Distance Language Learning: Perceived Learning and Academic Achievement

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Abstract
The ubiquity of fully online courses in higher education requires sustained focus on instructional environments that could foster students’ learning. This paper aims at investigating the correlation between perceived learning and academic achievement of EFL learners within distance language learning context. The data for this study come from the questionnaires and participants’ final grades. Analyses based on descriptive and correlational statistics indicate that there is a strong relationship between students’ perceptions and academic achievement in distance language learning courses. Results are presented in connection with pedagogical implications.

Keywords: Distance language learning, perceived learning, academic achievement, EFL learners