students by using a questionnaire answered by five males and five females. The study found that female students were more motivated and more successful in comparison to male ones. Many of these students considered learning English would elevate their social status and they would feel more respected if they spoke English. More female students thought English would benefit them in their daily lives compared to male students. Especially in terms of materials, language requirement, competitiveness, and intrinsic motivation female students showed higher motivation.

D. Use of technology in Education

It has been revealed in many studies that in the 21st century, use of technology is vital and helpful in EFL classes. As Ortega (2009) also pointed out that use of technology benefited students and increased their motivation significantly, especially when they used computers in and out of the classes. A study (Sabiq, 2017) which was carried out to see the effects of audio-visual media on reading skills in ELT classes and students' motivation found out that it was very interactive and exciting for the students. It increased students' confidence in reading skills as well as their motivation. It was also observed that using audio-visual media facilitated students' learning process. The study (Sabiq, 2017) was a qualitative one for which direct observation, interview, questionnaire, and test were utilized. While gathering data, action research cyclical process was followed. As a result of students' reports, their test scores and their answers in the questionnaire, the research was able to give its

results.

Instructional videos have also increased recently; however, whether they are beneficial or not for students should be looked through in detail. Only few studies were carried out on instructional videos' redundancy effect. One of these few studies, a qualitative study by Ozdemir et al. (2016) aimed to show the redundancy effects of captioned and non-captioned instructional videos. The participants were organised in 2 groups: non-captioned and captioned groups who did not know whether they were captioned or non-captioned. All of them had internet access. They were given a test and a survey about motivation. Later, an interview was done with a focus group in which there were 8 voluntary students, 4 from each group. At the end of the test and survey it was found that there was no significant difference between the two groups in terms of their motivation levels and the test scores. But some of the students commented in the interview that non-captioned videos were not so clear for them while the others in the captioned group said that captions made it easier for them to understand the context. All in all, while there were 3 motivational factors: making linguistic elements easier to understand, increasing attention level and speed, avoiding misunderstanding, only one demotivation factor was found: distraction (Ozdemir, et al., 2016).

E. Printed Coursebooks and Digital Coursebooks

Printed coursebooks were indispensable in ELT classes until the 21st century. However, particularly after the first decade of the 21st century digital coursebooks started to be used worldwide. These days, both printed and digital versions of coursebooks exist and they have been used in ELT classes all around the world. In Turkey, where learning English is given so much importance, digital materials are also used along with traditional printed coursebooks or worksheets. As students are the ones who use coursebooks, their views are important. Thus, there are several studies on students' views on printed books or digital materials even though there is not much study on specifically digital coursebooks. One of the studies carried out in Indonesia to find out ELT students' views on web-based materials and printed books (Isnawati, 2017) found out that 40 percent of the students still prefer printed books even though they use web-based materials. In Isnawati's study (2017) students were interviewed and they were given some questionnaires to fill in to get their views on

their preference, problems or pros and cons regarding web-based materials. Even though the participants were born and raised in digital era, the results surprised the researcher since students still preferred printed books. Yet, students preferred printed materials mostly due to their being easy-to-use compared to web-based tools or materials. Also, they found printed books more organised. Yet, all in all, students thought web-based materials were more positive and they enjoyed using them more as they increased their motivation to study English more.

E-book teaching and learning has recently been utilised all over the world. A recent study (Sun and Cheng, 2021) carried out in Fujian province aimed to be an experimental one, whose results revealed that e-book teaching enabled students to have more elevated levels of success and motivation. Having made printed books almost redundant, e-books started to take more place in education. E-books attract students particularly owing to their audio and visual convenience and richness. According to Leong et al. (2019) e-books involve visuals, media, audios, as well a designed software, while being so e-books can appeal to different kinds of learners with their varied sources. Thus, by offering learners a chance to interact more, e-books elevate learners' motivation more than conventional materials such as printed books. Several studies, one of which is a study done by Ali (2018) have shown that e-books surpassed printed books in many ways such as their cost, feedback, presentation, visual quality.

Using e-books seems to be indispensable in the 21st century to attract students' attention and to keep up with the new updates happening in the world. Although there are some teachers who still resist using e-books and rely mostly on printed books, they are aware that they should include technology in their lessons. A study by Yalçınkaya (2018) aimed at finding out effective coursebooks in EFL classes. A Likert type questionnaire was answered by twenty English teachers. As a result of the study, it was found that e-learning should be able to play a role as a supplementary material in and out of the classroom. However, teaching traditionally should not be disregarded either. There should be some modifications in coursebooks in terms of activities and content.

F. Summary

In this chapter, introduction, literature review on use of digital materials and

language learning motivation, motivation and types of motivation, use of technology in education, printed coursebooks and digital coursebooks have been presented.

III. METHODOLOGY

In this chapter methods and procedures used in this study are presented, beginning with an introduction which provides more details on the aim of the study, the research questions, the study area, the research objectives, and the measurements used in order to analyze the data. Moreover, the nature of the research, research design and methodology, research problem, research setting, sample selection, characteristics of the sample, data collection, and data analysis take place. In the end, a summer of this chapter is written.

A. Introduction

The main objective of this study is to investigate whether using digital coursebooks increases students' motivation or not. The reason why this is aimed is the fact that digital coursebooks have started to be used more and more. Thus, its effects should be looked through both for healthier language learning and for enabling students' satisfaction and motivation.

This study aims to find out the effectiveness of digital coursebooks used in EFL classes. Since digital coursebooks are not totally technological but rather a combination of a book and a virtual environment, this seems to be the smoothest way to take students into technology without being away from books' world.

This chapter mainly concentrates on the methodological phases of this study by presenting the research design first and then giving information about the participants, instruments which were used to collect data. Finally, the chapter describes the procedures utilized in data collection and data analysis.

B. Nature of the Research

This study is a descriptive study, which means characteristics of the variables are described in this study by applying a survey. This study is a quantitative study as it deals with numerical data and statistics by letting us measure variables in a

systematic way. The instrument for data collection used in this study is a questionnaire (Bozkurt, 2015) which is provided in the appendix section. Questionnaires are quite a beneficial instrument for getting students' opinion; so for this study using a questionnaire is important. The data collected were looked into in detail to find out if using digital coursebooks has a positive or adverse impact on students.

1. The Research Problem

There are several studies carried out specifically on technology use and its effects on learners. However, there has not been much research specifially on the effects of digital coursebook in terms of motivation of EFL learners.

This study has aimed to see how effective using digital coursebooks can be in language classes and whether it affects students positivel or negatively is also important for this study. By carrying out study, it has been aspired that findings here can be beneficial for ELT world both for learners and for teachers as well.

2. The Research Setting

This study was conducted through using google forms. The questionnaire was sent via WhatsApp to a students' group that already existed, and the participants answered the questionnaire voluntarily. The participants were Aydın University prep school students in 2022-2023 who are the first-year students at Aydın University in 2023-2024. The underlying reason why these students were selected was that they studied English for a year, and they used digital coursebooks during 2 semesters. 80 participants 41 of whom were male (n=41) and 39 of whom were female (n=39) students participated in the survey. Consequently, the participants of this study were randomly chosen, and they answered the questionnaire voluntarily.

Table 1 Descriptive Statistics for Students' Demographic Information

Study Variables	Category	f	%
Gender	Male	41	51.2
	Female	39	48.8
Age	17-22	75	93.8
	23-28	5	6.3
Preference	Digital coursebooks	25	31.3
	Printed coursebooks	55	68.8
The number of years of using computers	1-5 years	23	28.7
	6-10 years	28	35
	11-15 years	21	26.2
	16-20 years	8	10
The number of years of using computer for studying English	1-5 years	63	78.8
	6-10 years	13	16.2
	11-15 years	2	2.5
	16-20 years	2	2.5

Demographic information of the participants is given in table 1. 51.2 % of the participants were male 48.8 % were female students. Their ages were mostly (93.8) between 17 and 22 while only 6.3 of them were between 23-28 years old. The number of years of using computers was 1-5 years among 28.7 of the participants, 6-10 years was among 35 of the participants, which was the highest, 11-15 years was among 26.2 % of them and lastly 16-10 years was among 10 % them, which was the lowest.

Interestingly, the number of years of using computer for studying English changed greatly from the number of years of using computer in general. 1-5 years was among 78.8 and of the participants, and it was the highest, 6-10 years was among 16.2 % of the participants whereas only 2.5 % of the participants have been using computer for studying English for more than 11 years. Consequently, it can be said that the participants have been using computers for various reasons for about 11 years; however, 78.8 of them have been using computers with a purpose of studying English only for 1-5 years.

3. Sample Selection

a. Sample procedure and sampling method

The sample method utilized here was convenience sampling, a type of non-probability sampling method which relies on data collection from population members who were convenient to be reached to take part in the study. Thus, the participants were selected in accordance with the non-probability sampling method.

The sampling procedure:

- The participants were minimum 17 years old maximum 23 years old.

- It was taken into consideration that the number of each gender is equal.

- The participants were from 4 different classes but who studied English in Prep school in 2022-2023.

- All the participants used the same digital coursebooks.

b. Characteristics of the sample

All of the 80 participants were the English learners in prep school of Istanbul Aydın University in 2022-2023. Many of the students live with their family while some come from different cities away from their families but residing in Istanbul during their studies. The students come from middle class families mostly from Turkey but there are a few non-Turkish students as well.

C. Data Collection

1. Data collection instruments and tools

The only instrument for data collection used in this study is a questionnaire which is composed of 20 Likert type questions. The questions of this questionnaire were adapted and translated into English from Turkish by the researcher and the questionnaire was originally written in Turkish by Aras Bozkurt (Bozkurt, 2015). The questionnaire (Bozkurt, 2015) can be found in the appendix section of this study. It takes around 4 minutes to complete the survey. The questions in the questionnaire were prepared with the purpose of assessing the level of motivation.

The data was collected by the researcher by using SPSS (25th version) throughout the analysis process. The participants received the questionnaire through the link that the researcher has sent to them. The aim of the questionnaire was to see the motivation of EFL students on using digital coursebooks in their English classes.

Since the research is a small-scale one, one instrument was considered as sufficient to obtain data regarding motivation of the participants.

D. Data Analysis

The study is based on these elements below:

- 80 participants took part in the study.

- The questionnaire consists of 20 Likert type questions.

- The resulting data were analyzed as mean scores.

- 'Agree' was the most common answer to 20 questions replied by both genders.

- 'Strongly disagree' was the least common answer to 20 questions answered by both genders.

The questions which were in the questionnaire take place in the appendix part of this paper.

E. Ethical Consideration

From the beginning to the end of this work, the researcher has conducted her study in accordance with the ethical rules of research in social sciences.

F. Chapter Summary

The main purpose of this study was to see the effects of using digital coursebooks on EFL students' motivation. To be able to conduct this study, the first action was to carry out the questionnaire which is composed of 20 questions answered by 80 EFL students who were in prep school in 2022-2023. The research aimed to see whether students' motivation is positively or negatively affected by application of digital coursebooks also it aimed to see if there are significant

differences between female and male students and also if there are any differences between the participants have been using computer longer years than the other ones. In this study quantitative research methods were utilized. Participants were all from the same university, Istanbul Aydın University, but from 4 different prep classes.

G. Data Collection Procedures

A questionnaire (Bozkurt, 2015) consisting of 20 questions about students' opinions on how using digital coursebooks might influence their motivation was sent to 80 students via an online link.

Since this is a small-scale study, only one instrument was used to collect data from the participants.

H. Summary

In this chapter, the nature of the research, research design and methodology, research problem, research setting, sample selection, characteristics of the sample, data collection, and data analysis have been presented.

IV. FINDINGS AND DISCUSSION

A. Introduction

In this chapter, several data have been shown. There are 3 main parts in this chapter. The first one is: Effects of using digital coursebooks on motivation. The second one is: Role of gender on motivation. Finally, the third one is: Role of number of years of using a computer. In each part, some tables are shown, and they are explained in detail.

B. Effects of Using Digital Coursebooks on Motivation

In this part, how using digital coursebooks affects students' motivation is being discussed. As a result of the survey carried out, it can be said that students are motivated to use digital coursebooks in their English classes. Below, there are tables and some explanations.

Table 2 Descriptive Statistics of 20 questions in the questionnaire

	M	SD	Skewness	Kurtosis
Q 1	1.67	1.065	1.076	-.541
Q 2	2.00	1.147	.413	-1.541
Q 3	1.96	1.297	.892	-.577
Q 4	1.75	1.164	1.100	-.340
Q 5	1.84	1.185	1.026	-.117
Q 6	2.00	1.253	.634	-1.233
Q 7	2.25	1.298	.303	-1.437
Q 8	2.11	1.322	.632	-.996
Q 9	1.79	1.187	1.030	-.524
Q 10	1.79	1.177	.952	-.861
Q 11	2.16	1.287	.383	-1.509
Q 12	2.01	1.307	.709	-1.112
Q 13	2.04	1.364	.822	-.788
Q 14	2.10	1.393	.567	-1.543
Q 15	1.71	1.224	1.380	.471
Q 16	1.81	1.192	.971	-.637
Q 17	2.19	1.323	.419	-1.423
Q 18	1.92	1.329	.937	-.727
Q 19	1.93	1.281	.811	-1.061
Q 20	2.12	1.426	.687	-1.144

In table 2, the mean of each question can be seen. When the average of all the questions' mean average is taken, it is 1.9575, which means it is almost 'agree'. As a result, it can be said that, according to EFL students at Aydın University Preparatory School, digital books can affect their motivation in a positive way to a certain degree.

Table 3 Minimum and Maximum Answers Given to Each Question in the Questionnaire

Questions	Minimum	Maximum	Mean	SD
Q1	1	4	1.67	1.065
Q2	1	4	2.00	1.147
Q3	1	5	1.96	1.297
Q4	1	5	1.75	1.164
Q5	1	5	1.84	1.185
Q6	1	5	2.00	1.253
Q7	1	5	2.25	1.298
Q8	1	5	2.11	1.322
Q9	1	5	1.79	1.187
Q10	1	4	1.79	1.177
Q11	1	5	2.16	1.287
Q12	1	5	2.01	1.307
Q13	1	5	2.04	1.364
Q14	1	5	2.10	1.393
Q15	1	5	1.71	1.224
Q16	1	5	1.81	1.192
Q17	1	5	2.19	1.323
Q18	1	5	1.92	1.329
Q19	1	5	1.93	1.281
Q20	1	5	2.12	1.426

In table 3, the mean of each question can be seen. The answers are coded from 1 to 5 and 1 refers to 'strongly agree' while 2 refers to 'agree'; thus 5 refers to 'strongly disagree'. When the average of all the questions' mean average is taken, it is 1.9575, which means it is almost 'agree'. As a result, it can be said that, according to EFL students at Aydın University Preparatory School, digital books can affect their motivation in a positive way to a certain degree.

Also in table 3, minimum and maximum answers to each question given can be seen. While to the questions 1,2, and 10 maximum 4, which refers to 'disagree' was given, to the rest of the questions, maximum 5 was given, which refers to 'strongly disagree'. The question 1 is 'Using digital coursebooks helps me learn English.' The question 2 'Using digital coursebooks helps me concretize abstract

notions.' The question 10 is 'Using digital coursebooks makes it easy for me to reach my learning aims.' As nobody answered these questions 'strongly disagree', it can be said that using digital materials in a way makes it easy to learn English for the participants.

C. Role of Gender on Motivation

In this part, the role of gender on students' motivation is being discussed. When the role of gender on motivation is considered, in terms of using digital coursebooks, significant differences are not found. Only in two questionnaire questions, there is seen a change but apart from this, replies of 90 students did not vary much depending on their gender. More detailed information takes place below with tables and some explanations.

Table 4 Pearson Chi-Square Test Results of Questionnaire Items on Gender Variable

Question Number	Value	df	Asymptotic Significance (2-sided)
Q1	6.248	2	.044
Q2	.613	2	.736
Q3	4.279	3	.233
Q4	3.971	3	.265
Q5	1.185	3	.757
Q6	4.774	3	.189
Q7	3.366	3	.339
Q8	4.198	3	.241
Q9	1.608	3	.657
Q10	.641	2	.726
Q11	5.857	3	.119
Q12	2.786	3	.426
Q13	3.057	3	.383
Q14	3.813	3	.282
Q15	2.865	3	.413
Q16	9.453	3	0.24
Q17	1.761	3	.614
Q18	1.387	3	.709
Q19	4.771	3	.189
Q20	4.060	3	.255

As it can be seen from table 4, chi square test results show that there are not significant differences between genders in terms of their motivation on using digital books. However, only in two questions, has there been a change. In question 1 and 16 the result is less than 0.5 which are respectively 0.44 and 0.24.
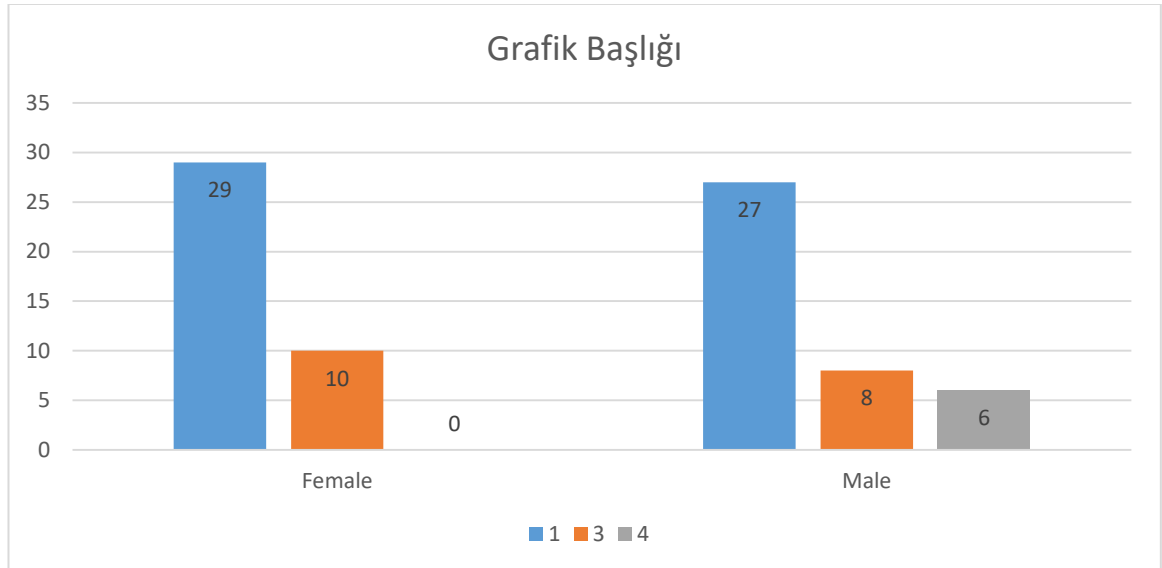

Figure 1: Answers to the question 1 by each gender

As it can be seen in the figure 1, the question 1 'Using digital coursebooks helps me learn English.' was taken more positively by female participants while male participants only agreed or did not agree with this statement. To be more specific, while 29 male participants strongly agreed, 27 female participants strongly agreed. Also, 6 male students did not agree while no female students said so. All in all, it can be concluded that more female students believed that using digital coursebooks helps them learn English in comparison to male students.
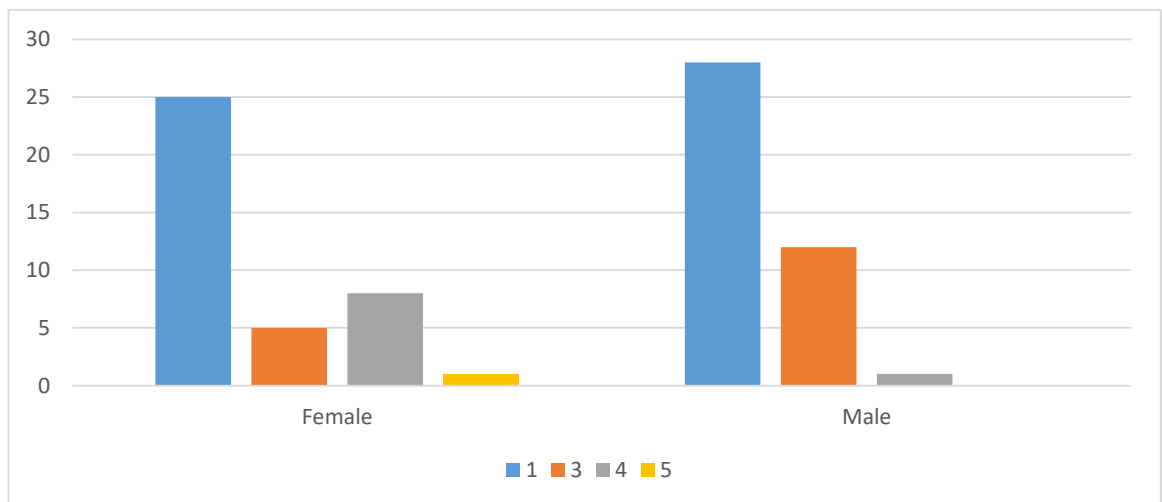

Figure 2: Answers to the question 16 by each gender

When it comes to question 16 'I think many people can easily learn to use digital coursebooks.', it was found that more male participants than females answered 'strongly agree' some while female participants did not agree about it. Consequently, it can be said that male students had a little bit more motivation on using digital books in EFL classes in comparison to female students even though this cannot be generalized. As it can be seen in the figure 2, 8 female participants did not agree while only 1 male student did not agree. Also 2 female participants strongly disagreed that many people can easily learn to use digital coursebook whereas no male students believed so. Thus, it can be concluded that more male students believed that many people could learn to use digital coursebooks in comparison with female students.

D. The role of number of years of using a computer

In this part, whether the number of years of using a computer plays a role in students' motivation or not is being discussed.

Whether the number of years of using computer for learning English affected the participants' answers or not can be seen from the table 5. It is seen that there is no single significant difference as all the values are higher than 0.5. Consequently, it can be said that using digital books is not the same as using computers, since it is rather a habit or preference. Also, using printed books has been such a long tradition that it may not be so easy to quit it all at once.

In conclusion, as it can be seen from the table, how many years a student uses a computer did not have any effect on students' motivation on digital coursebooks. This could be due to students' considering digital books still as books.

Table 5 Pearson Chi-Square Test Results of Questionnaire Items on Using Computer for Studying English Variable

Question Number	Value	df	Asymptotic Significance (2-sided)
Q1	7.402	6	.285
Q2	3.245	6	.777
Q3	11.993	9	.214
Q4	6.717	9	.667
Q5	16.017	9	.067
Q6	11.412	9	.249
Q7	6.169	9	.723
Q8	14.634	9	.101
Q9	4.542	9	.872
Q10	3.231	6	.779
Q11	4.762	9	.855
Q12	6.976	9	.640
Q13	11.345	9	.253
Q14	2.858	9	.970
Q15	6.894	9	.635
Q16	11.481	9	.244
Q17	5.531	9	.786
Q18	4.090	9	.905
Q19	4.571	9	.870
Q20	3.900	9	.918

E. Summary

In this chapter, data regarding the results of the study have been presented with tables and figures.

V.   DISCUSSION

In this chapter, introduction, recommendations for further study, and conclusion parts take place. This study aims to find out the effects of using digital coursebooks on EFL students' motivation.

A. Introduction

As this study aims to find out the effects of using digital coursebooks on EFL students' motivation, carrying out this research by using a questionnaire appears to be a sufficient and convenient way of collecting data.

Especially after the pandemic in 2020, students and teachers have had to go through times during which they had to use more digital sources and decrease their resistance to technology to the maximum extent. Despite the fact that students in Turkey have been exposed to learning with technology for over a decade, it is interesting that they still prefer printed books over digital versions of them. However, even though they prefer printed books, they still agree that digital coursebooks are useful and easy to use. Consequently, this study aimed to find out whether using digital coursebooks had a role in students' motivation.

Based on the study that has been carried out, it can be concluded that digital coursebooks positively affected the participants' motivation, regardless of their gender or the number of years of using a computer.

B. Discussions of the Research Questions

Discussion related to research questions 1, 2 and 3:

1. Does the use of digital coursebooks affect the motivational factors of EFL students?

In general, the majority of the students agree that using digital coursebooks affects them positively, by making them use time more efficiently and it is easy to

use them.

2. Does gender play a role in EFL students' motivation on the use of digital coursebooks?

There are not significant differences between the genders when all the questions are considered. However, when it comes to question 1 'Using digital coursebooks helps me learn English.', female students generally held a more positive view compared to male participants. Specifically, a higher number of females strongly agreed with the statement, with 27 participants. On the other hand, no female students disagreed to the statement while 6 male participants disagreed. In summary, it can be said that in comparison with male participants, more female students believe that using digital coursebooks helped them in lessons.

Also, in question 16, regarding the ease of learning to use digital coursebooks, the survey found out that more male participants strongly agreed with this statement compared to female participants. While female participants showed less agreement overall, it is important to note down that this result cannot be applied in general. The data shown in this study is only confined to Istanbul Aydın University.

3. Does EFL students' number of years of using a computer affect their motivation on the use of digital coursebooks?

There is no significant difference between the participants who have been using a computer longer than the ones who have been using less than them. As a result, the answer to this research question is not possible to be discussed. However, it is surprising that there is not a significant or even a small difference between the students who have more experience in using a computer in comparison to the ones with less experience since this could affect their adaptation to digital coursebooks. Yet, the analysis of the study shows that that is not the case here. As a result, it can be concluded that regardless of the participants' longer experience with computers seems to have no effect on the rise of their motivation levels. Likewise, the participants' little experience with computers seems to have no effect on the decrease in their motivation levels.

C. Recommendations for Further Studies

This study has been carried out in only one prep school; so further studies might be conducted in a few schools and become a medium or big scale studies. Thus, with the results of this study, it cannot be generalised that using digital materials have a positive role on students motivation all around the world or on all the students. If a global result is to be reached, there might be global studies through which it can be possible to do more extensive studies on more students.

Another recommendation can be about the insturements to be used in further studies. There might be more varieties of instruments utilised in next studies, which will make the study more extensive.

VI.   CONCLUSION

Digital coursebooks have been used in language classes for more than 15 years. They are known for providing student engagement, affecting learning positively, being cost-effective and easy to obtain, being user-friendly, encouraging teacher support, and supporting the environment. In this study, the importance of digital coursebooks is highlighted and its effects on students' motivation are investigated.

This study has been carried out with the purpose of finding out the effects of using digital coursebooks on EFL learners' motivation. There has been some research on digital tools, but this study is important as it is the first study to be carried out specifically on digital coursebooks. Thus, this study is quite specific and the results of it cannot be generalized since it is a small scaled- study conducted with 80 students at a prep school in Istanbul.

In conclusion, digital coursebooks play an important role in today's ELT world since it has been found that it is easy to use them, they encourage autonomy and engagement, they are enjoyable as well as informative. The research revealed that students find digital coursebooks helpful, useful, and easy to use. Thus, it has been shown that using digital coursebooks in EFL lessons plays a part in increasing students' motivation.

A. Summary

In this chapter, discussions of the research questions, recommendations for further studies, and conclusion have been presented.

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APPENDICES

APPENDIX 1 Part One Demographic Survey Questions

APPENDIX 2 Questionnaire

APPENDIX 3 Ethical Approval Form

APPENDIX 1 Part One Demographic Survey Questions

1	Please enter your age					
2	Please enter your gender					
3	How long have you been using a computer?					
4	Do you prefer using printed coursebooks or digital coursebooks?					

APPENDIX 2 Questionnaire

No.	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	Using digital coursebooks helps me learn English.					
2	Using digital coursebooks helps me concretize abstract notions.					
3	It is interesting to use digital coursebook in English classes.					
4	Using digital coursebooks enables me learn English through experience.					
5	Digital coursebooks offer rich learning content.					
6	Using digital coursebooks enhances my creativity.					

7	Using digital coursebooks enhances my motivation.					
8	Using digital coursebooks increases my interaction with lesson content.					
9	Using coursebooks enables me to actively contribute to my learning process.					
10	Using digital coursebooks makes it easy for me to reach my learning aims.					
11	Using digital coursebooks enables me to be more efficient.					
12	Using digital coursebooks increases my learning performance.					
13	Using digital coursebooks helps me to have more control on learning activities.					
14	Using digital coursebooks saves my time.					
15	I think it is easy to use digital coursebooks.					
16	I think many people can easily learn to use digital coursebooks.					

17	I am happy to use digital coursebooks.					
18	I recommend using digital coursebooks to my friends.					
19	It is fun to learn English through digital coursebooks.					
20	I would like to use digital coursebooks again later.					

The questionnaire questions have been adapted from Bozkurt, A. (2015) and translated into English by the researcher.

APPENDIX 3 Ethical Approval Form

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-99628   17.10.2023
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Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Eğitim Bilimleri Etik Komisyonu'nun 02.10.2023 tarihli ve 2023/10 sayılı kararıyla uygun bulunmuştur.
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Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

RESUME