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Department of English Language
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Exploring the Impact of Online English Language Instruction on EFL Learners' Engagement.

**The Case of Master one Students of English at Mohamed kheider University of
Biskra.**

Submitted and defended by:

Helis Soufiane

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Board of Examiners:

Mr. Bechar Maamar	University of Biskra	Supervisor
Dr. Abdelhak Guettaf	University of Illizi	Examiner
Temam		
Mr. Khaled lebiar	University of Batna	Chairperson
Dr. Ahlam Salhi	University of Biskra	

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Dedication

In the name of Allah, the most Gracious, the most Merciful

Alhamdulillah who helped me to complete my work

I dedicate this work to my dear parents who have been my source of support, encouragement, and attention during my study career until my research was fully finished.

To my brothers and sisters who have always encouraged me to achieve my goals

To all my dear friends for being always beside me, helping and supporting me all time

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Abstract

Engagement is a significant and crucial aspect that enables students to succeed academically. However, it has been recognized that many students show several deficiencies in their engagement during online English language instruction. This study aims to explore the impact of online English language instruction on Master one EFL students' engagement at Mohammed Kheider University of Biskra. Therefore, we hypothesized that online English language instruction negatively affect EFL students' engagement. To test the validity of the hypothesis, descriptive study is conducted with a quantitative approach to collect, analyse and interpret data by administering a semi-structured questionnaire to students. It was given to 30 EFL Master one student at Biskra University. The analysis and the interpretation of the data demonstrates that Master one EFL students face several challenges in online learning. Moreover, students generally consider their experience with online instruction as fair or poor. Thus, those results conformed the validity of the hypothesis. Eventually, some recommendations were suggested depending on the study outcomes, at the end of this research.

Keywords: Online English language instruction, students' engagement, UMKB.

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General Introduction

Background of the Study

Due to the development of technology, the Internet has become one of the most crucial innovations that can be helpful in the field of education. One of its interactive tools is the online platforms, which revolutionized the way English as a foreign language (EFL) instruction is delivered and received. For teachers, online English instruction raises a big challenge in terms of its effectiveness because of some factors that may affect the learning process; one of them is students' engagement.

Statement of the Problem

Students' engagement is an important concept in the process of teaching and learning. It appears through involvement, participation and interaction of students during sessions. Understanding how online English language instruction influences students' engagement is necessary for educators and researchers, who aim to enhance learners' outcomes, especially for Master One EFL students at Mohammed Kheider University of Biskra.

To elucidate the issue, we suggest this study to explore the relationship between online English language instruction and EFL learners' engagement.

Review of the Literature

Several studies have dealt with online English language instruction and students' engagement. Some of these studies are presented here:

Harasim (2000) presented an overview of the history of online education and tackled important elements of online education like new modes of educational delivery, new learning domains and new learning processes and outcomes...

To answer the question "does online education need a special pedagogy?", Serdyukov (2015) presented an article in which he mentioned essential parts of online education such as online instructor's challenges, communication, socialization and collaboration in the online environment.

Trowler (2010) conducted a rich literature review on students' engagement. He mentioned many important points such as definitions, typologies, styles and types ... of students' engagement.

From all of the above literature reviews, many researchers and scholars conducted studies on online English language instruction and students' engagement. Hence, this study will explore the impact of online English language instruction on EFL learners' engagement. The case of Master one students at Mohamed Kheider University of Biskra.

Significance of the Study

The particular significance of this study is to delve into the dynamics of online instruction and its implications for learners' engagement, which is essential for effective language acquisition and proficiency development. In addition to offering practical recommendations for educators and learners.

Research Questions

This research seeks to answer the following questions:

RQ1: What is the impact of online English language instruction on EFL learners' overall engagement?

RQ2: What are the difficulties faced by Master one EFL learners in online courses?

Research Hypothesis

Based on the above research questions we propose the following hypothesis:

RH:

Online English language instruction has a negative impact on EFL learners' engagement.

Aims of the Study

General aim:

- This study aims to explore the impact of online English language instruction on EFL learners' engagement at Mohamed Kheider University of Biskra.

Specific aims:

- To evaluate the level of engagement among EFL learners in online English language courses.
- To identify the factors influencing EFL learners engagement in the online learning environment.

Research Methodology

To answer the research questions mentioned above and confirm our hypothesis, our study will conduct the quantitative approach to gather the necessary data, since we need to describe online English language instruction and its impact on EFL learners' engagement levels.

Data Collection Method

In this study, we will use one research tool, which is a semi-structured questionnaire, to be distributed to the students to measure their engagement levels, and find out the challenges faced by learners in online English language instruction. Moreover, to identify the factors influencing their levels of engagement in the online learning environment.

Population and Sampling

In this research, we will select Master one English students as population at Biskra University, and we randomly select 30 students from a total number of 220 students as a sampling group to be respondents to our questionnaire.

Structure of the Dissertation

The present study consists of two main parts, the theoretical part and the practical part. The former includes two main chapters, and the latter is an empirical part, which includes one chapter.

The first chapter of the dissertation is devoted to an overview of the online English language instruction including its definition, modes, and models. In addition to the challenges faced by online instructors when using it. The following points will show the advantages and disadvantages of online English language instruction in the learning process.

The second chapter is revealed with defining students' engagement, mentioning its styles, components and dimensions. Moreover, highlighting the factors that influence student engagement and its importance in developing the learners' proficiency.

The last chapter is concerned with gathering and analysing the data obtained through the data-gathering tool, which is the students' questionnaire in order to confirm or refute our hypothesis.

Chapter one: Online Instruction

Introduction

Online English language instruction has become an essential part in education. It offers some benefits, which could be helpful in the teaching and learning process. Despite the advantages of online English language instruction, students may face difficulties that could influence negatively their learning outcomes. This chapter aims to explore the modes of delivery in online English language instruction, emphasizing its advantages and disadvantages for students, and the challenges faced by online instructors. In addition, the models of online learning, the issues of teaching and learning online, and the applications used by instructors and students in the process of teaching and learning.

Definitions of Online Learning

The concept of online learning have been defined in various ways by many researchers. According to Capra (2011), online education has extended throughout our society with significant growth, resulting in a new era of teaching and learning; however, this does not come without costs, despite the impressive progress.

Furthermore, (Dhull & Arora, 2019) stated that online learning refers to the education facilitated with the use of technologies for instance internet, e-mail, chat, new groups, texts, and audio-visual conferencing provided through computer networks. He confirmed that it facilitates that the learner can learn at his own pace and convenience. He mentioned that online learning requires a large amount of recourses and much planning.

Additionally, Appana (2008) defined online instruction as the structured form of learning, in which the instructor and the learner are separated by either geographic distance or time. Online learning refers to any type of learning or learning environment in which the information delivery is done via the internet.

Modes of Delivery in Online Education

Harasim (2000) confirmed that online education has affected the modes of teaching by leading to the emergence of new modes of delivery, which he mentioned as follows:

Adjunct Mode

The first kind of online learning is called adjunct mode, in which using computer networks to improve rather than as a necessity for course assignments is practiced. The internet has become a crucial component of all academic activities due to the rapid growth in its use by institutions across the whole world. Teachers and students utilize the internet to research topics, make connections with colleagues, and read online newsletters and journals to remain up to date on developments in their profession. In order to teach students how to access the wealth of materials available on the internet, participation might be made essential or encouraged as part of the course curriculum.

For adjunct mode activities like electronic office hours and general conversation, computer conferencing platforms are useful. They prevent repetition of efforts and enable students to help each other. For administrative tasks like sending out class schedules, extra notes, directions, assignments, and examinations and quizzes, instructors utilize email and computer conferencing. Additionally, they send out individual feedback and post grades via private email conversations. In addition to classroom management, tools that may be accessible on the network, several educators enable or necessitate that students send in assignments via the network. Harasim (2000)

Mixed Mode

In the case of mixed mode delivery, networking is completely incorporated into the curriculum, and counted within the course grade on a regular basis. Since it allows the accomplishment of major tasks of traditional or online classes such as seminars, group projects and small group discussions, it can be used. One of the most common application of

mixed mode delivery is through its utilization in online seminars. Seminars are the primary elements of course organization, so students take part in seminars as seminar leaders. It develops the interaction, promotes the investigation of arguments, and facilitates the convergence of understanding.

Thus, the level of student engagement in mixed mode delivery is different from a traditional classroom course in which most of the time is taken by the instructor. The majority of students participate in online courses most of the time, and the total quantity of student interaction is large but also equally distributed to some extent. Harasim (2000)

Totally Online Mode

According to Harasim (2000) the Web or computer networks is the primary pathway for the exchange of ideas and discussions in the context of online classes. While other media such as hard copy textbooks and other reading materials, audio and video cassettes, teleconferencing, phone calls or audio or video conferencing may be incorporated as part of the overall course delivery and design, the course activities like information delivery, discussion or group work are carried out through the online environment. Face-to-face meetings, which were before thought to be crucial, are increasingly being shown to be unnecessary, especially in light of students' time constraints and travel costs. Both university and training courses are increasingly being delivered via computer networking.

Therefore, patterns of online engagement introduced less of the elements typical of face-to-face class activity, specifically, a significant amount of input by some learners or no participation by the rest of the class. Thus, the loudest people are not entirely silenced in online spaces. As a result, there were fewer extremes seen in online involvement than in in-person class activities, such as a small number of students contributing a lot or dominating the class and the remainder participating little or not at all. Even the loudest people are not

entirely silenced in online spaces. The unique aspect of conferences is their ability to prevent others from being silenced due to the influence of a small group of people.

New Educational Roles and Entities

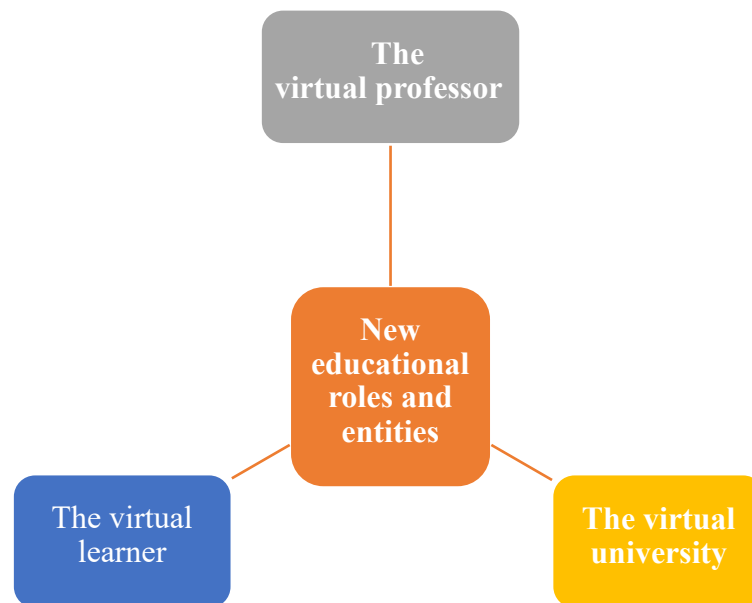


Figure 1: Educational Roles and entities

Online education gave rise to new university forms, instructors' and students' new functions Harasim (2000). He mentioned them are as follows:

The Virtual Professor

Teachers that select to teach online either in place of or in addition to traditional classroom settings are known as virtual professors. Because students are more engaged and create a feeling sense of belonging when they learn online, virtual professors say that teaching has reignited their passion for their profession. Additionally, they report higher results than traditional classroom instruction because students hand in more detailed and well-written assignments. Teachers also think that having online experience enhances their classroom teaching.

Instructors experience significant changes in their duties as educators as they go from traditional learning method to online instruction. They have to learn to interact and facilitate instead of just explain since they become more engaging with the students. Instructors' main issue is the heavy initial workload, which they gradually get used to. Teachers who teach in classrooms and virtually agreed that the third option needed an equal amount of work and that the second one was a little easier.

The Virtual Learner

The virtual learner, a student who select to attend all or part of his courses fully online learning, is another trend that is observed. Most people value the improved student interaction and the quality of teaching that an online class might provide to their benefit, but many others take this option because of family or work-commitment.

The vast majority of students who responded to the survey expressed pleasure, they mentioned that they benefitted from increased time management opportunities, as well as increased opportunities for peer engagement. The main issues that student had in their institution had more to do with internet speeds and technology than school work. Many people at the beginning of the study were also concerned about being uncomfortable to communicate, and questioned themselves about whether their messages were sent to the right conference and whether or not they are proper messages. Harasim (2000)

The Virtual University

A virtual university provides a range of credit courses that lead to a certain area of concentration and a degree or certification. It may offer undergraduate or graduate studies. Full-time academic staff members, who encourage students to become experts in particular fields of study, teach these courses. Through online learning environments, students engage in activities including debates, seminars, talks, and individual and group projects.

Student access makes the biggest distinction. In a virtual university, students can access their courses whenever it is acceptable for them and from any location. They can participate in class discussions every day or at least three times a week, unlike students at a physical institution who travel to a room in a building via public or private transportation at a certain time and for a specific week.

In order for a virtual university to be successful, it needs to hire excellent instructors and support staff, create excellent curricula and resources, use group projects and discussions for the majority of coursework, highlight results, and offer degree and diploma programs that are cohesive and integrated rather than just a collection of courses. Harasim (2000)

Advantages of Online Learning

Among the many advantages of online learning, (Dhull & Arora, 2019) have listed some of them. They are as follows:

Accessibility

Online learning platforms make learning possible for Students from anywhere in the world. This aspect should be put into consideration especially to students who want to study abroad. Students can in fact always find an online course that fits their desire or even a degree that they may possibly pursue from home. geographical location do not affect the learning outcomes of the students in terms of the availability of learning resources.

Personalized Learning

An online learning platform is a tool that enables a student to define and evaluate the style of learning, the subject, goals, prior or existing knowledge, and skills. Thus, developing unique learning styles might help in offering instruction to cater to each learner's style. It also has the potential of helping people advance their ICT competency, motivate students, boost self-esteem, and self-confidence, break down various barriers experienced by learners, personalize learning processes, facilitate access, and enhance the learning environment.

Develops Cognitive Abilities

It was discovered that the participants of the e-learning program attained at a higher level than other students. A student has the access to an infinite amount of information simply with a single click of a button. Some of the most prominent universities in the world provide a wide range of online programs. An online course that can help the student out in the aspect of cognitive development is available to him. (Dhull & Arora, 2019)

Cost-Effectiveness

Another advantage of online learning is its effectiveness in terms of the amount of money to be spent on, for instance, travel, books, and other college expenses. This type of learning is more economical than learning at a typical institute because it can be done at any, time may be from anywhere and there are no travel costs.

Promotes Research

When students generate very high-quality work, they are always in a hurry to publicize it. They upload it to the internet as samples for the current and future students, with permission from their teachers. Publication of student work helps in developing an archive of good product and leaving legacy goods for the class.

Basic Computer Skills

According to (Dhull & Arora, 2019), the students admitted to study online, whether on or off-campus, can develop technical proficiency in the use of Information and Communication Technology (ICT). These abilities, which may be in and of themselves marketable aspects of their schooling, are probably going to be helpful to them in their career life and all of their future undertakings.

Equal Opportunity to All

Students are not given different treatment because of their caste, creed, race, sex, religion, or disability, among other factors. However, online learning system is a gift to the

students with the disability that makes them have transportation problems, and to all the members of the public who live in distant areas where schools and universities are located far away.

Self-Pacing

Due to differences in needs and other issues, some students are unable to finish their work or assignments by the deadline, which causes them to encounter challenges. When studying online, Students can work and study at their own speed without time constraints. The student is allowed to finish the course material at his own pace, and he can take as much time as needed without worrying about being described as slow by his peers.

Globalization

Geographical barriers to schooling are not thought to be critical as before new technologies. The world is becoming a global village in this digital age, which gives us easy access to knowledge about the different countries of the world. Since the internet connects people from all parts of the world, it is useful to try out the electronic learning sessions in which people can share ideas and materials, find out information on history and current events, communicate with experts, and use databases. (Dhull & Arora, 2019)

Disadvantages of Online Learning

Despite the advantages of online learning mentioned above, it has many disadvantages. (Dhull & Arora, 2019) stated them as follows:

Poor Communication

One of the strong negative factors that learners are likely to experience is the absence of face-to-face interaction with their instructor, which is essential in placing good social relation between the parties involved. A study indicates that misinterpretations of tasks during online delivery can lead to misunderstandings between the students and the teachers, and thus have negative effects on the entire course delivery process and students'

performance, as outlined in the International Review of Research in Open and Distance Learning.

Feeling Isolated

According to (Dhull & Arora, 2019), the current era's technology advancements have made social development of children less important. Students use Facebook, Instagram, and WhatsApp to stay in contact with their virtual pals who are located far away, but they rarely get to meet and welcome the person who lives just next door. This tendency makes one feel alone. Studies reveal that emotional isolation was one of the top sources of stress, which led to students dropping out.

Lack of Motivation

Because other things readily distract them, online learners always find it hard to stay motivated when learning. Independent working turns into a disadvantage when dealing with students who have poor time management and delaying issues. When these children attend a normal classroom for learning, they do their best efforts.

Lack of Funds

According to Galusha (as cited in Dhull & Arora, 2019), the drawbacks of technology includes the cost, frequent breakdown and failure of hardware, poor internet connection, preparation and provision of all teaching aids and materials, and questions regarding funding availability. Works indicate that the costs related to connectivity are often overlooked in most educational institutions, which could eventually result in obstacles to online learning.

Lack of Quality

The teaching and learning process might occasionally suffer from a lack of quality due to online learning. For instance, Galusha (as cited in Dhull & Arora, 2019) reported that, effectively participating faculty who are not online, they encounter questions regarding the

credibility of online courses. Too frequently, online teachers neglect to prepare their lessons as thoroughly as they should, and this disregard undoubtedly has a deep negative effect on the quality of online education.

Poor Accessibility in Remote Areas

Online teaching and learning are made possible by certain hardware, software, and connectivity requirements. Each of these elements is necessary in order for the online learning process to be effective. There are people who cannot find a convenient opportunity to take a closer look at a computer with an Internet connection, and there are those who own the necessary hardware but feel unprepared to use it. (Dhull & Arora, 2019)

Models of Online Learning

(Mason, 2001) proposed three models of online learning, which are:

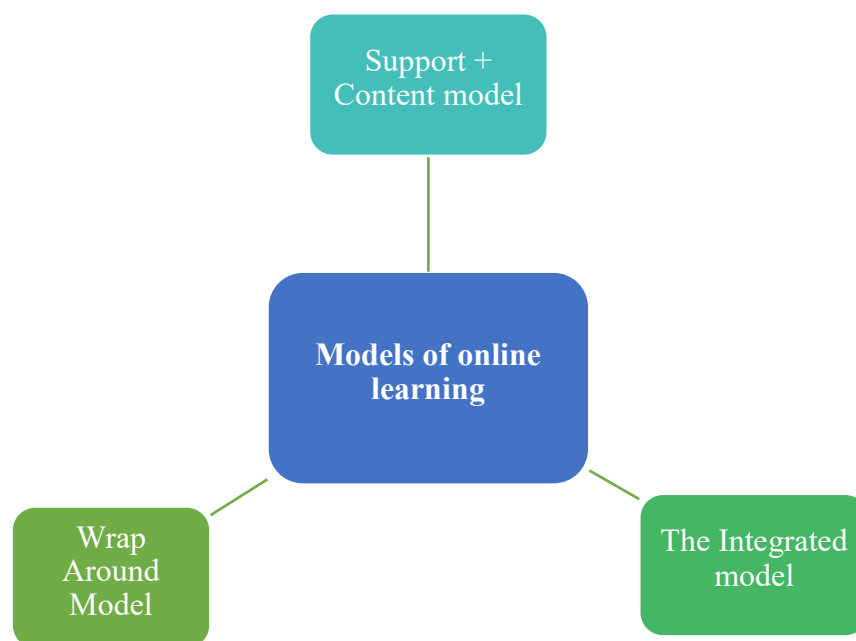


Figure 2: Models of Online Learning

Support + Content Model

This is the oldest as well as the largest category of online courses. It is based on the distinction of the academic support, offering of which is generally by mail or computer

conferencing, from the curriculum, which is perhaps offered in the printed form or perhaps running as a course on the web today. Thus, the proposed model supports the concept that relatively low changing content can be taught not only by professors, but also by content creators. Specifically, it is established that computer conferencing can support lowest forms of cooperative learning and peer communication and the tests online. These are normally incorporated into the course, however, the students in such courses as these often struggle to grasp concepts and participate well in these online tasks.

From this model, it is required that the online learning part of the course represents not more than 20% of the total time students spend on the course. This distinction is sometimes reduced in the case of the courses in which the material is organized as quite structured Web sites.

Due to the use of Web Conferencing and recently the use of content + support model, this category is slowly starting to become hazier. However, he believes that it is helpful to take into account the unique qualities of the very many courses where there is a clear separation between material and support, even when both instructional support and the course content are available online. In general, it might still be useful to distinguish very many courses, in which there is a strong dichotomy of content and support, even when the latter is provided via the Internet, and the former is provided online. (Mason, 2001)

Wrap Around Model

The next model includes courses that combine tailor-made materials (study guides, activities, and discussions) with existing materials (textbooks, CD-ROM resources, or tutorials).(Mason, 2001) refer to this as the 50/50 approach since half of the student's time is spent in online interactions and conversations, while planned content takes up the other half. This paradigm leans more towards resource-based approach to learning, providing students more latitude and responsibility to understand the course on their own. The teacher's role is

also broader than in the first model, because less of the course is pre-determined and more is generated every time this course is taught, via discussions and activities.

This model (and the next) occasionally incorporates real-time online events. In curricular environments that require problems solving, screen sharing is often adopted with a view that teachers can address the learners individually or in small groups. Another method to make the course feel more live is by having a one-way audio lecture with Web-based overheads. Students can communicate by sending each other email queries. These events will have both audio and video as technology advances. (Mason, 2001)

The Integrated Model

Following the same sequence, there is the third model – at the other extreme from the first one. The course consists of group projects, cooperative learning activities, and learning materials. The majority of the course is done online via the discussion, reading and comprehension, and participation in tasks. In this sense, the course material is dynamic and flexible because the majority of the course is shaped by individual and group projects. In some ways, the integrated model blurs the line between content and support, and it relies on the formation of a learning community.

Real-time communication may be text-, audio- or video-based and support tasks and activities for small groups. (Mason, 2001)

Challenges Faced by Online Instructors

(Serdyukov, 2015) explained what could be as challenges for teachers in online environment as follows:

In traditional university settings, teachers were the ones who designed courses, taking and giving lectures, making them look authoritative. However, the instructors have shifted their responsibilities in the online environments to performing only service-related duties.

Instead of directing the process, they supervise learners to ensure that they complete tasks with the help of the administrated materials and tests.

According to (Serdyukov, 2015), a competent instructor is someone who comes in to help students when they are struggling, thus offering them necessary assistance and direction, while an incompetent instructor is someone who ignores the difficulties that students are experiencing or may, recommend that everyone work out on the problem independently without offering any sufficient help.

Unfortunately, the interactions between instructors and students are not in depth and timely, especially because feedback usually came late, partial or generalized. When students fail, it is often due to a combination of factors: lack of capability by the instructor, the students' lack of preparation, lack of motivation, and the ineffective use of technology.

Online courses involves the use of instructional media through text, audio, video, graphics, and other media. Nevertheless, success in learning is not solely defined by the contents; the teaching and instruction strategies involved also greatly contribute. Finally, the type, capacities, of the instructor show that he has specific qualities that facilitate effective learning and emphasizes the nature of the instructor's activity and attitude.

Three types of online instructors can be identified based on their involvement in the class: leaders, facilitators, and mediators. Of all these types of online instructors, the mediator role in which the teacher interacts with students but does not manage them, is the most suitable when dealing with learners. (Serdyukov, 2015)

Guidance is a critical aspect of teaching that provides individualized help. It is often overlooked in online education despite its potential for distinction. Today's difficulties and challenges result from an absence of pedagogical skills in the instructors in combination with a lack of proper training. A common challenge encountered by many teachers, especially those who have recently shifted from the traditional classroom type of teaching, is on how to

adopt to the teaching strategies in an online environment. On top of that, increasing the number of part-time adjunct instructors is quite challenging, as they may lack the necessary support and responsibility.

The concept of teaching profession has shifted to become less authoritative, and less accountable. There is a need for online course instructors to be trained in universities, ensuring that these teachers receive essential knowledge regarding online teaching practices and Instructional methodology. However, professional development opportunities of teachers often cause worries, which include limited access to resources, absence of the systemic approach to professional development, and lack of standardized assessment tools. This rather relaxed approach of teaching disturb the instructors' career development and affects the learning outcomes for the students. (Serdyukov, 2015)

Issues in Teaching and Learning Online

Students and teachers may face many issues in the teaching and learning process. (Mason, 2001) proposed those issues:

Collaborative working: inventing some activity for each of the subject area, developing the ways on how it is possible to manage non-participants, the ways to have more advantages of the online technologies while minimizing their drawbacks.

Cohort model versus rolling intake model, which provides an exciting solution to the market for the just in time learning without losing the benefits of collaborative environments, and setting up efficient administrative procedures regarding the intake rolling model.

Some of the responsibilities of teachers are in designing online structures where teacher's input is encouraged, but at the same time, students should not allow themselves to be lost in a sea of ignorance to each other. Tutors' online participation is also advanced, and students are encouraged to present themselves by looking for ways of push them to get

involved, having sometimes scheduled live meetings to ensure that they remain active, and getting them to take responsibility for their learning.

Sustainable and effective models for online education: the search of effective cost-efficient strategies for online education, and the effective application of the systems, which are significant and successful with large groups of students. (Mason, 2001)

Online Learning Applications in English Language Teaching

There are many applications to use in the online teaching and learning process. Here are some of the applications that have been listed by (Ima, 2020), as follows:

Edmodo

It is a worldwide educational application that provides students with certain necessary resources. All instructors in this era—the 21st century—were the foundation of it. Parents, students, instructors, and lecturers can all utilize this application.

Zoom

Zoom is a program that facilitates online and video conferences. Zoom Webinars are unique since they can accommodate up to 500 people. The basic zoom features allow you to host a webinar with up to 500 participants, record it for later viewing, let participants utilize their desktops during the session, and collect attendance information.

Email

Email, or electronic mail, is a component of the Internet that numerous users utilize. Anywhere in the world, it can be used to send and receive messages using an email address.

Google Classroom

This online tool for teaching and learning is available free. Teachers, students, and lectures can all use it. Instructors can use the virtual classroom and then extend invitations to students to join the virtual meeting group. It can be utilized for talks and other advancements. It is an educational application.

Blogs

This website has been modified with community-driven aims for an informal or conversational tone. The instructor can use a blog to share resources during the teaching and learning process. Additionally, the teacher can use it to share the material in English language learning.

Sway

Microsoft Office just released a new program called Sway that facilitates learning through interactive reports, personal narratives, presentations, and other features. In addition, this software offers a ton of texting and image options. It begins by importing your images and text. The Sway application is more up to date and beneficial for teachers.

ClassDojo

In classroom communities, ClassDojo establishes connections between educators, learners, and parents. It can be used to share announcements, pictures, videos, and class stories. Moreover, that program has over thirty language translation capabilities.

Conclusion

Online instruction has become a crucial component of modern education. This chapter defined online learning, discussed its adjunct, mixed, and totally online modes and the challenges faced by online instructors in the teaching process. It emphasized online education advantages and disadvantages, showing that it may offer many benefits like accessibility and personalized learning, but it has challenges such as poor communication and feeling isolated. Additionally, it highlighted the models of online learning and the issues of teaching and learning online. Finally, it listed some online education applications.

Chapter two: Students' Engagement

Introduction

Student engagement is a key concept in education. It plays a critical role in student's achievements, success and overall academic development. This chapter aims to highlight the importance of student's engagement. Moreover, to explore its dimensions, styles, and components. In addition to tackling the factors that influence students' engagement and illustrating the methods used by educators to enhance learners' involvement.

Definitions of Students' Engagement

Student engagement has been defined in different ways by many researchers. Trowler (2010) defined it as:

Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution. (p. 3).

Whereas (Kuh et al., 2007) defined it as “participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes”, (as cited in Trowler, 2010, p. 7). Meanwhile, (Krause and Coates, 2008, 493, as cited in Trowler, 2010, p.7) defined it as “the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes.”

(Ashwin & McVitty, 2015) confirms that students' engagement is an ambiguous concept that could be defined in different ways in his saying, “The vagueness around student engagement means that it is currently used to refer to student engagement in learning activities, in the development of curricula, in quality assurance processes, and in institutional governance.”(p. 343).

Understanding Student Engagement

To confirm that engagement is not just an instinct or a talent. It goes beyond the surface observations. (Abla & Fraumeni, 2019) stated that when it comes to the signs that there is something happening with a certain student, his or her ability to relate or not relate to you as the teacher, to classmates, and to the overall school environment, you may be right if you notice any of the signals. The observation and deliberation of behaviour and attitudes in the same room with someone to know if eyes are contacting and breath is exhaling are the absence of scientific measures that can be used to determine engagement.

Still, the point of research that (Abla & Fraumeni, 2019) brought into engagement perspective is the fact that the eye-catching appearance can be untrustworthy. For example, when teachers observe that the students are sitting attentively at their desks, turn to someone for a favour, and smile warmly to them or if they look up at their teachers with folded hands silently means that they are definitely engaged in what they are studying? It could be both, or it could be neither.

The composition of factors capable of engaging students is certainly different from student to student, from lesson to lesson, from teacher to teacher, and even from one daytime to another. However, there are no changes in an aspiration to maintain students increasingly involved, engaging and interleaving among each other (Abla & Fraumeni, 2019).

Why Does Engagement Matter?

Students' engagement has a crucial role in education. (Christenson et al., 2012, p. 99) mentioned four reasons explaining the importance of engagement, as follows:

- Practitioners can clearly understand the importance of engagement behaviours for learning. Furthermore, empirical research frequently confirms the link between engagement behaviour and academic performance.

- Engagement behaviours can be observed in both early and late life. Therefore, dropping out of school might be viewed as the last step of a process of retreat that may have begun in elementary or middle school. It is possible to recognize students at danger of academic failure or dropping out sooner rather than later.

- Maintaining engagement and persistence is an essential outcome of education. Persistence can take many forms, such as continuing to work on a challenging class assignment, graduating from high school, or starting and finishing post-secondary education.

- Engagement behaviours respond to teacher and school practices, which allows the possibility to develop performance and attainment for students who face problems along the road.

Thus, for the first reason we can say that engagement plays an important role in student learning. (Christenson et al., 2012) stated that experimental researchers confirmed the relationship between academic performance and engagement.

Moreover, early signs of disengagement can cause future issues, such as dropping out. (Christenson et al., 2012) highlighted the importance of identifying and supporting students who are at risk of dropping out early on. This could prevent many students from feeling isolated or disconnected from school.

Furthermore, persistence is the ability to remain engaged despite challenges. (Christenson et al., 2012) emphasized the necessity of enhancing and encouraging persistence and engagement for students, starting from solving challenging class problems to achieving high school graduation and going toward higher education.

Lastly, teachers and schools can make a big difference in keeping students engaged. (Christenson et al., 2012) confirmed that teachers' practices are crucial for enhancing engagement and improving attainment and achievement for students encountering

difficulties. This should make students feel more supported about overcoming challenges they might face.

Components of Student Engagement

Students' engagement is more than involvement or participation. According to (Olson & Peterson, 2015) it consists of four components, which are motivation, connectedness, continuum of engagement and parental involvement. Those components are as follows:

Motivation and Engagement

Engagement and motivation among students are clearly related, yet they are not interchangeable. As stated by Brophy (1998, p. 3), motivation is “a theoretical construct used to explain the initiation, direction, intensity, and persistence of behaviour, especially goal-directed behaviour” (as cited in Olson & Peterson, 2015). While they both include a range of student behaviours, motivation is limited to goal-directed activities, whereas student engagement covers both the psychological experience of the student and all good student behaviours.

Connectedness

The physical experience that students have in their school is a component of their involvement and shows how connected they are to the school's external environment or school climate. The “connectedness” that a student feels to their school can be influenced by the school climate. School connectedness is defined as “the belief by students that adults and peers in the school care about their learning as well as about them as individuals” by the Centers for Disease Control and Prevention (2009, p.3), (as cited in Olson & Peterson, 2015). Thus, one way that schools can affect student participation is through their school climate.

Continuum of Engagement

According to Bryson and Hand (as cited in Olson & Peterson, 2015), there is a continuum of student engagement that extends from disengaged to engaged. Evaluation of the

degree of student involvement in a school is crucial, since for many of these students, dropping out or failing their classes is the frequent result (Blondal & Adalbjarnardotir, 2012, as cited in Olson & Peterson, 2015). Students may be disengaged, yet they may still be doing well academically. According to Blondal and Adalbjarnardotir, a student's actions and attitudes toward school are signs of disengagement, (as cited in Olson & Peterson, 2015). It is essential to evaluate student engagement in order to reduce student failure and dropout rates.

Parent Engagement

Parent engagement, often known as parent involvement, is another facet of student engagement. Strait and Rivera (2013, p. 5), defined parents involvement as “parents and families working together to improve the development of children and adolescents”, (as cited in Olson & Peterson, 2015). Parent engagement improves children's behavioural and academic outcomes, which raises student engagement (Henderson & Mapp, 2002; Jeynes, 2003, as cited in Olson & Peterson, 2015).

From those components of engagement, we can conclude that motivation is an important component of engagement. Motivation is a factor that pushes students to set academic goals, keep going despite difficulties and maintain focus, which leads them to participate actively in learning activities.

Moreover, connectedness improves the sense of belonging and support for students. It is influenced by factors like classroom climate and support of teachers or peers. Connectedness is essential for students comfort and academic success.

Furthermore, the continuum of engagement is essential; it ranges from disengaged to engaged. Thus, it is of a great importance to assess students' involvement to decrease students' failure and dropout rates.

Finally, parents' engagement, which is a crucial aspect of student engagement since, it, fosters behavioural and academic outcomes, via improving the collaboration between educational institutions and parents.

Dimensions of Students' Engagement

It is crucial to take into account the multifaceted nature of engagement and how it affects learning results. According to Fredricks, Blumenfeld and Paris (as cited in Christenson et al, .2012) students engagement has three different dimensions, which are mentioned as follows:

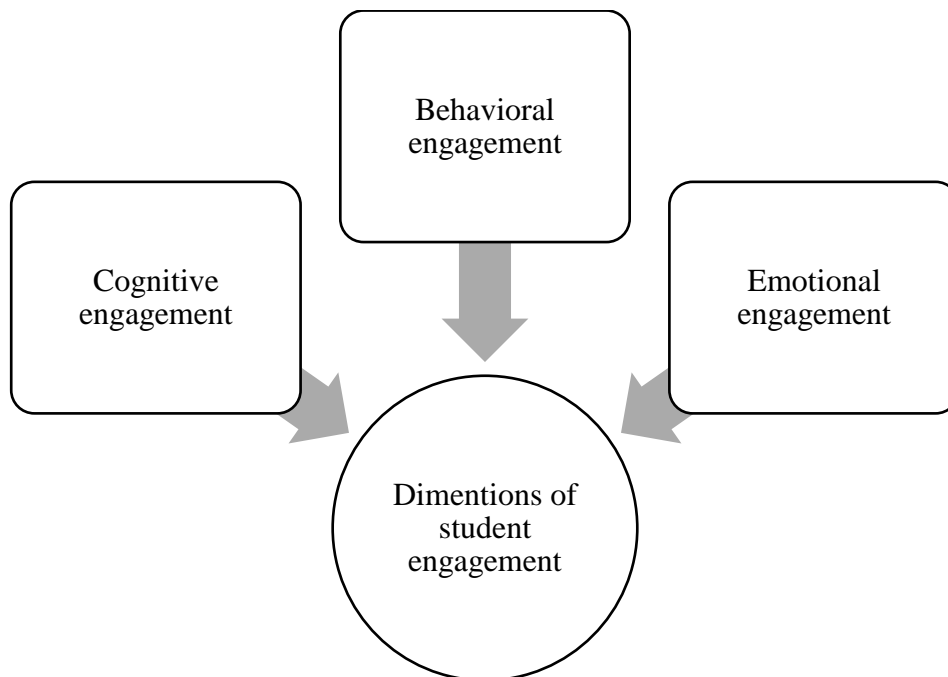


Figure 3: Dimensions of Students' Engagement

Behavioral Engagement

Is based on the concept of participation, which involves involvement in academic, social, and extracurricular activities. It is typically defined in three ways. The first requires positive behaviour as well as a lack of disruptive actions such as skipping school. The second definition refers to participation in learning and academic assignments, which involves behaviours like effort, persistence, concentration, attention, questioning, and so on. A third

definition includes engagement in school-related activities like athletics or school governance.

Cognitive Engagement

Is based on the concept of investment; it includes consideration and a readiness to put in the work required to understand difficult concepts and acquire challenging skills.

Emotional Engagement

Refers to students' affective reactions in the classroom, such as interest, boredom, happiness, sadness, and anxiety. It includes positive and negative reactions to teachers, classmates, academics, and school. It is presumed to create links to an institution and influence willingness to do the work.

Trowler (2010) commented on those dimensions stating that:

Each of these dimensions can have both a 'positive' and a 'negative' pole, each of which represents a form of engagement, separated by a gulf of non-engagement (withdrawal, or apathy). (The terms 'positive' and 'negative' are used here not to denote value judgment, but rather to reflect the attitude implied in much of the literature that compliance with expectations and norms indicates internalization and approval, and is thus seen to be productive, whereas behaviour that challenges, confronts or rejects can be disruptive, delaying or obstructive, thus seen to be counter-productive. This is not to deny that, for individual academics, evidence of critical engagement among their students is viewed as a positive indicator of success.) Thus, one can engage either positively or negatively along the behavioural, emotional or cognitive dimensions. (p. 5)

In other words, behavioural engagement confirms the importance of students' participation in both academic and extracurricular activities. Positive student behaviours, including attendance and active participation, lead to higher academic success. While, cognitive engagement refers to students' commitment to learning. It is characterized by the effort made to understand complex concepts and master challenging skills. It is essential because, it encourages deeper comprehension and critical thinking. Whereas, emotional engagement emphasizes the affective aspects of the educational experience. It refers to students' emotions towards teachers, peers, and the school environment. Positive emotions enhance and engagement, while negative emotions weakens it.

To sum up, we can say that each dimension has its distinct features that drive students' engagement understanding these behavioural, cognitive and emotional dimensions of students' engagement may lead teachers to create effective strategies to enhance students' involvement.

Degrees of Students' Engagement

(Ashwin & McVitty, 2015) proposed three degrees of student participation which are consultation, partnership and leadership, stating that:

consultation in which students engage with a fixed object that is not changed through their engagement; partnership in which students participate in the transformation of a pre-existing object of engagement; and leadership in which students create new objects of engagement. (p. 346).

(Ashwin & McVitty, 2015) continued explaining the three degrees of student engagement as follows:

The idea behind consultation is to get students opinions on a fixed process. Students' participation does not change the goal of the engagement; instead, it may result in minor adjustments.

In partnership, students interact with an existing object of engagement, but with the help of their institutions, academics students' collaboration, this object may change.

When it comes to leadership, the focus is on how students can use their engagement to build new objects. At this level of engagement, students define their own terms for the purposes and consequences of their involvement.

Styles of Students' Engagement

Students have deferent styles to engage with the course. (Coates, 2007, pp 132- 134, as cited in Trowler, 2010, p, 12-13) proposed four styles of engagement as follows:

Intense

Students who have a high level of engagement in their studies tend to consider teaching staff as friendly and supportive, while also seeing the learning environment as challenging and demanding.

Independent

It is an approach to studying that is less socially focused and more intellectually oriented. Students who consider themselves as independent learners view themselves as members of a caring academic community. They see the teachers as friendly, careful to the needs of the students, supportive and backing students thinking and reactions. However, these students are generally less likely to participate in meaningful events and activities on campus or to collaborate with other students in or out of the classroom.

Collaborative

Students who express a collaborative engagement style rather than only independent or cognitive types of interaction prefer the social components of university life and work.

Students that show high levels of general collaborative engagement feel valued in their university communities, especially when they communicate with faculty and other students and participate in wide apart-from class talent development activities.

Passive

Students that manifest passive engagement styles in their response styles are probably not involved in the majority of activities and learning environments that are connected with effective learning. (Coates, 2007, pp 132- 134, as cited in Trowler, 2010, p, 12-13)

In other words, intense engagement signifies a deep involvement in academic activities, characterized by considering teaching staff as supportive while facing challenges in the learning environment.

However, independent engagement is a style involvement, which characterises students who rely on themselves in the learning process, where students prioritize academic pursuits over social relationships. These learners tend to perceive themselves as part of a supportive academic community.

Whereas, collaborative engagement emphasizes the importance of social interactions and additional activities involvement in university. Students adopting this style value interactions with both teachers and peers, and actively participate in different campus activities such as, cultural events (music, theatre performance), sports teams (football, volleyball) and academic clubs (sciences clubs, literature clubs).

While, passive engagement refers to a lack of active involvement from students in the learning environment. Consequently, this style of engagement may negatively affect students learning opportunities.

Factors that affect Students' Engagement

(Newmann, 1992) stated that “The most immediate and persisting issue for students and teachers is not low achievement, but student disengagement. The most obviously

disengaged students disrupt classes, skip them, or fail to complete assignments... In contrast, engaged students make a psychological investment in learning.” (pp. 2-3).

Audas & Willms (as cited in Ali & Hassan, 2018) listed some factors that influence students’ engagement, as follows:

Family Factors

Family support and involvement can take many forms, such as creating a learning atmosphere, designing high expectations for education, offering encouragement, and playing an important role in directing and observing their children’s growth.

Parents have the biggest influence over their children in a family institution. However, every family is different and special. This is because children from diverse backgrounds experience different stages of growth depending on their family.

Academic achievement is improved when parents pay attention to their children’s needs and goals and provide them with the encouragement and support they need.

In addition to being in charge of raising children, parents have the power to affect how well their sons do academically.

School Factor

One of the most important factors that influences student engagement is the context of the educational environment. Context is the circumstance in which an event occurs, and each school’s context is unique.

The classroom atmosphere that encourages student engagement is when the student receives high expectations and support from peers and teachers during the learning process. The school environment has a significant impact on student participation and developing a “sense of belonging” in the students towards the school.

Peer Factor

Adults share with their peer similar qualities such as autonomy, desires, and peer orientation. This sharing shows that peer relationships are extremely essential in the lives of adults.

Peer relationships are changing and evolving quickly. As a result, certain aspects of peer interactions might become less significant over time, while other features might become more noticeable and have an impact on students.

In summary, family, school and peers have a big impact on students' engagement. High expectations and support from families enhance students' motivation and academic achievement. Good peer relationships and appropriate school environment improve students' sense of belonging towards the school, which affects their engagement.

Methods Used by Teachers to Enhance Students' Engagement

Educators can apply several strategies to enhance student engagement. Lent (as cited in Olson & Peterson, 2015) proposed these examples:

- Create opportunities for active rather than passive learning.

This means that teachers have better to engage students in activities, classroom discussions and projects where they actively participate instead of just receiving information from the teacher.

- Teachers encourage autonomy and further independence through choice.

It means giving students the chance to choose topics for research projects, or selecting from a range of assignments options that motivates them, meets their interests and suits their learning styles.

- Teachers create relevance in assignments and topics.

To help students comprehend the learning materials, teachers ought to connect their teaching materials to real-world situations to facilitate for students grasping the practical applications of what they are learning.

- Teachers value and use collaborative learning methods.

Teachers create a classroom atmosphere where students exchange ideas, work in groups or pairs to learn from each other's perspectives.

- Teachers use technology as a tool to increase learning opportunities and depth of study.

Using technology creates new ways to enhance the depth of study and expand learning experiences.

- Teachers employ multiple learning methods and texts.

It means to use different teaching strategies and materials to meet students' needs and preferences, which may raise students' motivation and participation.

- Teachers develop lessons and assignments that incorporate both challenge and success.

Teachers use this strategy to stretch students abilities while, making sure that their students have the needed resources and support to succeed in doing assignments and comprehending lessons.

- Teachers differentiate and scaffold learning.

Teachers modify learning by decreasing the difficulty of assignments or giving extra support... to meet students' needs.

- Teachers create authentic assessments and offer timely and frequent feedback.

It means that teachers develop assessments that matches real-world situations or problems in order to assess students' knowledge. It also includes providing students timely, continual feedback.

- Teachers develop a culture of inquiry within the classroom.

In this strategy, teachers encourage students to be curious, ask questions, and look for solutions, in order to improve their engagement.

Conclusion

Student engagement is essential for academic success. It involves participation, motivation, and a sense of belonging. This chapter offered several definitions for students' engagement. Additionally, it highlighted the different components of student engagement, its styles and dimensions. Moreover, emphasizing its importance in the teaching and learning process. Finally, presenting the factors that influence students' engagement, than showing the methods conducted by instructors to overcome those challenges in order to enhance it.

Chapter three: Fieldwork

Introduction

The current study attempts to gather students' opinions regarding how online English language instruction affects their levels of engagement. Since students are a key research variable, it is essential to include their perspectives while examining the research hypothesis, according to which online English language instruction has a negative impact on most of the students' engagement. This chapter covers the results of the questionnaire that was given to students, as well as it includes the discussion of the findings and limitations of this study.

Population and Sample

The sample was chosen from the first-year master English students at Mohammed Kheider University of Biskra, during the academic year 2023/2024. The questionnaire was distributed randomly to 30 students. The total number of the population is about 220 students.

Methodology

In this research, a quantitative method is used. The researcher distributed a semi-structured questionnaire to students as data collection tool.

This questionnaire is designed according to the research questions. The initial draft of the questionnaire was revised by an expert (the supervisor of this study) in order to check its validity.

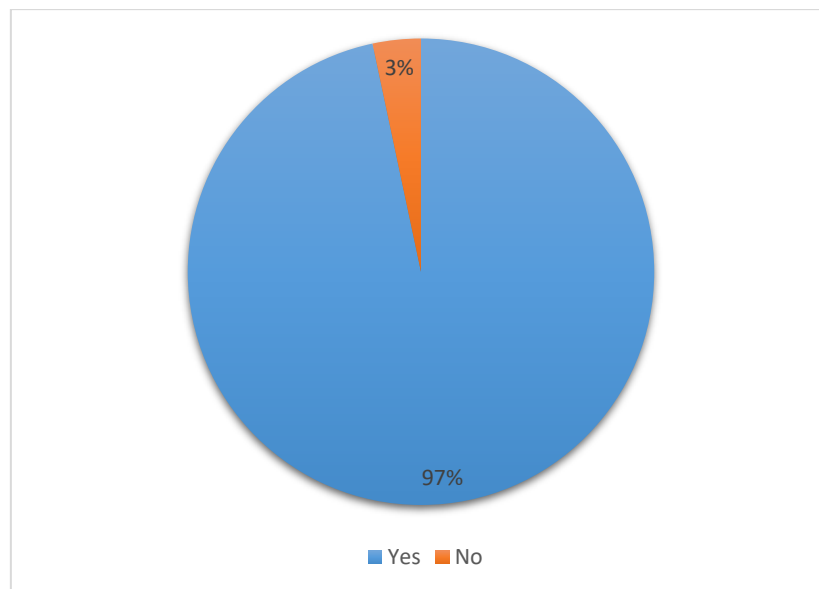
The questionnaire was administered online through social media platforms to students. It consists of sixteen questions that target various aspects of online English language instruction and students' engagement. The questions were a combination of open-ended and close-ended questions, where students were asked to tick in the box in some questions and to give illustrations, opinions and perspectives in the others. All the questions are simple and clear to be understood by learners.

Questionnaire Analysis

Item 01: Have you participated in online English language instruction?

Table 1: *Students' Attendance in Online English Language Instruction*

Options	Participants	Percentage
Yes	29	96.7%
No	1	3.3%
Total	30	100%

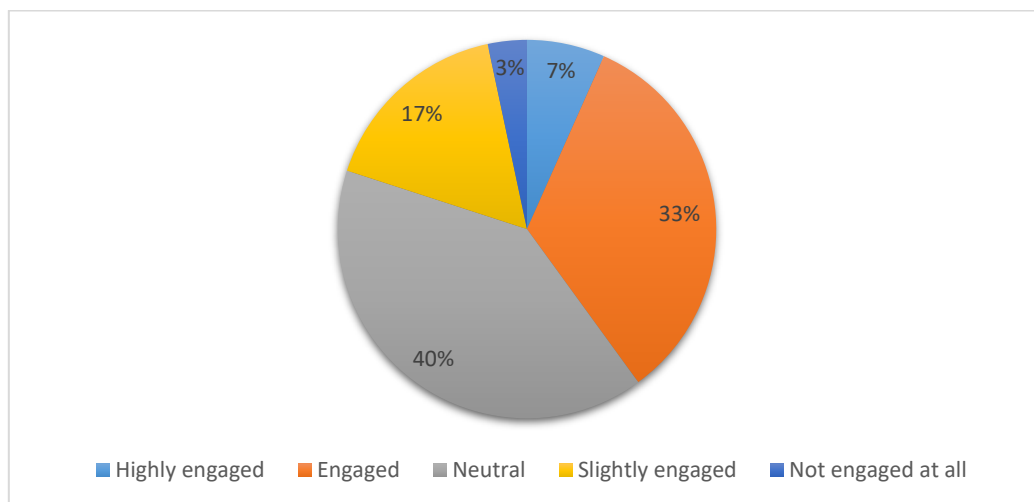


Pie Chart 1: Student Attendance in Online English Language Instruction

As it appears, 29 students (96.7%) indicate that have participated in online English language instruction, while only one student (3.3%) has not participated in an online course. This indicates a high level of attendance in online English language instruction among the Master one EFL students.

Item 02: How engaged do you feel during online English language instruction?Table 2: *Students' Levels of Engagement*

Options	Participants	Percentage
Highly engaged	2	6.7%
Engaged	10	33.3%
Neutral	12	40%
Slightly engaged	5	16.5%
Not engaged at all	1	3.3%
Total	30	100%



Pie Chart 2: Students' Levels of Engagement

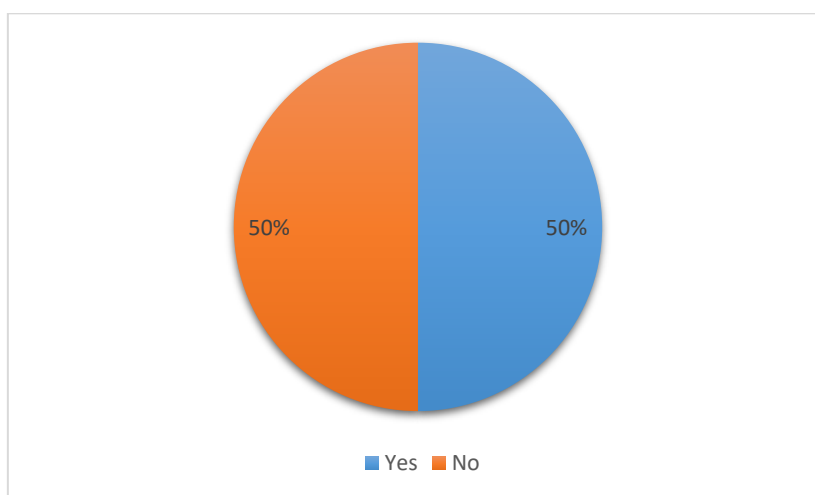
In this question, students were asked to choose their level of engagement as follows: highly engaged, engaged, neutral, slightly engaged or not engaged at all. Out of 30 students, only two of them (6.7%) chose the option highly engaged, and 10 (33.3%) answered engaged. The largest group, 12 students (40%), answered neutral. Additionally, five students (16.5%) chose the option slightly engaged, and one student (3.3%) answered not engaged at all. This

indicates that majority of students do not feel a high level of engagement, and a small number of them feel slightly engaged or not engaged at all.

Item 03: Have you noticed any improvements in your English language skills since participating in online instruction?

Table 3: *Students' Noticing Improvements in English Language Skills since Participating in Online Instruction*

Options	Participants	Percentage
Yes	15	50%
No	15	50%
Total	30	100%



Pie Chart 3: Students' Noticing Improvements in English Language Skills since Participating in Online Instruction

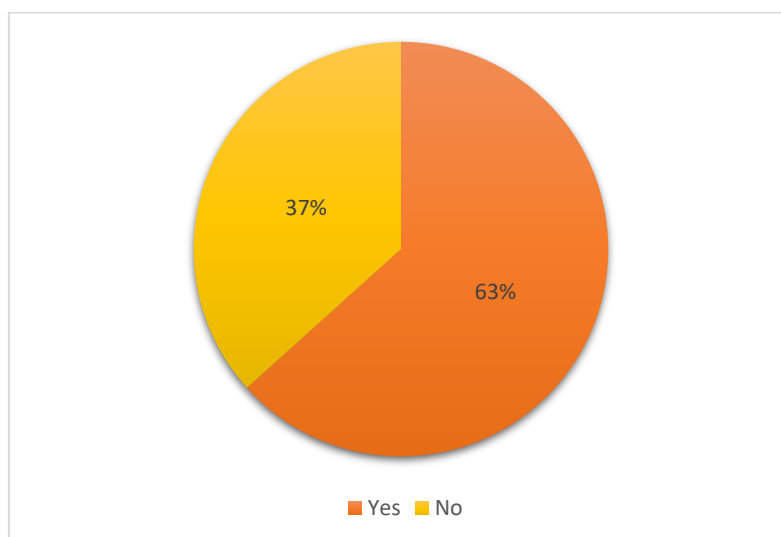
The provided data shows that students are evenly divided concerning received improvements in their English language skills since participating in online instruction. 15 students (50%) state that they have noticed improvements in their skills, while the other 15 students (50%) have not noticed any improvements. The findings indicates that half of the

students see a positive impact on their language skills as a result of participating in online English language instruction, whereas the other half do not receive any improvements.

Item 04: Do you feel that online instruction provides enough opportunities for interaction with instructors and fellow learners?

Table 4: *Interaction Opportunities' Provided by Online Instruction*

Options	Participants	Percentage
Yes	19	63.3%
No	11	36.7%
Total	30	100%



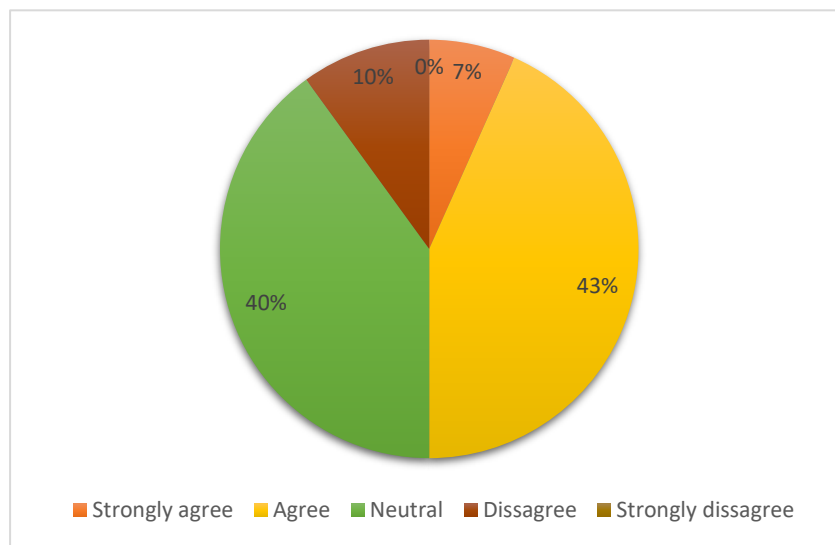
Pie Chart 4: Interaction opportunities provided by Online Instructors

The majority of students (63.3%) feel that online instruction provides enough opportunities for interaction with instructors and fellow learners. The other students represents (36.7%) state that online instruction do not provides enough opportunities for interaction. This indicates that majority of students are satisfied with the level of interaction available in their online courses, but a significant minority feel that there is a lack of sufficient interaction.

Item 05: Do you believe online English language instruction has a positive impact on your overall engagement?

Table 5: *Students Views about the Positive Influence of Online Instruction on their Engagement*

Options	Participants	Percentage
Strongly agree	2	6.7%
Agree	13	43.3%
Neutral	12	40%
Disagree	3	10%
Strongly disagree	/	/
Total	30	100%



Pie Chart 5: Students Views about the Positive Influence of Online Instruction on their Engagement.

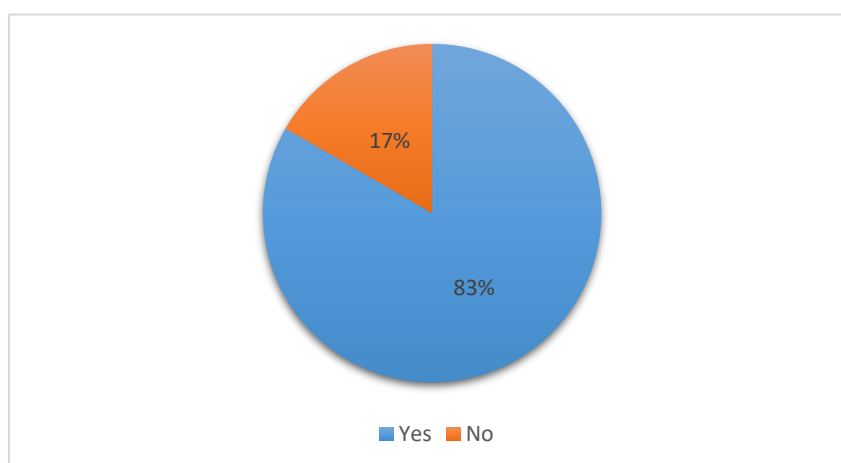
As it is clearly observed, two students (6.7%) strongly agree that online English language instruction has a positive impact on their overall engagement, while 13 students (43.3%) agree that it has a positive impact. Meanwhile, 12 students (40%) are neutral, indicating no strong opinion either way. Three students (10%) chose disagree, and no student

chose strongly disagree. This indicates that online instruction has a positive influence on a significant number of students' engagement. However, a significant percentage of students who remained neutral and a small group disagrees.

Item 06: Have you encountered any difficulties as a Master one EFL learner in online courses?

Table 6: *The Presence of Difficulties in Online Courses*

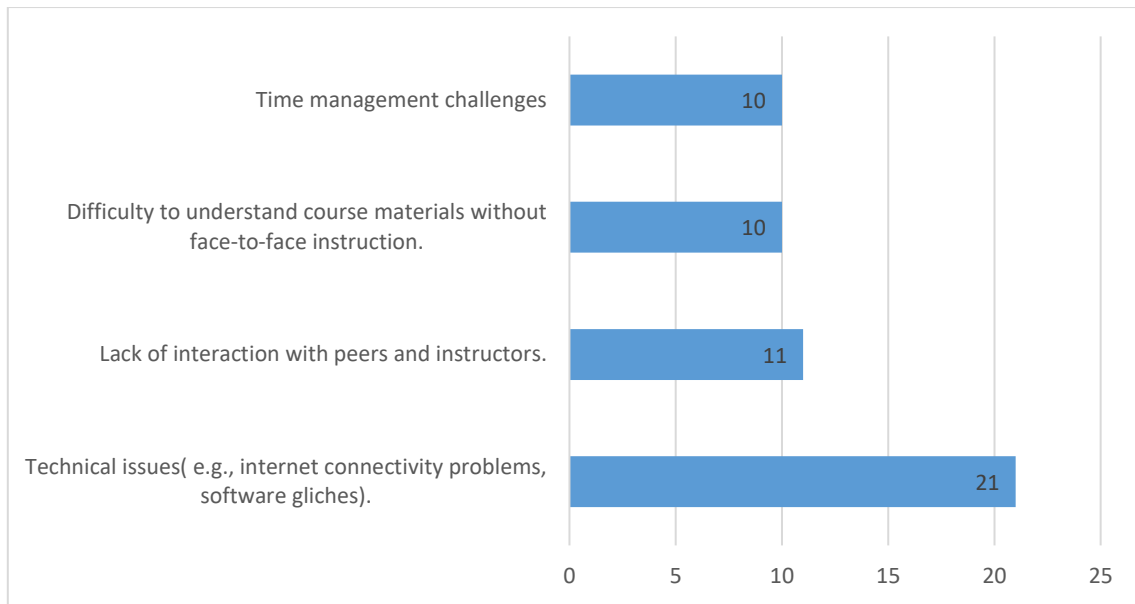
Options	Participants	Percentage
Yes	25	83.3%
No	5	16.7%
Total	30	100%



Pie Chart 6: The Presence of Difficulties in Online Courses

The results shows that, 25 students (83.3%) have encountered difficulties in online courses, while five students (16.7%) stated that they did not face any difficulties. This indicates that the majority of students experience challenge in online English instruction

In this question, students were asked if they encounter any difficulties in online courses or not, and if they answered with yes they are asked to choose the difficulties they faced from the given choices.



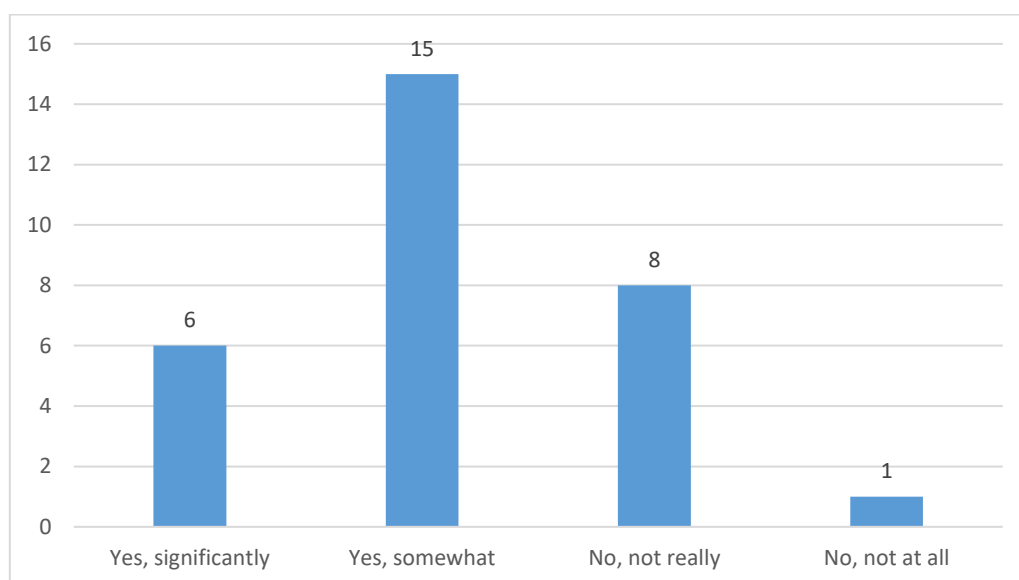
Graph 1: The Difficulties Faced by Students in Online Courses

The results shows that the most common difficulty faced by students is technical issues, with 21 out of 30 students experiencing problems such as Internet connectivity issues. 11 out of 30 students choose the lack of interaction with instructors and peers as a difficulty. 10 out of 30 students find it challenging to understand course materials without face-to-face instruction. Another 10 students struggle with time management in online courses. This indicates that technical issues are the primary difficulty that students encounter, yet interaction with instructors and peers, understanding course materials, and time management are significant challenges facing Students in Online Courses.

Item 07: Do you believe the difficulties you face in online courses impact your learning experience?

Table 7: *The Impact of the encountered difficulties in students' learning experience*

Options	Participants	Percentage
Yes, significantly	6	20%
Yes, somewhat	15	50%
No, not really	8	26.7%
No, not at all	1	3.3%
Total	30	100%



Graph 2: The Impact of the Encountered Difficulties in Students' Learning Experience

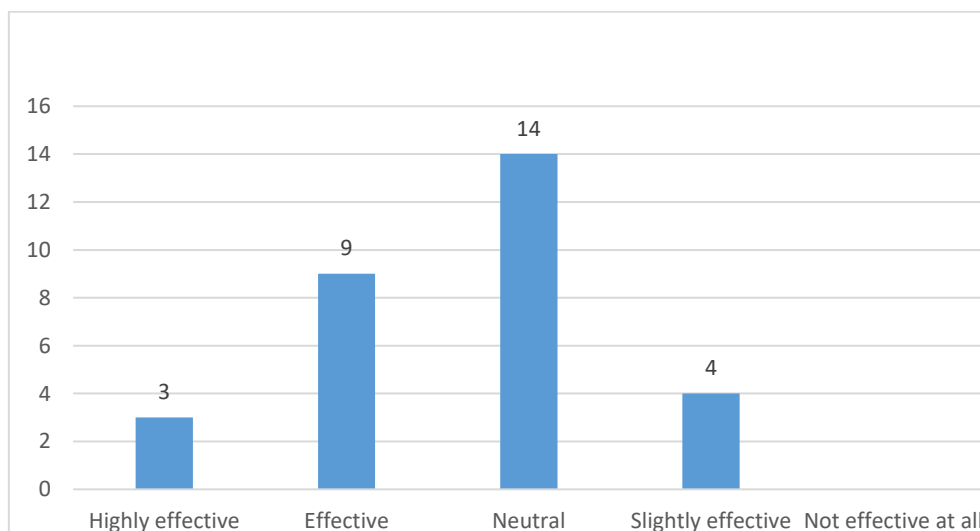
The table and the graph show that six students (20%) view that the difficulties they face in online course significantly affect their learning experience, while 15 students (50%) view that the difficulties affect their learning experience somewhat, meanwhile 8 students (26.7%) feel that these difficulties do not really influence their learning experience. However, one student (3.3%) think that they do not affect his learning experience at all. This indicates

that the encountered difficulties in online courses affect the majority of students' learning experience.

Item 08: How effective do you find online instruction for learning English?

Table 8: *The Level of Online Instruction's Effectiveness*

Options	Participants	Percentage
Highly effective	3	10%
Effective	9	30%
Neutral	14	46.7%
Slightly effective	4	13.3%
Not effective at all	/	/
Total	30	100%



Graph 3: The Level of Online Instruction's Effectiveness

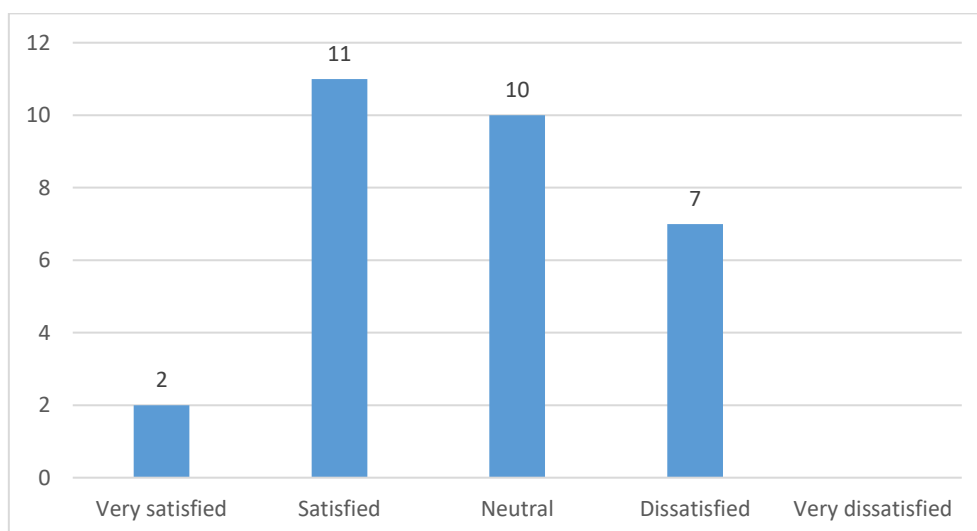
As it appears, 3 students (10%) think that online instruction is highly effective for learning English. 9 students (30%) think that online instruction is effective, 14 students (46.7%) consider it neutral, 4 students (13.3%) think that it is slightly effective and 0 students

chose not effective at all. These results indicate the variation of online instruction effectiveness for learning English according to students.

Item 09: How satisfied are you with the support provided by instructors in online English courses?

Table 9: *Students' Satisfaction with Online Instructors' Support*

Options	Participants	Percentage
Very satisfied	2	6.7%
Satisfied	11	36.7%
Neutral	10	33.3%
Dissatisfied	7	23.3%
Very dissatisfied	/	/
Total	30	100%



Graph 4: Students' Satisfaction with Online Instructors' Support

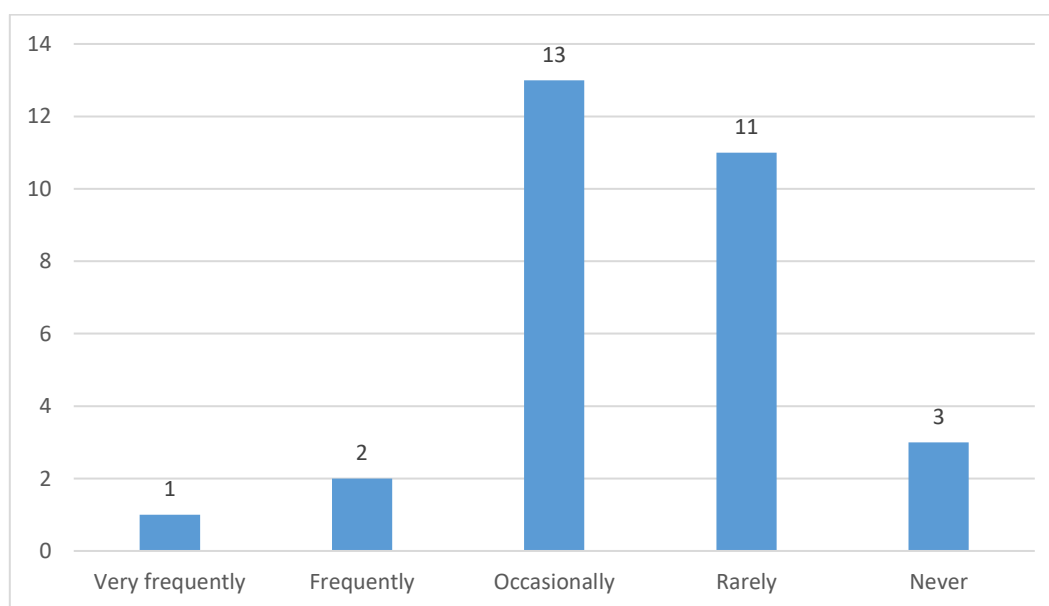
Based on this data, there 6.7% of students chose very satisfied with the support provided by instructors in online English courses. In addition, 36.7% of students (11 students) chose the option satisfied, 33.3% of them chose neutral, and 23.3% of learners (7 students)

chose dissatisfied with the support provided by instructors in online English courses. While zero students answered with very dissatisfied. This indicates that many students are satisfied with support provided, but a significant number feel neutral or dissatisfied with teachers support in online English language instruction.

Item 10: How often do participate in interactive activities during online English language instruction?

Table 10: *Students' Participation during Online English Language Instruction*

Options	Participants	Percentage
Very frequently	1	3.3%
Frequently	2	6.7%
Occasionally	13	43.3%
Rarely	11	36.7%
Never	3	10%
Total	30	100%



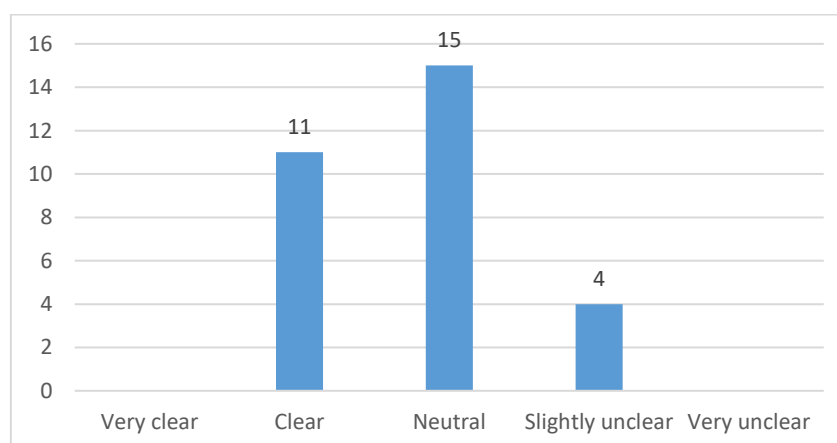
Graph 5: Students' Participation during Online English Language Instruction

In this question, students were asked to choose the extent to which they do participate in interactive activities during online English language instruction. While only one student (3.3%) chose very frequently and 2 students (6.7%) chose frequently, 13 students (43.3%) chose occasionally, 11 students (36.7%) chose rarely and three students (10%) chose never. This data indicates that there is a low participation in interactive activities during online English language instruction.

Item 11: How would you rate the clarity of instructions provided in online English language courses?

Table 11: *The Clarity of Online Instructions*

Options	Participants	Percentage
Very clear	/	/
Clear	11	36.7%
Neutral	15	50%
Slightly unclear	4	13.3%
Very unclear	/	/
Total	30	100%



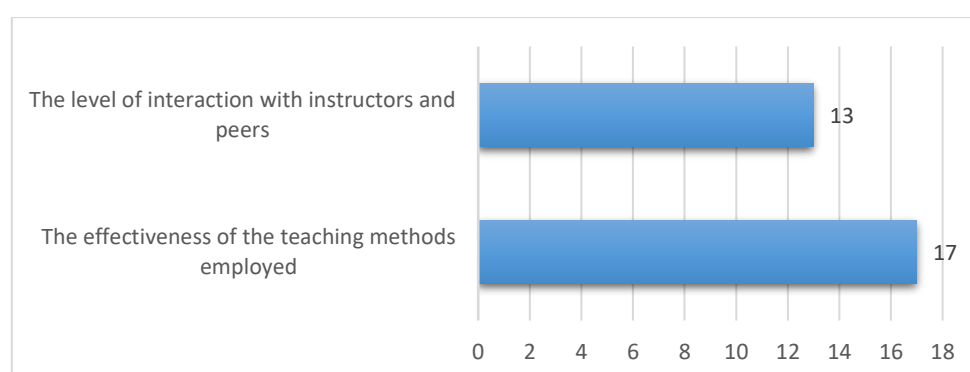
Graph 6: The Clarity of Online Instructions

As it appears, 36.7% of students think that the instructions provided in online English language courses are clear, whereas 50% of them consider it as neutral, and 13.3% of them rate it as slightly unclear. However, no students claim that it is very clear or very unclear. This data indicates that while a significant number of students (more than a third of the participants) find the instructions provided in online English language courses are clear, half of them are neutral and a small percentage find them slightly unclear.

Item 12: In your opinion, what factors contribute to your level of engagement during online instruction sessions? Examples: The effectiveness of the teaching methods employed, or the level of interaction with instructors and peers.

Table 12: *Factors that Contribute to Students' Level of Engagement*

Options	Participants	Percentage
The effectiveness of the teaching methods employed	17	56.7%
The level of instruction with instructors and peers	13	43.3%
Total	30	100%



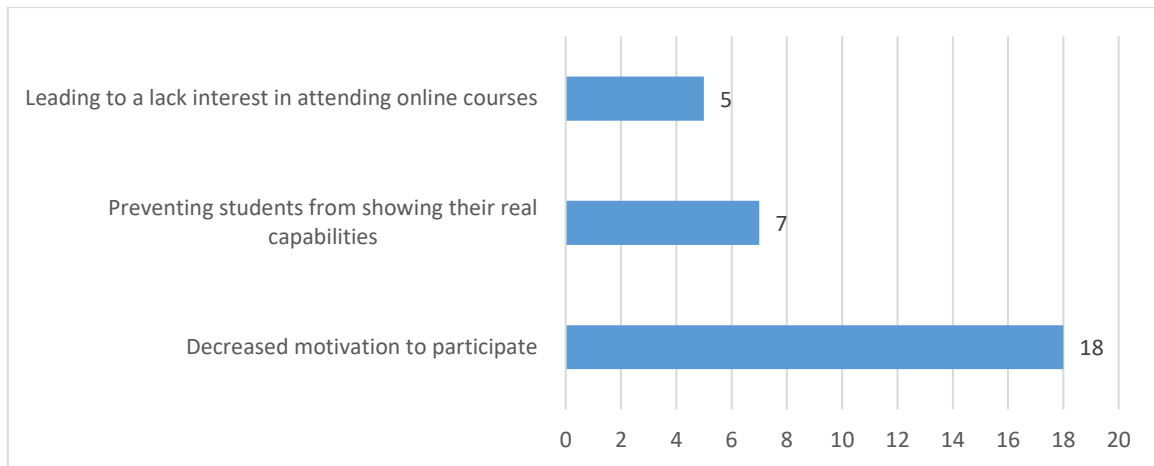
Graph 7: Factors that Contribute to Students' Level of Engagement

The results show that 17 students (56.7%) state that the factor that contribute to their level of engagement during online instruction sessions is the effectiveness of the teaching methods employed, while 13students (43.3%) believe that the level of interaction with instructors and peers is the factor that contribute to their level of engagement. These data indicates that interaction with instructors and peers plays a significant role, but the primary driver of engagement is the teaching methods employed by the teacher.

Item 13: How does the challenges you face in online English language instruction affect your motivation to participate and engage in online courses?

Table 13: *The Influence of Challenges Faced by Students on Their Motivation*

Options	Participants	Percentage
Decreased motivation to participate	18	60%
Preventing students from showing their real capabilities	7	23.3%
Leading to a lack interest in attending online courses	5	16.7%
Total	30	100%



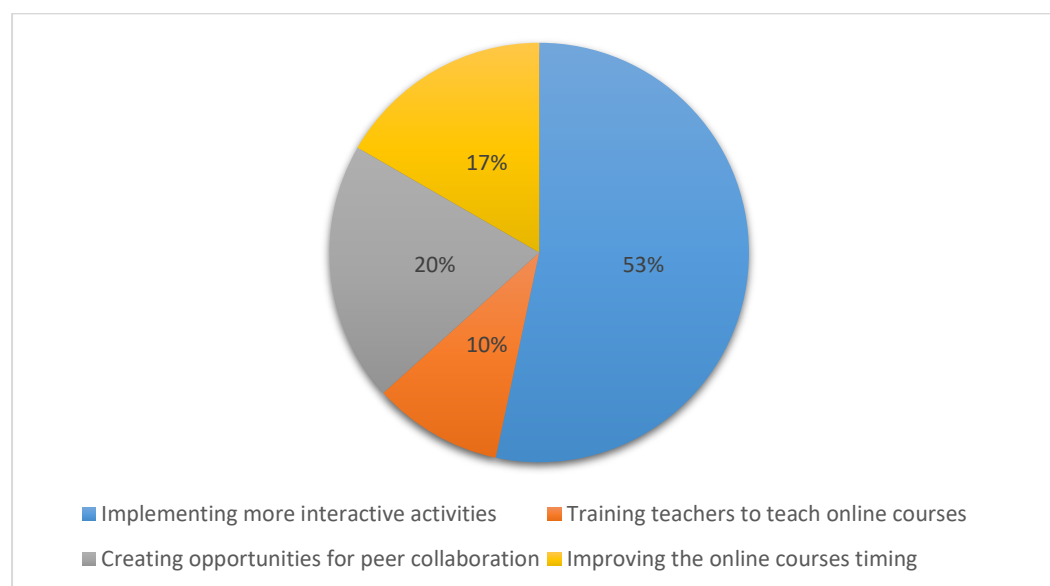
Graph 8: The Influence of Challenges Faced by Students on Their Motivation

This study shows the influence of challenges faced by students on their motivation. 18 students (60%) report decreased motivation to participate, while seven students (23.3%) mention that challenges prevent them from showing their real capabilities. 5 students (16.7%) state that it lead to a lack of interest in attending online courses. This indicates that these challenges lead to reduced motivation to participate and disengagement from the course.

Item 14: In what way do you think online English language instruction could be improved to better meet the needs of Master one EFL learners?

Table 14: *Ways to Improve Online English Language Instructions to Meet Master One EFL Students' Needs*

Options	Participants	Percentage
Implementing more interactive activities	16	53.3%
Training teachers to teach online courses	3	10%
Creating opportunities for peer collaboration	6	20%
Improving the online courses timing	5	16.7%
Total	30	100%



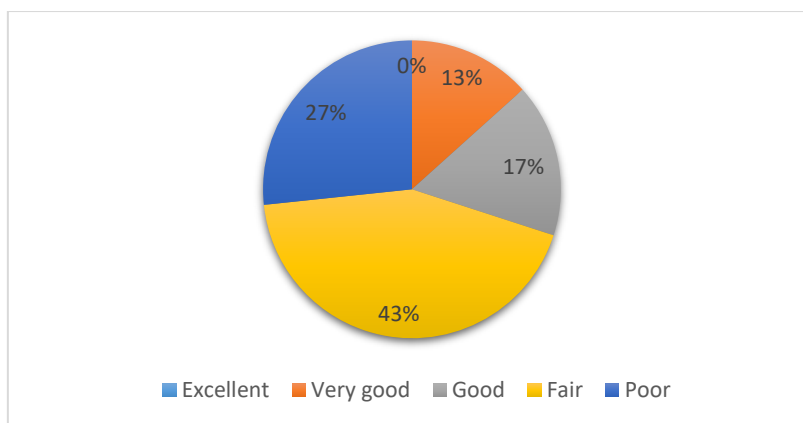
Pie Chart 7: Ways to Improve Online English Language Instruction to Meet Master One EFL Students' Needs

The table and the graph indicate the analysis of students' perspectives on the ways that online English language instructions could be improved to better meet the needs of Master one EFL learners. A significant number of students, 16 (53.3%) view that implementing more interactive activities could improve online English language instruction. However, three students (10%) think that training teachers to teach online courses is a way that could improve online courses. Whereas, six students (20%) mention creating opportunities for peer collaboration. Meanwhile, five students (16.7%) state improving the online courses timing. This study underscores that Master one students prefer more interactive content in their online courses. Training teachers and courses timing are essential, but implementing more interactive activities and creating opportunities for peer collaboration seems to be the keys of improving online instruction from students' perspectives.

Item 15: How would you describe your overall experience with online English language instruction? (Excellent, very good, good, fair, poor).

Table 15: *Students' Overall Experience with Online English Language Instruction*

Options	Participants	Percentage
Excellent	/	/
Very good	4	13.3%
Good	5	16.7%
Fair	13	43.3%
Poor	8	26.7%
Total	30	100%



Pie Chart 8: Students' Overall Experience with Online English Language Instruction

The above data shows that four students (13.3%) describe their experience with online instruction as very good, while five students (16.7%) rate it as a good experience. Whereas 13 students (43.3%) consider it as fair, and eight students (26.7%) rate it as poor experience. Only a small number of students consider it as good or very good, this indicates that the majority of students are not satisfied with their experience with online English language instruction.

Discussion and Interpretation of the Finding

In this part, we are going to deal with the interpretation of the results discussion we have found in the students' questionnaire. The study aimed to explore how online English language instruction affects Master one English as foreign language students at Mohammed Kheider University of Biskra.

According to the results of the students' questionnaire, it is clear that most students have participated in online courses; however, their levels of engagement vary significantly. This variation implies that online English language instruction does not have the effectiveness to engage students deeply. Perceptions about noticing improvements in language skills since participating in online courses are evenly split. This division demonstrates a varied impact of online instruction on skill improvement.

The majority of students feel that online instruction provides enough opportunities for interaction with instructors and fellow learners, yet some of them do not. This difference in views confirms that some aspects of online instruction have to be improved to make sure that all students benefit from sufficient opportunities for interaction. Although online instruction has a positive impact on a significant amount of students' engagement, difficulties such as technical issues, lack of interaction, difficulty to understand course materials and time management negatively affect students motivation and participation. Those difficulties emphasize specific area that require improvement and support. The different students' opinions on the effectiveness of online instruction implies that it is effective, yet it does not meet the needs of all students.

The variation of students' satisfaction with instructors' support demonstrates the importance of enhancing it. Students' participation in interactive activities is generally low; which underscores the need for more interactive and engaging activities. Since the majority of students rate the clarity of online instruction as average, it needs to be improved. Student highlight the importance of effective teaching methods and interaction with instructors and peers as crucial factors contributing to their level of engagement, thus these factors need to be addressed to improve students engagement. Moreover, challenges faced by students in online courses directly affect their motivation. This emphasize the need to treat these challenges to maintain students' motivation and involvement during online courses.

Students suggest various ways that could help for Improving online English language instruction, including implementing more interactive activities, creating opportunities for peer collaboration, adjust timing and training teachers for online instruction. Overall, the majority of students rate their experience with online courses as fair or poor. This underscores the need for necessary improvements in online English language instruction.

In general, the results suggest that the majority of students attend online courses, but do not feel fully engaged because of several challenges. More interactive activities, better timing, trained teachers and more opportunities for peer collaboration are needed to improve students' engagement in online English language instruction.

Limitations of the Study

There are several limitations that led the results of the study to be less accurate. One essential limitation is related to time; the given period may not be sufficient to imply other research tools in order to collect more information about the topic. Another limitation is the lack of sources as far as I searched. In addition, the questionnaire took long time to be prepared, revised, distributed and answered to collect the needed number. Moreover, students were selected randomly but from Master one level only so the results may not be generalized to all students levels. Therefore, this study concerns only the case of Master one EFL students at Mohammed Kheider University of Biskra.

Conclusion

This chapter delved into the exploration of the impact of online English language instruction on EFL learners' engagement. The findings revealed the accessibility of online courses, the difficulties faced in it by students. In addition, how the difficulties affect students' engagement. The research emphasized the importance of implementing more interactive activities, adjusting online courses timing, creating more opportunities for peer collaboration and training teachers.

General conclusion

Maintaining students' involvement during online courses is the main concern in this research, which aims to explore the impact of online English language instruction on EFL students' engagement, and to find out the factors influencing their engagement levels in the online learning environment.

This study aimed to answer the research questions and investigate the hypothesis validity. The hypothesis suggested that online English language instruction has a negative impact on EFL students' engagement.

In order to examine the hypothesis, the research was divided into three chapters. The first chapter provided background information on online instruction, including its modes of delivery, advantages and disadvantages for students. The chapter emphasized the challenges faced by online instructors and the issues of teaching and learning online.

The second chapter provided an overview of students' engagement. The chapter highlighted the dimensions, styles, and components of students' engagement. In addition, it emphasized the factors that affect students' engagement and the methods that can be used by teachers to enhance it.

The third chapter is devoted to the practical part of the study as well as it provides the data analysis and interpretation of the results, then the discussion and the limitations of the study. This chapter attempted to gather student opinions and attitudes toward online English language instruction, and its effects on their engagement through a questionnaire given to 30 Master one students.

The questionnaire was employed to set some key element such as the difficulties faced by students during online English language instruction, the way those difficulties affect their engagement, the factors that contribute to their level of participation and the preferred activities and adjustments for students to improve their involvement.

According to the questionnaire analysis, students encounter several challenges during online English language instruction, which they reduce their motivation and lead them to skip online courses. Online instructors have to be careful of teaching methods they employ in online courses to ensure better students' participation. Also implementing more interactive activities, creating opportunities for peer collaboration, adjusting online courses timing, and more trained teachers would enhance and maintain learners' motivation to engage with online instructions.

Recommendations and Pedagogical Implications

According to the results of this study, students face some problems in online English language instruction. These are recommendations for both teachers and students that may contribute in solving these problems:

Recommendations for Teachers

- ❖ Implement more interactive activities to engage students actively using such tools group projects, polls, and discussion to foster interaction among students and between students and instructors.
- ❖ Ensure that all instructions and guidelines are clear and concise to avoid confusion and enhance understanding.
- ❖ Get training on using online teaching platforms and tools effectively to enhance the learning experience.
- ❖ Provide students with timely and helpful feedback, which can help in maintaining students' motivation and engagement.

Recommendations for Learners

- ❖ Participate actively in online courses by joining class discussions, asking questions, and contributing to collaborative activities
- ❖ Develop their time management skills to balance their studies with other responsibilities.
- ❖ Make sure they have a reliable internet connection and address the technical issues to avoid disturbance during classes.

By implementing these recommendations, both teachers and students can collaborate to create effective and engaging online learning environment.

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Appendix

Questionnaire for Students

Dear fellow learners,

The questionnaire is designed to gather information needed for the accomplishment of a master dissertation entitled: *“Exploring the Impact of Online English Language Instruction on EFL Learners’ Engagement”*. It aims to investigate your attitudes, experience with online English language instruction and perceptions of engagement. Rest assured that your responses would be kept anonymous and used solely for research purposes.

Thank you for your time and contribution to this study. Your input is greatly appreciated.

Prepared by:

Helis Soufiane.

Supervised by:

Dr. Bechar Maamar

Academic year: 2023/2024

1) Have you participated in online English language instruction?

Yes No

2) How engaged do you feel during online English language instruction?

Not engaged at all Engaged

Slightly engaged Highly engaged

Neutral

3) Have you noticed any improvements in your English language skills since participating in online instruction?

Yes No

4) Do you feel that online instruction provides enough opportunities for interaction with instructors and fellow learners?

Yes No

5) Do you believe online English language instruction has a positive impact on your overall engagement?

Strongly disagree agree

Disagree Strongly agree

Neutral

6) Have you encountered any difficulties as a Master one EFL learner in online courses?

Yes No

If yes, please select the difficulties you have faced (you can tick more than one choice):

Technical issues (e.g., internet connectivity problems, software glitches).

Lack of interaction with peers and instructors.

Difficulty to understand course materials without face-to-face instruction.

Time management challenges.

7) Do you believe the difficulties you face in online courses impact your learning experience?

Yes, significantly

No, not really

Yes, somewhat

No, not at all

8) How effective do you find online instruction for learning English.

Not effective at all

Effective

Slightly effective

Highly effective

Neutral

9) How satisfied are you with the support provided by instructors in online English courses?

Very satisfied

Dissatisfied

Satisfied

Very dissatisfied

Neutral

10) How often do you participate in interactive activities during online English language instruction?

Very frequently

Rarely

Frequently

Never

Occasionally

11) How would you rate the clarity of instructions provided in online English language courses?

Very unclear

Clear

Slightly unclear

Very clear

Neutral

12) In your opinion, what factors contribute to your level of engagement during online instruction sessions?

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13) How do the challenges you face in online English language instruction affect your motivation to participate and engage in online courses?

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.....
.....

14) In what ways do you think online English language instruction could be improved to meet better the needs of Master one EFL learners?

.....
.....
.....

15) How would you describe your overall experience with online English language instruction? (Excellent, very good, good, fair, poor).

.....
.....
.....

THANK YOU VERY MUCH FOR YOUR COLLABORATION

الملخص

إندماج الطلاب في التعليم هو جانب مهم وحاسم يمكّنهم من النجاح أكاديميًا. ومع ذلك، فقد تم الاعتراف بأن العديد من الطلاب يظهرون العديد من أوجه القصور في إندماجهم أثناء تعليم اللغة الإنجليزية عبر الإنترنت. تهدف هذه الدراسة إلى استكشاف تأثير تعليم اللغة الإنجليزية عبر الإنترنت على إندماج طلاب السنة الأولى ماستر في اللغة الإنجليزية في جامعة محمد خيضر بسكرة. لذلك، افترضنا أن تعليم اللغة الإنجليزية عبر الإنترنت يؤثر سلبًا على إندماج طلاب اللغة الإنجليزية. لاختبار صحة الفرضية، أجريت دراسة وصفية بمنهج كمي لجمع وتحليل وتفسير البيانات من خلال إدارة استبيان شبه منظم للطلاب. تم تقديمه إلى 30 طالبًا من طلاب السنة الأولى ماستر في اللغة الإنجليزية في جامعة بسكرة. يوضح تحليل البيانات وتفسيرها أن الطلاب يواجهون العديد من التحديات في التعلم عبر الإنترنت. علاوة على ذلك، يعتبر الطلاب عمومًا تجربتهم مع التعليم عبر الإنترنت حسنة أو رديئة. وبالتالي، فإن هذه النتائج تتوافق مع صحة الفرضية في نهاية هذا البحث تم اقتراح بعض التوصيات اعتمادًا على نتائج الدراسة

الكلمات المفتاحية: تعليم اللغة الإنجليزية عبر الإنترنت ، إندماج الطلاب.