

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTER'S PROGRAM

**A STUDY OF ELL STUDENTS' ENGAGEMENT AND PARTICIPATION IN
ONLINE EDUCATION DURING COVID19 PANDEMIC**

MASTER'S THESIS

Ayşenur KÖR

JUNE -2021

TRABZON

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Supervisor: Assist. Prof. Öznur SEMİZ

JUNE-2021

TRABZON

DECLARATION OF ORIGINALITY

I, **Ayşenur KÖR**, hereby confirm and certify that;

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ACKNOWLEDGEMENT

Online education has been the current issue concerned by many policy makers and researchers since it has been started to be applied in Turkey without any preparation. Although this change happened suddenly, universities did their best to deliver education online. However, in the way of providing education optimally, many problems have occurred such as how to optimize education in online environments and how to make students engaged during education process. To answer those questions, new studies should be conducted.

In online education, the importance of student engagement has become more prominent since student participation in courses and other activities are highly limited. Understanding student engagement is only possible through investigating the needs and attitudes of students as well as their motivation and satisfaction levels in online education. In other words, for a successful education system, it is crucial to measure the engagement levels of the students together with other variables such as attitudes, satisfaction and motivation levels, interest, gender, and study habits.

Additionally, the current Study aimed to find out the engagement, motivation, and satisfaction levels of students, the relationship between these three variables, the effect of gender on engagement level, and lastly, the attitudes of students towards online education. In the way of pursuing those aims, the Study has reached four main results: First, the students have moderate level of engagement while they have motivation and satisfaction levels below average. Second, there is a statistically significant relationship among engagement, motivation, and satisfaction levels of the students, which indicates that increasing one of these variables will directly increase others. Third, gender is not a determinant factor for engagement levels of the students. Finally, the Study has reached the information that students have generally negative attitude towards online education. In other words, they believe that online education has more disadvantages than advantages. According to these findings, the Study provides pedagogical implications and recommendations for further studies.

I would like to thank my supervisor, Asst. Prof. Dr. Öznur SEMİZ, whose valuable knowledge and experience I benefited from at every stage of this Study.

June, 2021

Ayşenur KÖR

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ÖZET

COVID-19 pandemisi patlak verdiğinden bu yana sadece ülkemizde değil tüm dünyada eğitim online olarak verilmekte. Öğrenciler, geleneksel eğitim yöntemine alıştıkları için öğrenmelerini derinden etkileyen bu değişimle yüzleşmek zorunda kaldı. Bu yeni eğitim türüne nasıl katılım gösterdiklerini araştırmak için bu tez çalışması, öğrencilerin katılım düzeylerini anlamaya ve belirlemeye çalışmaktadır. Ayrıca, öğrencilerin çevrimiçi eğitime yönelik tutumları ile birlikte katılım, motivasyon ve memnuniyet arasındaki ilişkiyi ortaya koymayı amaçlamaktadır. Araştırmanın evreni aynı bölümlerde okuyan tüm öğrencileri kapsamakla birlikte, elverişlilik örnekleme aracılığıyla iki devlet üniversitesinin İngiliz Dili ve Edebiyatı bölümlerinde okuyan öğrenciler bu çalışmanın katılımcıları olarak belirlenmiştir. Veri toplamak için çevrimiçi anket ve yarı yapılandırılmış görüşme kullanılmıştır. Toplam 186 öğrenci anketi yanıtlamış, 20 tanesi görüşmeyi kabul etmiştir. Nicel verilerin analizinde SPSS 16', nitel verilerin analizinde ise içerik analizinden yararlanılmıştır. Bulgular, ELL öğrencilerinin, beceriler, duygusal, katılım/etkileşim ve performans olmak üzere dört alt ölçek açısından orta düzeyde bir katılım düzeyine sahip olduğunu kanıtlamıştır. Ayrıca öğrenci katılımının motivasyon ve memnuniyet ile pozitif bir ilişkisi olduğu ve öğrencilerin hem avantaj hem de dezavantajları olan çevrimiçi eğitime karşı farklı tutumlara sahip oldukları sonucuna varılmıştır. Çalışma ayrıca pedagojik çıkarımlar, sınırlamalar ve gelecek çalışmalara yönelik öneriler sunmaktadır.

Anahtar Kelimeler: Öğrenci Katılımı, Çevrimiçi Eğitim, Öğrenci Tutumu

ABSTRACT

Since the COVID-19 pandemic, education has been delivered online not just in our country but around the world. Students have to face this change which impacts their learning deeply because they are used to the traditional education method. To investigate how they engage in this new education type, this thesis study tries to understand and determine the engagement levels of the students. Also, it seeks to reveal the relationship between engagement, motivation, and satisfaction, together with their attitudes towards online education. Although the universe of the study covers all students studying at the same departments, convenience sampling is utilized to determine the participants who are students studying at English Language and Literature departments at two state universities. An online questionnaire and semi-structured interviews were used to gather data. A total of 186 students responded to the questionnaire while 20 of them accepted to be interviewed. For the analysis of the data gathered through both methods, SPSS 16' was used to analyze quantitative data while content analysis was used to analyze qualitative data. The findings have revealed that ELL students have a moderate engagement level in terms of the four sub-scales; skills, emotional, participation/interaction, and performance. Additionally, it has concluded that student engagement has a positive relationship with motivation and satisfaction and that students have different attitudes towards online education which has both advantages and disadvantages in their eyes. The study also provides instructional implications, limitations, and recommendations for further research.

Keywords: Student Engagement, Online Education, Student Attitude

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LIST OF ABBREVIATIONS

EFL	: English as Foreign Language
ELL	: English Language and Literature
F2F	: Face to Face Education
GPA	: General Point Average
SD	: Standard Deviation



INTRODUCTION

When COVID-19 hit the world, our country had to shift its educational system from face-to-face to online just like other countries around the world. However, this unexpected change has brought about new problems since neither students nor teachers were ready for online education, and it took time for both sides to get used to it. In this path, we, as researchers, need to perform our duty to optimize online education by studying different aspects of it. And to optimize it, student engagement is one of the most important factors that should be primarily taken into consideration. Student engagement is defined as “meaningful student involvement throughout the learning environment” (Martin and Torres, 2016:5), which occurs as a result of devoting necessary time and effort on the part of students. In other words, engagement covers all acts and behaviors of students committed to education in and out of the classroom.

Student engagement both in and out classroom has an essential role in students` and institutions` success in the academic environment. Moreover, it is seen as the single most significant predictor in terms of persistence learning (Harunasari and Halim, 2019). It can be said that student engagement occurs when the students take active roles and involve meaningfully in education-related activities in the university and when they increase their level of understanding during the learning process (Mohd et al., 2016). This is the reason why student engagement has been getting more and more attention lately (Moser, 2020). The increasing interest in student engagement comes from the fact that it can be a remedy for decreasing student motivation and academic success (Fredricks et al., 2004). Because of the strong relationship between engagement and the quality of teaching-learning, student engagement is seen as an essential element of education (Ciric and Jovanovic, 2016). To ensure good academic outcomes, students` engagement is essential in learning and teaching (Mohd et al., 2016).

The success rate of the students in the way of reaching their goals is closely related to their spending of time and effort for the activities designed for achieving those goals (Astin, 1999). In other words, student engagement is a crucial element in reaching academic goals. To investigate and learn more about student engagement in higher education, there is even a special journal publishing only articles on student engagement. This subject has been studied highly in recent years such as Barrineasu (2019), Farrell and Brunton (2020), Lee et al. (2019), Maia (2019), Paulsen (2020), and Vytasek et al. (2020). Thus, it is a crucial issue in education, and its importance is getting higher and higher day by day. Not only abroad but also in domestic should it be studied to support and increase student success. However, in our country, the studies on student engagement are highly limited such as Cakir and Solak (2014), Öztürk and Ok (2014), and Erarslan and Topkaya (2017).

Student engagement in education has been interpreted from different perspectives in the literature. For example, Dunleavy and Milton (2009) studied engagement in two main general categories: social and academic engagement. Social engagement refers to the behaviors of students which are performed to take part in the life of the school and covers interactions between student-to-student and student-to-teacher, as well as the sense of belonging to and enjoyment of school. Academic engagement is generally defined as the overall energy and time that students spend for learning and courses as well as course materials and activities (Gunuc and Kuzu, 2015; and Ghasemi et al. 2018).

Trowler (2010) investigates engagement under three main dimensions: cognitive, behavioral, and emotional. Cognitive engagement is when a student devotes himself/herself to studies cognitively by thinking about course content, finding relevance between course content and real life, and helping other students. Being emotionally engaged is a demonstration of motivation and interest in course content and learning. Behavioral engagement, on the other hand, is shown through the behaviors of students such as participating actively in classes, asking questions, and attending courses.

This study uses the classification forwarded by Handelsman et al. (2005) in which student engagement is classified into four subcategories: skills engagement, emotional engagement, participation/interaction engagement, and performance engagement. Skills engagement covers the practicing skills of students such as taking notes of courses and looking through those notes after courses. Emotional engagement is about thinking about course content and really desiring to learn course content just like a combination of emotional and cognitive dimensions of engagement. Participation/interaction engagement covers the behaviors such as participating in class and interacting with instructors and students. Lastly, performance engagement happens when students try to get a good grade and do well in tests. These four categories represent the basis of this study.

Student engagement is defined as a construct that includes student behavior considering students' satisfaction with educational learning (Kahu, 2013) and motivation. The positive role of satisfaction and motivation on student engagement has been proven by several studies in the literature such as Saeed and Zyngier (2021), Rajabalee and Santally (2020), Ghasemi et al. (2018), and Mod et al. (2016). When students subjectively evaluate the educational outcomes and experiences they have, satisfaction occurs (Elliott and Shin, 2002). Additionally, a strong relationship between students' satisfaction and engagement has been proven to exist (Rajabalee and Santally, 2020, and Mohd et al., 2016). That is, the more satisfied students are, the more they engage. In brief, satisfaction should be taken into account while studying student engagement.

As known, there are two motivation types: intrinsic and extrinsic. Also, students' level of motivation determines what they learn and how efficiently they learn (Malone and Lepper, 1987).

In education, if a student is intrinsically motivated, he or she engages in activities because they are enjoyable or interesting; and if a student has extrinsic motivation, it indicates that he or she engages in activities for other purposes such as having a high grade or a degree (Ryan and Deci, 2000). In addition, a student with a high level of motivation is more engaged in class compare to others with a low level of engagement (Nayir, 2017). Thanks to this positive relationship, to learn better and to show successful academic outcomes, a student should be motivated and engaged (Saeed and Zyngier, 2012).

The ongoing interest in student engagement is one of the driving forces behind this thesis especially when the current online education is taken into account since this education type is highly new and needs to be investigated in our country. Moreover, the success of an education system can be judged by the attitudes of the students towards it because when students bear a positive attitude towards the education system, they are more engaged or try to be more engaged. For this purpose, the current thesis study aims to examine the engagement of the students studying at the Department of English Language and Literature (ELL) and their attitudes towards online education as well as the relationship between their engagement and satisfaction and motivation.

Since engagement is one of the main indicators of student success especially in the online environment, where students can study anywhere and anytime they want (Maia et al., 2019), it is worth being studied. In brief, the study tries to enlighten student engagement by handling it from different aspects, and it reveals its relationship with other variables such as motivation, satisfaction, gender, digital competence, interest, active participation, attendance, and study habits in online education.

The study contains four chapters. The first chapter gives the aim and significance of the study, research questions, study design, methodology, and operational definitions. The second chapter provides a review of the relevant literature, which starts from a review of online education, followed by a discussion of student engagement as well as a short list of the relevant studies and a summary at the end. The third chapter covers the methodology of the study which includes study design, setting, participants, data collection tools, analysis techniques, and piloting procedure. The fourth chapter is the analysis of the study where the collected data were analyzed through using SPSS software and content analysis and where the findings are discussed based on the research questions. The conclusion is devoted to discussion and conclusions that can be drawn from the study and discussed the summary of major findings, the conclusion, recommendations for further research, and limitations of the study.

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Background to the Study

Online education has become popular due to some compulsory situations that COVID19 has brought. When the technological developments are concerned, one can predict that online education is the future of education system but no one could estimate it so soon. However, if we look at the bright side, it is a great opportunity to study online education. This unexpected development has triggered many researchers to study online education to detect its effects, needs, pros and cons, and accessibility. Online education can be defined as a system bearing *“a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education.”* (Dhull and Sakshi, 2017: 32) It emphasizes that education is delivered through the internet by using technological opportunities. That is, digital technologies have an essential role in the transfer of education (Viliavin et al. 2020). Thus, it can be said that online education is now available to everyone providing that they have necessary technological opportunities such as internet access and a digital device like a computer and smart phone.

When the history of online education is taken into consideration, it is obvious that its development changes depending on the technology levels of the countries, and it has not developed equally in all countries. Unfortunately, there is no silver bullet that can make all countries equal in terms of education. Picciano (2017b) claims that online education has taken place in five waves in the USA. The first wave started with the development of internet technology between the years 1993 and 1999. Before the development of the internet, institutions used to use television and radio to deliver education. The second wave included the time period of the 2000s during which the web 2.0 technologies have been developed.

With the help of web 2.0, incorporative media such as pictures and videos as well as social media such as blogs, wiki, YouTube, and Facebook have entered into our lives. Blended learning gained importance, and pedagogical implications increased. The third wave started with MOOCs (Massive Open Online Courses) which provided online education to a large number of students like thousands between 2008 and 2013. These MOOCs are useful in providing education to large masses. The fourth wave (2014-2020) embraces both pedagogy and blended learning in a more sophisticated and extensive way. It can be said that it combines the pedagogical benefits of the second wave and

the access/cost opportunities of the third wave. After these waves, the author makes a prediction and says that the fifth wave is about the maturity of online education. Online education will mature and the internet together with technology will penetrate almost all universities and colleges between 2021 and 2029. And, nearly all people will have the opportunity to access online sources.

However, nobody estimated a pandemic disease in 2020. This development has drawn the fifth wave forth, and people have switched to online education voluntarily or by constraint. All over the world, institutions have started to apply to online education due to the risks that the Covid19 pandemic disease has brought. This is the reason why online education is a hot topic in the education field, and thus, academic research (Zhou, 2020). Additionally, students have entered an immediate adaptation process.

This apparent development together with accessibility in the technology has led many institutions to deliver online education (Nakazawa, 2009). In our country, the development of online education was triggered by the increase in the population and demand for education, and besides, many online learning applications have entered into our life (Bülbül et al, 2016). Since offering online education in higher education is not an easy job, some challenges may occur. Çelen et al. (2011) claimed that the system, through which online education is offered, should be well-designed enough to cover the needs, interests, and attitudes of students. Given the fact that the effective involvement of students in the education process is a key factor in the way of permanent learning, the authors warn instructors and relevant institutions to take into consideration students' active involvement. They also state that some problems may occur when the features and expectations of students are not considered. Additionally, according to their study, for the success of an online education program, there are some factors to be paid attention to such as students' computer skills and computer-usage autonomy as well as the responsibility of autonomous learning.

However, the same study also states that there are some other problems such as internet infrastructure, lack of institution incentives, lack of R&D investments, and scarcity in technical human power. Overall, they suggest that online education should be offered to its participants by taking into consideration some issues such as the popularity of the program, the quality of the service provided, student profile, and the expectations of the students from the institution, faculty members, and overall institutional identity. If these issues are taken into account as well as the needs of the students while providing an online education service, that service will probably achieve its goals. The authors also add that online education will be used more and more in our country as long as the internet develops and all people can reach internet access.

Since online education is used to deliver education through computer networks by using technologies such as email, new online groups, and video lecturing, the institutions offering online education should plan this service carefully by being aware of its importance and have the necessary

resources to make it happen (Dhull and Sakshi, 2017). Oncu and Cakir (2011) claimed that there are four main goals to be sought in online education research. The first one is enhancing learner engagement and collaboration, the second is promoting effective facilitation, the third is developing assessment techniques, and the last one is designing faculty development programs. It is clear that student engagement keeps its crucial role in online education just like in traditional face-to-face education.

While optimizing online education, instructors and institutions may encounter several problems and challenges. Keeping students engaged is one of these challenges. To understand how student engagement applies in online education, it should be defined clearly. Kuh (2009:5) describes student engagement as follows:

The engagement premise is straightforward and easily understood: the more students study a subject, the more they know about it, and the more students practice and get feedback from faculty and staff members on their writing and collaborative problem solving, the deeper they come to understand what they are learning and the more adept they become at managing, complexity, tolerating ambiguity, and working with people from different backgrounds or with different views.

Student engagement is an essential element in teaching and learning since it comprises all behaviors and practices of students which they commit for education (Quaye and Harper, 2015). Moreover, it is perceived as an inseparable part of increasing the academic achievement of students (Chang, 2012). The more engaged a student is, the more knowledge he or she acquires (Mohd et al., 2016). Student engagement is accepted to be closely related to high grades, student satisfaction, and persistence—where students have the chance to choose either face-to-face education or online education (Chen et al. 2008).

When students are engaged, it indicates that they are interested in course and course material, willing to learn, and also, they listen to the lecturer and participate in the course actively. Moreover, students are more engaged in courses where the instructors are more open to student questions and recognize their own role in students' success, and students are accepted to be engaged when they feel comfortable in asking questions, seek out tutoring, attend supplemental instruction sessions, and collaborate with other students in the course (Gasiewski et al., 2012).

Additionally, student engagement is studied because it is seen as an essential tool to enhance students' learning outcomes (Everett, 2015). In this respect, understanding student academic engagement carries significant meaning for education. In online education, student engagement still protects its importance, which means that the environment may change such as physical or virtual classrooms but students have to be engaged to be successful academically. Since online education brings technology in its train, the effect of technology on student engagement should be taken into consideration.

Chen et al. (2010) support that today`s students already have technological information and, while entering school, they expect the use of technology from the relevant institution. Due to this reason, a positive correlation can be mentioned between the use of technology and student engagement. In their study, Chen and his colleagues distributed questionnaires to 17.819 college students from different universities and different departments, and they concluded that students who used technology for their learning had higher scores than the others in the engagement measurements. Consequently, they indicate that when technology is used in students` learning, it has a positive impact on their engagement levels. This study is only one of the other studies that prove the importance of technology on student engagement in online education.

Although digital technology is getting being used more and more in education to transfer content and knowledge, it is hard to keep students engaged in online education (Henrie et al., 2015). The authors claim that at this point, the instructional practices used in online education should encourage engagement. Because increasing the level of student engagement is a hard job to do in online teaching (Akbari et al., 2016). There are many recommendations to increase engagement in the literature. For example; the friendliness of the online program through which education is provided and the anxiety levels of students have been proven to be effective factors on students` engagement (Çakır and Solak, 2014). In addition, if instructors apply to authentic activities that allow a student to view from different perspectives and are connected to the real world, they can increase student engagement in online settings (Herrington et al, 2003).

As said by Azman et al. (2005:96), *“Engagement requires both an inner quality of concentration and commitment to learning and a willingness or intention to act on the commitment”*. Although student engagement is highly essential to education, generally, faculty members who serve as the content resource and guide for students are not aware of it (Vaughan et al, 2013). In the studies aimed to measure student engagement, one should first understand what engagement is depending on the context and detect all engagement dimensions rather than focusing on just one (Venn et al. 2020). As a multidimensional construct, student engagement has three dimensions: cognitive engagement, behavioral engagement, and emotional engagement (Trowler, 2010). Each dimension reflects different engagement styles and specific acts.

Table 1: Dimensions of Student Engagement

Cognitive Engagement	“The students’ investment and willingness to exert the necessary efforts for the comprehension and mastering of complex ideas and difficult skills” (Maroco et al., 2016)
Behavioral Engagement	Involvement in academic and extracurricular activities (Chang, 2012)
Emotional Engagement	Reactions such as interest and enjoyment of courses (Trowler, 2010) Peer relationships and relationship with faculty members (Gunuç and Kuzu, 2015)

All of these three dimensions form student engagement and help researchers to identify the engagement styles of students. Student engagement can be inferred from some behaviors and activities such as the amount of participation, the intensity of concentration, the level of enthusiasm and interest, and the care shown in doing academic work (Azman et al., 2005). That is, these behaviors and activities can be indicators of student engagement. If a student is cognitively engaged, he or she tries to search for more complex ideas or materials for courses. When a student is engaged in terms of behavior, his or her engagement is observable by others. Lastly, emotional engagement refers to students' interest or enjoyment of courses or course materials (Trowler, 2010) as well as the sense of belonging, sense of competence, and motivation (Dunleavy and Milton, 2009).

Table 2: Student Engagement Criteria

	Indicators	Sub-Indicators
Cognitive	Comprehension	Response to the teachers' questions Do the teacher's task
	Share ideas	Communicate ideas to the classroom Help each other to do the tasks
	Preview knowledge	Answer the teachers questions related to the last materials
Emotional	Interest	Eager to join the class Do the classroom activities
	Worried	Be afraid to make mistake
Behavioral	Attention	Follow and do the teachers' instruction
	Effort	Do the tasks in or out of the classroom Submit the task on time
	Classroom participation Responsibility	Participate actively Be responsible Follow the lesson on time

Source: Susanti (2020:2-3).

Table 2 shows a more detailed factor-based analysis of student engagement. Based on the aforementioned dimensions of student engagement, it can be said that each dimension has different indicators. For example; cognitive engagement covers comprehension, sharing ideas, and preview knowledge such as answering the questions about the previous course materials and doing homework while emotional engagement can be about the interest or worry of the students such as wanting to join the classes and being afraid of making mistakes. Behavioral engagement includes attention to the teacher's instructions, making an effort to submit tasks, and participating actively in the classes.

These dimensions may exist together or separately, which indicates that a student may be engaged cognitively and emotionally but not behaviorally. For example; an engaged student is someone who thinks that his qualification is beneficial to his career, enjoys his studies, and is motivated by thinking that it will be worth it while an unengaged student is the one who studies for instrumental purposes such as getting promoted or who has bad or good weeks changing time to time

(Hewson, 2018). Student engagement can be physically observed in a face-to-face education through body language, facial expressions, asking questions, and making eye contact (Spiker, 2020). However, it is not always possible to observe it because as stated above, student engagement has different dimensions and behavioral engagement can be the most observable dimension. Moreover, online education makes things harder in terms of observing student engagement since it does not offer so much visible data. Based on this explanation, it can be seen that student engagement is crucial to learning and education. Consequently, it has to be studied and understood to improve the educational outcomes of the students not in just classrooms but also in other environments.

The literature also bears different approaches to student engagement as well as different measurement tools. Student engagement has been started to be studied and theorized due to its essential role in students' academic achievement and learning (Kahu, 2013). Also, it is seen as equal to the quality of the higher education offered to students in the related institutions (Ghasemi et al. 2018). Consequently, there are various perspectives on student engagement. Vibert (2003) identifies three perspectives to engagement: a rational-technical perspective, an interpretive perspective, and a critical perspective. A rational-technical approach to student engagement aims to make students closer to the real world by participating in activities such as dances, councils, and other extra-curricular activities. On the other hand, an interpretive or student-centered engagement tries to increase the self-awareness levels of students to make them realize their own pros and cons while a critical perspective seeks for dealing with and examining the world through how students see it. Kahu (2013) offers four perspectives to the engagement of students: behavioral perspective, psychological perspective, socio-cultural perspective, and holistic perspective. In her study, she states that behavioral perspective to engagement is related to student satisfaction and achievement focusing on the time they spend on tasks and participating in the social and academic events. Psychological perspective refers to that the individual is itself the center of engagement while socio-cultural perspective focuses on how social context affects student experience and consequently, student engagement. Lastly, holistic perspective comprises the expectations and experiences of students as a student.

Student engagement has always been a challenging issue to measure since it comprises many factors within. Therefore, the variation in measuring student engagement poses another challenge in terms of studying it (Fredricks and McColskey, 2012). Apart from the perspectives defined above, institutions or researchers have tried to develop methods to measure student engagement appropriately. According to Henrie et al. (2015), student engagement should be measured because measuring it may be a good indicator of the level of the students' achievement in terms of academic and social outcomes, and also, measuring student engagement can help indicators to understand students and meet their needs. One example of these measurement tools for student engagement is NSSE (National Survey of Student Engagement) used in America. In 1998, some experts came together to discuss the need for a valid measurement tool for the behaviors and learning experiences

of students, which could be helpful and educatory for institutions. A team was chosen to determine survey items, and survey companies and research centers were invited to offer a bid. As a result of these efforts, the NSSE has become what is now. Kuh (2009) says that NSSE has the main purpose to gather reliable data from students for institutions to understand and improve student engagement across the country.

Robinson and Hullinger (2008) modified the engagement dimensions stated in NSSE to measure student engagement in online courses, and as a result of the answers of 201 participants, they found that students might differ in terms of engagement pattern depending on the type of education; online environment and on-campus environment in higher education. In their study, they also provided nine essential points in student engagement in online education. These include level of academic challenge, expectations, and evaluations, skill development, student-faculty interaction, active and collaborative learning, enriching educational experience, life enrichment, and work enrichment. In the level of academic challenge, the authors included analyzing an idea or theory, applying theories, and organizing ideas while expectation and evaluations include doing more than a student could. Skill developments cover making progress in writing, speaking, thinking, and analyzing, and student-faculty interaction covers receiving feedback and discussing grades, assignments, class notes, etc. Lastly, based on the NSSE, new versions have been created in different countries such as AUSSE, which is the Australasian Survey of Student Engagement. After a certain adaptation process, the survey is used in the country and it is also recommended to be used by universities and policy-makers since it allows international comparison (Hagel et al. 2012).

Handelsman et al. (2005) developed and validated a measurement tool for student engagement which they named Student Course Engagement Questionnaire (SCEQ). To develop this measurement scale, they conducted two different studies. Their exploratory factor analysis revealed four different dimensions of engagement: skills, participation/interaction, emotional, and performance. They also said that all dimensions of student engagement are not observable such as finding a connection between course material and life, and desiring to learn, and instructors only see the visible engagement behaviors of students such as raising hand and asking questions. Their SCEQ has been used by other scholars to measure engagement in different places. For example; Oraif and Elyas (2021) applied the questionnaire to measure the engagement of 379 EFL learners in Saudi Arabia during COVID-19. In their study, they also investigated the satisfaction level of students towards online education and tried to find a relationship between engagement levels and satisfaction levels. Their study resulted in that the engagement level of EFL students is really high and more than half of the participants are satisfied with online education. Another study conducted by Brown et al. (2017) used the same questionnaire to measure the engagement levels of undergraduate students. Also, the questionnaire has been adapted to online environments by several scholars such as Nasir et al. (2020) and Dixson (2010).

As a consequence, if one desires to reveal the quality of an education program, he should measure the engagement levels of the students (Robinson and Hullinger, 2008). By indicating the difficulty in measuring student engagement, Johnston et al. (2015) say that observing some behaviors of students such as raising hand may indicate engagement but it is not enough to see the true engagement as well as motivational factors behind student engagement. Additionally, they claim that student engagement is not mere participation but it covers students' hidden interests and motivation which cannot be seen clearly. Lastly, they state that a student's educational outcomes are related to what extent that student is engaged. Additionally, the methods used to measure student engagement should also keep in mind the challenges students meet in online education (Henrie et al., 2015). In summary, student engagement should not be taken into account as a sole construct. The factors such as motivation, satisfaction, interest, enjoyment, attendance, and study habits must be included for a comprehensive understanding of student engagement.

1.2. Statement of the Problem

Moser (2020:12) states “*Student engagement has also been depicted as a mediator between contextual (e.g., classroom setting) and personal factors (e.g., interest, boredom) and academic performance or achievement (e.g., school completion)*”. This is why student engagement is gaining the attention of scholars and researchers day by day. Moreover, the institutions providing higher education have started to put emphasis on pedagogical practices which can be helpful in increasing student engagement (Trinidad et al. 2020). However, its importance to students, instructors, or institutions is still cloudy and needs to be investigated in a deeper and wider way. Although today's teaching center is accepted to be students, whether they are engaged or disengaged is still unclear in the whole learning and teaching process (Azman et al., 2005). Even though its importance is understood, a new problem arises: how to assess student engagement (Mandernach, 2015).

In our country, studies on student engagement are highly limited. The problem is that Turkish educators do not invest enough attention to student engagement and the studies are not enough to understand and measure student engagement. If the importance of student engagement for academic success can be understood and necessary investments can be made to boost it, then, we, as instructors and institutions, can reach real academic success. The reason behind this statement is the fact that student engagement is accepted to be an indicator of the success of both instructors and institutions. If the students of a school are engaged fully and satisfied, it means that that school is also a successful school.

Moreover, student engagement has gained more significance in online education, and it should be investigated and promoted with proper engagement-triggering activities and teaching methods. Another problem is that engagement has more importance when it comes to ELL students because they have to deal with not only course content but also language issues. This makes these students

more open to the impacts of low or high engagement. Consequently, student engagement should be also investigated from the point of view of ELL students, and its relationship to other variables such as interest, motivation, satisfaction, and attitude should be taken into consideration. This study will be a facilitator in terms of understanding and supporting student engagement in online education where students are physically remote and where they should be mentally close.

1.3. Significance of the Study

This study contributes to the relevant literature by concerning the engagement levels of ELL students and their attitudes towards online education. There are three main aspects reflecting the significance of the study.

First, the study provides a basis for understanding student engagement in a new education system by focusing on its different dimensions. It tries to measure student engagement and to define it by investigating the factors affecting it positively and negatively, the ways to increase engagement, students' study habits, their satisfaction with online education, and motivation.

Second, the study offers insights into student engagement. It argues that there is a positive relationship between engagement, motivation, and satisfaction. These variables can be used to improve student engagement. This study also highlights the importance of engagement for academic success because it decreases students' feelings of isolation and boosts their performance (Martin and Bolliger, 2018).

Third, the study also serves as a facilitator for institutions and faculty members in managing student engagement. The shift to online education in the spring term of 2020 has brought many concerns including how institutions and faculty ensure student engagement and learning in this new setting (Venton and Pompano, 2021). In this path, engagement as a multi-dimensional concept has been found to be important (Mandernach, 2015). For the sake of understanding students' engagement and to support it, this study is hoped to be a good example for further studies and researchers regardless of their areas or departments.

1.4. Purpose of the Study

As claimed by Kearsley and Shneiderman (1998:20), *“by engaged learning, we mean that all student activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities”*. Based on the importance of engagement to academic success in education, this study has four main purposes:

The first purpose of the study is to investigate the engagement levels of the students at the Department of English Language during online education based on four dimensions: skills engagement, emotional engagement, participation/interaction engagement, and performance engagement which have been derived from Dixons`s studies (2010 and 2015).

The second purpose of the study is to reveal any relationship between student engagement, motivation and satisfaction. Both satisfaction and motivation have been proven to have positive impact on student engagement. In this study, it will be tried to detect any this kind of relationship.

The third purpose of the study is to investigate the opinions and attitudes of ELL students towards online education. When students have positive attitudes towards education system, they try to be more engaged but when they do not bear positive attitudes, they may feel isolated and they do not attend courses.

The last aim of the study is to examine student engagement on the basis of demographic information which includes study hour, motivators, enjoyment, interest, homework, and reading frequency. Lastly, the study will try to reveal any relationship between gender and student engagement.

1.5. Operational Definitions

Defining the terms mentioned has an essential role for readers to understand the study. As Fraenkel et al. (2012) claim *“In addition to their value in helping readers understand how researchers actually obtain the information they need, operational definitions are often helpful in clarifying terms”*. Moreover, in terms of engagement, the researchers should be clear about its definition and relationship to other education-related constructs (Fredricks and McColskey, 2012). Hence, the operational definitions of the terms most used in the study have been provided below.

Student Engagement: Student engagement is known as “meaningful student involvement throughout the learning environment” (Martin and Torres, 2016:5). It refers to participation in any kind of practice related to education within the classroom (Quaye and Harper, 2015). In other words, it is a meta-construct since it comprises all three dimensions; emotional, behavioral, and cognitive (Fredricks and McColskey, 2012).

Engagement Style: It refers to any way chosen by students to engage in the educational practices such as making homework and studying for exams, interacting with peers and teachers, and feeling connected to course materials in terms of future career.

Student Satisfaction: It “refers to the favorability of a student’s subject evaluation of the various outcomes and experiences associated with education” (Elliot and Shin, 2002:198). In other words, it can be defined as “an emotional response that can be induced by actual product, service, or process quality or some combination of product and service quality” (O’Leary and Quinlan, 2007:135).

Online Education: “Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education.” (Dhull and Sakshi, 2017: 32)

Active Participation: Active participation includes the behaviors of the students such as asking questions, answering these questions, providing comments, and participating in discussions orally or written.

1.6. Research Questions

Within the framework of the information given above, this thesis study tries to find solutions to the questions as follows:

RQ1: What are the engagement levels of ELL students during online education?

MQ1: What are the motivation levels of ELL students during online education?

MQ2: What are the satisfaction levels of ELL students during online education?

RQ2: Is there a relationship among the levels of engagement, motivation and satisfaction of ELL students?

MQ3: Is there any gender difference in level of student engagement during online education?

MQ4: What are the attitudes of student towards online education during Covid-19 pandemic?

1.7. Statement of the Methodology

A mixed research method has been employed, containing both qualitative and quantitative methods. The quantitative method has been chosen because it is used to understand the general patterns of occasions while qualitative research design is effective in analyzing and interpreting the process of occasions (Bryman, 1988). On the other hand, the qualitative method has been preferred since it is necessary to investigate the deep reasons behind the cases and to describe them in detail. Thus, semi-structured interviews were conducted to collect data from the participants. The questionnaire method has been chosen because it is practical in having large-scale data and measuring non-observable, perceptual, or subjective information to compensate for the shortages of

interviews such as interviewer bias and social desirability factors while interview has been chosen to acquire more detailed and individualized information to cope with the honesty or accuracy problems of questionnaires (Mandernach, 2015).

As a setting for the study, two state universities were chosen in the Black Sea Region in Turkey. These universities were Karadeniz Technical University and Gümüşhane University. The universe of the study covers all students studying at the Departments of English Language and Literature across the country. However, it was impossible to reach all students. Therefore, convenience sampling was performed and only two universities were included in the study. The students studying at the relevant departments at these universities were selected as the participants and sent an online questionnaire. Only 186 of them responded it and few were voluntary to be interviewed. The ones wanting to be interviewed were sent a message to determine whether they still desired to be interviewed and if so, to select an appropriate time for both the participants and interviewer (See Appendix 2). 20 of them responded to the messages. Hence, a total of 20 students, 13 from Karadeniz Technical University and 7 from Gümüşhane University, participated in the semi-structured interviews.

As said before, the data collecting instruments of the study were both a questionnaire and semi-structured interviews. A questionnaire with 16 parts including demographic information was used to gather quantitative data. The aim of using a questionnaire was to achieve a general consequence, to define the general engagement of students, and to gather information about their attitude towards online courses. Different scales were used to classify the data. Additionally, the questionnaire was piloted before final application to eliminate any possible error at reliability and validity. After the necessary amendments were done on the questionnaire based on the responses of the participants in the pilot study, it was applied for the actual study.

In order to determine the participants of the semi-structured interviews, an option was offered to them in the questionnaire whether they want to be interviewed or not. During the interview, several questions were asked to the participants, and based on the course, new ones were asked while their responses were recorded via a device to review the data gathered later. The semi-structured interviews were also conducted in Turkish to make the participants feel comfortable and define themselves more appropriately. Before the application, the consent of the participants was taken to prevent any violation of rights and confidentiality. The semi-structured interviews were planned to last 15 – 20 minutes but some lasted more than 30 minutes and some lasted 9 minutes. For the analysis of the data gathered through the questionnaire, SPSS '16 (Statistical Package for the Social Sciences) was used. After the data was entered into the program, it was analyzed based on the scales. The information gathered through the semi-structured interviews was analyzed by the researcher with the method of content analysis.

1.8. Outline of the Study

The study contains four chapters and each chapter has its own objective. The chapters and their contents are given below:

Chapter One: The chapter covers the background to the study, statement of the problem, significance and purpose of the study, operational definitions, research questions, method, and outline.

Chapter Two: In chapter two, the review of relevant literature will be provided starting with online education. Student engagement will be reflected by revealing its definition, dimensions, and factors affecting it. Lastly, similar studies conducted in Turkey and abroad will be summarized.

Chapter Three: It includes the methodology of the study and it will cover the research design, research questions, setting and participants, data collection instruments, piloting, research procedure, and finally, data analysis techniques.

Chapter Four: The data gathered will be analyzed and interpreted in this chapter. In addition, chapter four will cover the overall findings of the study as well as the discussion of these findings in comparison with the findings of other relevant studies in the literature. Finally, the conclusion will include the overall findings of the study, the limitations and challenges encountered, pedagogical implications, and suggestions for further studies.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

Starting with brief information about online education with its development, advantages and disadvantages, and factors affecting it, this chapter provides knowledge about the relevant literature covering student engagement generally. Then, it goes deeper and touches the special student engagement styles as well as some strategies provided different studies to encourage student engagement for academic success. It also presents an analysis of the related studies both abroad and domestic. At the end of the chapter, a summary is offered for better understanding of the readers.

2.2. Online Education

As a result of the development of the World Wide Web in 1992, online education has become usable by various disciplines with new pedagogical models, offering multimedia opportunities (Harasim, 2000). In addition to the rapid expansion of the internet, increasing interest in lifelong learning and some budget restrictions are the main driving forces behind the development of online education in higher education (Volery and Lord, 2000). It can be aimed to reduce inequalities among students through online education (Morton, 2016), and thus, it is seen as an opportunity to minimize the inequalities between the less-developed countries and more-developed countries (Black et al., 2019). Moreover, it also contributes to the educational services market and to the accessibility ratio of education (Viliavin et al. 2020). When it is compared to face-to-face education, online education has more advantages in terms of sharing of resources, collaborating, and learning beyond the walls of a physical classroom (Baig, 2011). When the innovative teaching and learning properties of online education are taken into consideration, it can be said that it is beneficial for students, instructors, and institutions (Montelongo, 2019). However, it should not be forgotten that the current situation of online education in our country is not chosen but compulsory.

Just in here, it should be also mentioned that online education is not the same with distance education or e-learning. A distinction should be made between these three terms; online education, e-learning, and distance education, in order for the readers not to be confused. Moore et al. (2017) defined distance education as making people, who are geographically far from the educational institution, access to learning. Guri-Rosebblit (2005) compares distance education to e- learning in

terms of three features: remoteness and proximity between the learner and teacher in the study process; relevant target populations; and cost considerations. In distance education learning is provided through written documents and partial technology. Even though technology is used in distance education, it is very limited, as claimed by the same study. And this condition causes a physical separation between the students and the instructors.

However, in e- learning, technology is highly utilized such as multi-media presentations, interaction between instructor-student and student-student, and class administration, and that technology makes instructors and student closer compared to distance education. Another difference roots in the population of these two kinds of learning. Distance education appeals the students who cannot participate in normal, face-to-face education, due to some reasons while e- learning is attractive for those who enjoy multi-media games or activities—even the students having face-to-face education may choose e-learning for the opportunities it offers. The last difference is about the cost of two education types. The author claims that appropriate and effective e-learning costs more than distance education, and this is why some institutions keep providing distance education instead of blending it with e-learning.

Tsai and Machado (2002) make a distinction between e-learning and online learning, and claim that: e-learning covers the activities performed through computers and interactive networks at the same time while online learning is about accessing the content prepared before on a computer. In short, it can be said “... e-learning involves using computer technology to facilitate and enhance learning,” (Soliman, 2014:753). In his study seeking for the effects of e-learning on EFL students` language skills, Soliman (2014) states that e-learning has both advantages; such as motivator for students and suitable to different learning styles, and disadvantages; such as lacking of face-to-face feedback and necessary internet connection or digital device.

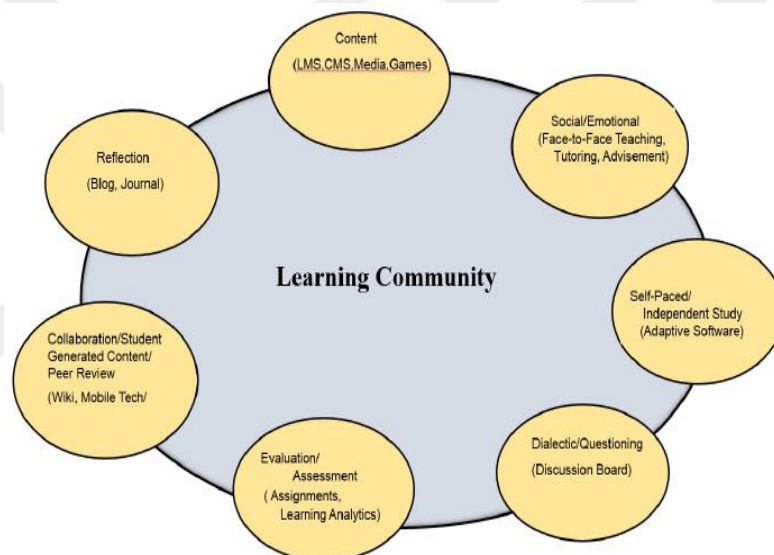
After all, in his small scale case study on EFL students, Nakazawa (2009) states that using information and communication technology in education may increase students` motivation levels and may make them feel like they are a part of the education process. However, in online learning, the content can be presented on web or installed in a CD, etc. The main difference here is that e-learning does not require learning materials to be sent through a computer although online learning requires accessing learning materials via generally a core application just like the ones we use in universities to provide students with education.

2.2.1. Effectiveness of Online Education

Just like traditional education, online education also needs to be supported with several strategies to increase education quality and to improve learning outcomes of learners. Xu and Xu (2019) state that strategic online course offering, student counseling, promoting interpersonal

interactions, warning and monitoring, and faculty professional development could be good strategies in pursuant of this purpose. For example, tutoring services for students could be beneficial for the ones having problems academically and the faculty members can improve themselves to better understand the needs of the learners and challenges they meet in online education. The huge demand occurred recently in online education leads to a need to draw frameworks. In addition, Picciano (2017a) analyzed several theories and frameworks, and consequently put forward a model named Multimodal Model for Online Education (Figure 1). He believed in the need for a unified theory or model for online education. To create an umbrella model for online education, the author included elements supported by other theories such as behaviorist, social constructivist, and cognitivist such as self-study and independent learning, and reflection as well as interaction.

Figure 1: Picciano's Multimodal Model for Online Education



Source: Picciano (2017a:182)

In the way of investigating the perceived barriers that play a role in the implementation of online education by administrators and faculty members, Turk and Cherney (2016) conducted a quantitative study. As a result, they found that structural and pedagogical barriers had an impact on the application of online education from the point of view of the participants. Although technical problems were not seen much important except slow internet connection, cultural and psychological barriers are accepted to be essential to reach an effective online education. The study also suggested that the administrators should guide and inspire the faculty members for the future of a successful institution, and online education should be offered for only suitable courses, not for all of them.

Additionally, new online education environments bring new roles such as; virtual professor who chooses online education rather than traditional face-to-face education, virtual learner who prefers to study online totally or partially due to some reasons like having a job or other family

responsibilities, virtual course which is obviously the ones provided online, and lastly, virtual university that offers a degree or diploma based on online courses to its learners (Harasim, 2000). It should be added that student could be provided with high-quality online education with appropriate peer- and instructor-interaction but it necessitates quite high effort of both institutions and instructors working harmoniously (Xu and Xu, 2019).

After indicating that internet has made online education possible, Nguyen (2015) states that the aim behind the interest of the researchers and people from education sector is to improve and increase the learning outcomes of the students, which brings the need to measure the effectiveness of online education as well as the factors affecting it. Sun and Chen (2016) claim that an effective online education depends on well-designed courses, motivated interaction between students and instructors, creation of a sense of online learning community, fast technological development, and well-prepared instructors. The effectiveness of online education is open to three general factors: technology, instructor characteristics, and student characteristics (Volery and Lord, 2000). The technology or platform through which online education is provided should offer not only both synchronous and asynchronous communication but also interactivity and feedback to students. As being the center of education, instructors' three characteristics have an impact on learning outcomes in online education: whether their attitude toward technology is positive, whether their teaching style is interactive, and whether they can control the technology or they have digital literacy. And as the last factor, students' demographic information has got its role in online education such their gender and origin country. Supportively, the quality of online education depends on the online-teaching ability of the instructors (Kim and Bonk, 2006).

Additionally, cognitive tasks which include responding to and editing questions, and thinking and reasoning information, affective tasks which affect the relationship between instructors and students, and managerial tasks which support motivating and coordinating students to participate in online courses and evaluating learning outcomes are effective in the delivery of online education (Keengwe and Kidd, 2010). Lastly, it should not be forgotten that institutions have their own special role in the success of online education, which is being dedicated to support and improve their instructional components used in online courses (Montelongo, 2019). Supportively, Pedro and Kumar (2020) claimed that the development, implementation, and continuity of online education highly depend on institutional support. According to their study, this support includes technical support for faculty and students, online course assessments, standards for course design, academic support for students, and trainings for faculty for online course development— such supports are ranked by the percentage of their impact on online education, and those below 70% are excluded.

Moreover, studies offering solutions to increase the effectiveness of online education are also available. For example; in their case study, Ebojoh and Xu (2007) first identified the major problems in online education and offered some ideas to decrease these problems. Communication is one of

these problems, and the authors claimed that it can be managed by applying to discussion boards and interactive technology. The second problem is the effectiveness of the related problem, which can be solved by having good assessment tools and appropriate delivery methods. The final and third major problem is the constraints that the students meet this can be overcome with an effective design of the courses. Consequently, more research and study are needed to have an effective and efficient online education (Oncu and Cakir, 2011).

Another issue to be studied is the impact of online education on students' learning. To investigate this impact, Akhter and Mahmood (2018) conducted a quantitative study with closed-ended questionnaire on 90 university student. The study analyzed the relationship between online education and students' computer literacy, creativity, learning motivation, and performance, and finally, concluded; online education increases the level of digital literacy of students, students can form their own study pattern and pace, and online education increases the creativity level of students which means they try to find new ways or ideas to study. Another impact of online education students' learning is the one on encoding and decoding processes of them but it is not generally regarded due to the cost-effectiveness and convenience of online education (Ahmed, 2018). Consequently, at all levels of education from primary school to higher, the quality and efficiency of online education will continue to be an issue, which brings more effort and work (Picciano et al. 2014).

As the last issue, studies which try to find new technological tools to boost student engagement in online environments are also available in the relevant literature. For example; Lindquist and Long (2011) conducted a qualitative study to develop such a tool and for this purpose, they interviewed faculty, graduate, and undergraduate students. As a result of this study, while primary sources help students to improve their learning experience and increase their enthusiasm, they also put forward several challenges. At this point, educational technology may be helpful to get over these challenges providing that they are easy-to-use and in compliance with the goals of the faculty.

2.2.2. Attitude towards Online Education

How students and instructors perceive or see online education is an essential factor for engagement. This is why this study includes a special part for attitude in the questionnaire and semi-structured interview used for data gathering. Al-Qahtani (2019) conducted a study on the perceptions of both students and instructors towards virtual EFL classes and worked on fifteen students and fifteen instructors. The results of the questionnaire showed that both students and their instructors have positive attitude towards virtual classes, and he also stated that virtual classes have an important role in improving communication skills, by claiming that virtual classes utilize technology opportunities to deliver information and to facilitate learning as well as communication.

In this sudden-coming period of COVID19, Coman et al. (2020) investigated the students' perception about online education with good reasons such as it was a new period and needed to be adjusted. An online survey was responded by 762 university students. The study findings supported that universities were not ready and prepared for online education, that is, they were caught unaware. The study also stated that the students thought that online education had disadvantages more than advantages. The most prominent negative side of online education was technical issues followed by low digital literacy of teachers and improper teaching style. Interaction had also its piece of the pie. The students stated that there was lack of interaction among teachers and students.

Since there is an increasing interest in using technology for instructional purposes, Wong and Fong (2014) tried to understand the students' attitudes towards traditional and online education as well as how beneficial is the use of technology. They compared both types of education in terms of effectiveness, motivation, and impact on assessment in the eyes of the students. A total of 323 students responded to the questionnaire, and resulted in that students tend to find traditional method more effective and there is no gender-related difference among the participants. Only, male students preferring online education thought interaction was not important compared to the female participants and those choosing online education put less emphasis on social interaction.

With the impact of COVID-19, countries around the globe had to shift a new education method suddenly, causing the closure of all kinds of education-delivering institutions. The adaptation of students and teachers as well as institutions to this new system has taken time. Education has started to be delivered through platforms on computers or other digital devices. To see the perceptions of students towards online education in India, Khan et al. (2020) conducted an empirical study on 184 university students to emphasize the importance of online education during ongoing pandemic and to determine the benefits of online education. They found that the participants have positive perspective to online education and accepted this new education system and also, technology enables to access information easily. With a relation research method applied to 370 high school students, Nayir (2015) has found a relationship between students' attitudes and their engagement. Students with high engagement level have more positive attitude towards school and thus, their engagement is a strong predictor of their attitudes.

While measuring the attitude of students concerning online education, their attitudes towards technology usage in education should be also taken into consideration. According to the results of an attitude survey on 151 participants aimed to see how attitude and digital literacy impact self-efficacy of the students, Prior et al. (2016) found that a positive attitude and digital literacy contribute to not only self-efficacy but also online learning behaviors. Slechtova (2015) aimed to examine the attitudes and opinions of the students concerning the usage of information and communication technologies for educational purposes by teachers and instructors and to see the aspects affecting these attitudes and opinions. A total of 200 students took part in the questionnaire, which resulted in that the

participants had different attitudes towards technology usage depending on their study fields, interests, and future career plans. That is, the students are not homogeneous in terms of technology literacy and attitudes, recommending that instructors should take into consideration these differences.

Attitude or view-related studies are also available in our country, Turkey. For example, Altunay (2019) distributed an online questionnaire to 62 first-year Turkish EFL students who have compulsory online English courses, and done semi-structured interviews with them, with the aim of investigating their opinions on learning English through online courses. On the one hand, the interpretation of the data gathered through the questionnaire revealed that students prefer face-to-face education rather than online courses. On the other hand, the interviews shed light on the fact that students are happy with online courses because of the time flexibility it offers. But they are not happy because they may lack of equipment and some technical problems may occur during online courses. The study has also revealed that students may have autonomy and motivation problems as well as they generally postpone studying for the related course. Lastly, the author states that for learning English, EFL students do not think that online education is as effective as face-to-face education. From a different perspective, another study was conducted on 98 EFL student teachers' attitudes towards the use of technology in education with the mixed-method approach combining a questionnaire and interview (Baz, 2016). The study revealed that the EFL teachers had positive attitude towards the use of technology in educational environments by identifying some good and worrying aspects of the this process such as learner engagement, convenience of technology, time-saving, and technical problems, making lazy and addiction, and abuse of technology by the learners. While the participants thought that technology attracted the attention of the learners, it could be bad for the learners by making them lazy. Although the technology was thought to make everything easy to reach by the participants, it could be abused by the learners.

2.3. Student Engagement

That student engagement has started to attract attention of researchers, politicians and educators for developmental purposes is a crystal-clear fact (Sambell, 2013). Since the popularity of student engagement is getting higher and higher, the definition of engagement should be conceptualized in order for researchers to catch up this popularity (Skinner and Pitzer, 2012). This is why, in this thesis, conceptualizing student engagement is seen as a prime of importance. "Student engagement is recognized as an important component of all teaching and learning," say Louwrens and Hartnett (2015). It can also be thought of as a positive feeling about learning, homework, and class (Spiker, 2020). Student engagement is known as "meaningful student involvement throughout the learning environment" (Martin and Torres, 2016:5). And, student engagement may be divided in two: social engagement and academic engagement (Dunleavy and Milton, 2009). In the same study, social engagement refers to the behaviors of students which are performed to take participation in the life

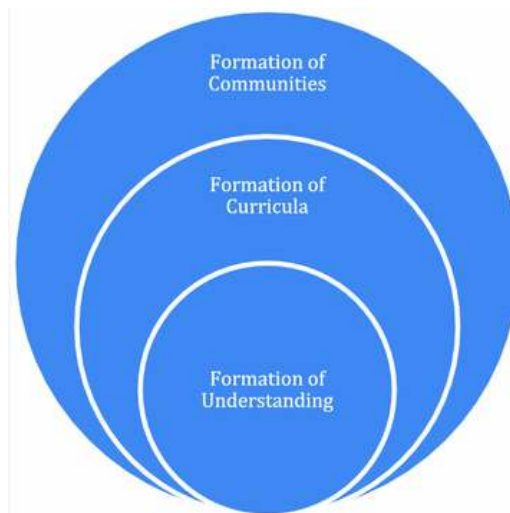
of school, and it covers interactions between students and their peers of teachers as well as sense of belonging and enjoyment of school.

On the other hand, engagement has an essential role in the success of the students. It is generally defined as the overall energy and time that students spend for learning and courses as well as course materials and activities (Gunuc and Kuzu, 2015; and Ghasemi et al. 2018). In other definition, it refers to the time and resources spent by students for the activities supporting learning at universities (Krause, 2005). And, oral participation is seen as a good indicator of engagement in classroom (Frymier and Houser, 2016). However, after Zhou (2015) interviewed 104 students learning English and 4 teachers, he reached that oral participation was essential for both teachers and students although they did not participate much orally, and they believed in its importance for learning. He added that the underlying issues were different for them: teachers might care about academic achievement while students caring about language learning. In her study, Fritschner (2000) interviewed 32 students, and concluded that participation may carry different meanings depending on students and faculty members, and she says (p.354-355):

They thought that participation was more than showing up for class and taking notes. For example, in the history class discussed above, a nontraditional female student stated her definition of class participation as being actively involved in the class discussion...In these classes many of the instructors defined class participation as showing up for class, keeping up with the reading, and paying attention in class.

Although the quality of teaching and learning in a higher education institution can be understood through student engagement, the meaning of student engagement is not clear at all (Ashwin and McVitty, 2015). They also state that its importance can be understood by discovering the focus and level of student engagement. In the way of understanding the focus and level of student engagement, they recommend us to find out what student engagement forms, which they categorize in three: individual understanding, curricula, and communities. Student engagement may increase learning outcomes of students as well as help them to form the course they study while shaping the institutions and societies in which they participate. This study claims student engagement to be a knowledge-centered experience, and says that student participation can only be “engagement” as long as it deals with disciplinary and professional knowledge.

Figure 2: The Objects of Student Engagement



Source: Ashwin and McVitty, 2015:345)

But, it should be taken into consideration that engagement is not same with involvement or participation. The meaning of engagement necessitates to be understood clearly. Astin (1999:518) defines student involvement as “... the amount of physical and psychological energy that the students devotes to the academic experience.” He also provides a definition for a highly-involved student: interacting with schoolmates and teachers, spending time in the school, and taking role in student organizations. Additionally, in the same study, Astin put forwards a theory named Student Involvement Theory. This theory claims five statements. First one is “Involvement refers to the investment of physical and psychological energy in various objects.” This statement refers that to be involved for a student; he or she should spend some energy both physically and cognitively in course-related activities. The second one is defined as “Regardless of its object, involvement occurs along a continuum.” In this statement, Astin claims that students have different level of involvement depending on subjects and they differ in terms of the amount of involvement. The third one is “Involvement has both quantitative and qualitative features.” It means that the measurement method of involvement level of students may be quantitatively – how many hours do they study?—and qualitatively – whether students understand the course?

The fourth one claims “The amount of student learning and personal development associated with any educational program is directly proportional to the quality of student involvement in that program.” In the fourth one, Astin claims that there is a strong relationship between the quality of involvement and academic achievement. The last one states “The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.” Lastly, this one assumes that the more a student is involved, the more that educational policy is successful. Based on these claims of the relevant theory, it seems that involvement is equal to engagement. However, “While conceptually similar, there is a key qualitative difference between

involvement and engagement: it is entirely possible to be involved in something without being engaged,” (Quaye and Harper, 2015:16). They state that a student may involve all activities and be present but he or she may not participate actively, ask questions, provide comments or talk to others. It can be said that that student is involved but not engaged. At this point, engagement can be defined as active involvement. And as in this Chinese proverb, engagement, which is active involvement, is crucial for learning:

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

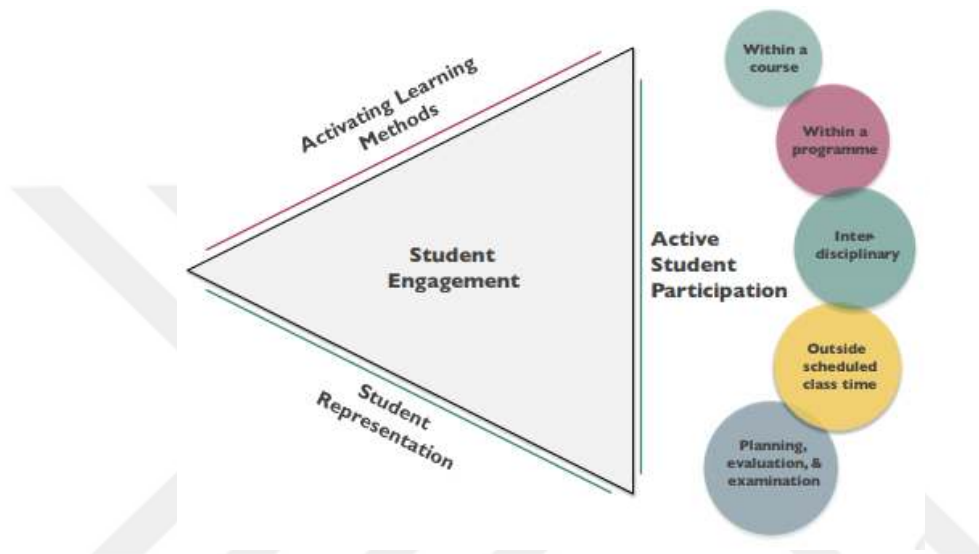
Additionally, participation can be roughly defined as attending to courses by asking questions, taking role in activities, and discussing. It is obvious that there is a relationship between student participation and academic achievement (O’Brien and Rollefson, 1995) as well as participation enhances the learning process of students (Abdullah et al. 2012). Additionally, student participation impacts positively not only academic but also social development, students’ grades increase in parallel with higher participation (Ahlström, 2010). However, the kind of participation subject to this achievement is active participation. *“The term of active participation is closely related to the students’ engagement during the teaching and learning activities because the students who are engaged will be involved and interested in the course materials and learning because the students are the central focus in the learning process”* (Rahayu, 2018:15). Murray and Lang (1997) also support this positive relationship between active participation and academic success with their study utilizing observations and experiments.

Dancer and Kamvounias (2005) assert in their study that student participation includes five different steps: preparation, contribution to discussion, group skills, communication skills, and attendance. Preparation refers to what extend a reads and understand the course material. Contribution can be made to the ongoing discussions by providing comments and asking questions while group skills are related to whether that student let other students contribute or provide assistance to others. Communication skills comprise the quality of communication between that student and others including classmates and instructors, and the ability of choosing appropriate vocabulary. Lastly, attendance defines whether that student physically participates in the activities or arrangements.

All these components form student participation. However, engagement differs from participation since it comprises students’ interest and motivation beyond participation (Johnston et al., 2015). Supportively, Barrineau et al. (2019) claim that active student participation is counted within the framework of student engagement on their engagement model, claiming that student engagement is a massive field which is generally exposed to many different interpretations (Figure 3). Their study is not just about the meaning of student engagement but it also reaches some ideas about why to be engaged from the eyes of the students. In the study, university students as

participants say that they should be engaged because the more they are engaged, the deeper they learn. In addition, they interact with their peers and so, they gain self-confidence by sharing their experiences, which contributes to their engagement. As mentioned above, this is why engagement is separated from involvement and participation in this study. The current study comprises student engagement since it includes participation and involvement as well as emotions and motivation of students at the same time.

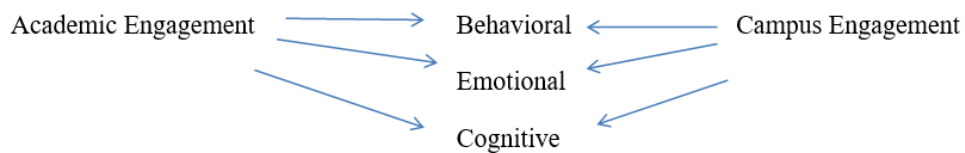
Figure 3: Student Engagement Model



Source: Barrineau et al. (2019:29)

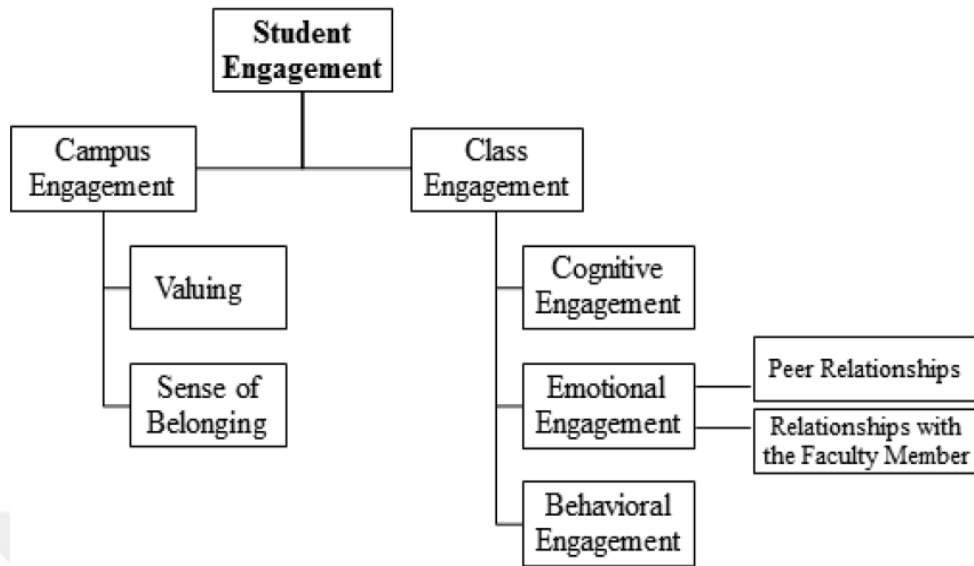
In the Figure 4, the dimensions and types of student engagement are provided. In summary, student engagement has three dimensions which are behavioral, emotional and cognitive. And generally, it is divided into two types which are academic engagement and social engagement.

Figure 4: Dimensions and Types of Student Engagement



From a different perspective, student engagement has two types: Campus Engagement and Class Engagement (Gunuç and Kuzu, 2015). In their study, they applied questionnaire to 805 students, and based on the factor analysis they identified that student engagement had two main types. Campus engagement and it has two subtypes, valuing and sense of belonging while class engagement has three types which are cognitive engagement, behavioral engagement, and emotional engagement, peer relationships and relationship with faculty members (Figure 5).

Figure 5: The Types of Student Engagement



Source: Gunu and Kuzu, 2015:600

Students may engage or participate in different ways in classrooms based on the dimensions of the engagement. And the three dimensions of the engagement as it is mentioned in the previous chapter - behavioral, emotional and cognitive - have an influence on the academic success and performance of the students (Delfino, 2019). In literature, students' academic engagement is seen to carry an important role in determination of students' success level, which implies that there is a positive relationship between the engagement level and success level of the students (Diner et al. 2017). *"Student engagement is critical for students' success"* (Norze, 2020:13). It can be also said that the more a student is engaged, the more he or she is successful in academic environment. For this reason, it is essential that the process through the engagement of students should be understood and supported truly (Korhonen et al., 2019).

Whether a student is engaged is not easy to be observed. Among the dimensions of engagement, behavioral engagement is the most visible one since someone outside can easily observe the behaviors of the student and decide if he or she is engaged. Engaged students display many behaviors inside the classroom such as taking notes, orally participating and asking questions (Mazer, 2013). And these behaviors may differ depending on students. Each student has his or her engagement style. As it is mentioned in the framework chapter, some students may engage through listening, taking notes and participating silently while some choose participating orally, asking questions and providing comments. By looking through the lecturers' lens, an engaged student is someone who shows more initiative, stays focused and asks questions (Silver and Perini, 2009). Among these engagement styles, silent participation is the most common one among students but oral participation is seen as the only predictor of academic achievement (Karabıyık, 2019).

Quiet students may be misunderstood and seen as unengaged in the classroom by their instructors who believe that engagement may happen only through oral participation, by ignoring that this silence can result from many reasons such as personality traits and situational factors (Medaille and Usinger, 2019). However, it cannot be said that being silent is not related with academic achievement. And also, silence cannot be always interpreted as disengagement of students (Nguyen, 2015).

Martin and Torres (2016) claim that student engagement can be clearly understood through its relationship with some elements such as school community, peers, and instruction as well as curriculum. They also provide information about student engagement change depending on time and courses. For example, student may be more or less engaged depending on the school term like spring or fall, or students may be more engaged in a course than a different course. They also add that student engagement is not merely related with in-class applications or practices; it is also correlated with extracurricular activities such as music and academic clubs. These extracurricular activities help students to acquire the sense of being engaged by reinforcing lessons, applying what they learn in class into real-life experiences, and taking responsibility as individual and as group. As a result, based on their study, it can be said that student engagement can be supported with offering extracurricular activities to students as instructors and institutions.

Strudwick (2017) conducts a project on active student participation in extra-curricular activities and student engagement beyond courses, and finds out that the importance of extra-curricular activities is all well understood by both, with her terms, more engaged and less engaged students while more engaged students see these activities as opportunities from the point of gaining new skills and abilities. In the project, students as participants defined themselves as engaged or disengaged so that a comparison between engaged or disengaged students could be possible. The project also makes a distinction between more engaged and less engaged students in terms of future career: more engaged students are surer about what they want in their future life compared to others. The study puts student engagement in three zones which are academic activities, sports and activities, and volunteering. However, both more and less engaged students are all aware of the importance of engagement based on the results of the interviews conducted for the project.

2.3.1. How to Promote Student Engagement

Student academic engagement is tried to be promoted by applying several ways as a result of its importance for students' academic achievement. By claiming that active participation would help students to make sense of the information provided to them and to learn to query that information, Korkmaz (2007) suggests that instructors should give students the opportunity to participate actively. When the importance of active participation for student engagement is taken into consideration, it can be added that active participation offers more permanent and meaningful learning. Dunleavy and

Milton (2009) suggest that there are some factors contributing positively to student academic engagement such as creating supportive learning environment, encouraging for active participation, and providing meaningful course contents. Another scholar offers several ways to promote student academic engagement for teachers as follows (Lent, 2014: 24):

- Teachers create opportunities for active rather than passive learning.
- Teachers encourage autonomy and nurture independence through choice.
- Teachers create relevance in assignments and topics.
- Teachers value and use collaborative learning methods.
- Teachers use technology as a tool to increase learning opportunities and depth of study.
- Teachers employ multiple teaching methods and texts.
- Teachers develop lessons and assignments that incorporate both challenge and success.
- Teachers differentiate and scaffold learning.
- Teachers create authentic assessments and offer timely and frequent feedback.
- Teachers develop a culture of inquiry within the classroom.

Another study offers many ways for the instructors to increase engagement and make sure that all kind of students are engaged in universities (Medaille and Usinger, 2019). In their study, the authors claim that the instructors should pay attention to redefine participation in the classroom and do (Medaille and Usinger, 2019:133-134):

- Consider other forms of class participation than speaking aloud
- Have students share their thoughts through written responses
- When asking students to speak in front of the whole class, give them time to formulate their responses before requiring them to speak
- Use technologies to encourage and redefine what it means to participate in classes
- Ask discussion questions that promote critical and creative thinking
- Ask questions that invite participation from those with a broad range of experiences
- Encourage students to communicate with instructors outside of class time
- Consider when it is appropriate to assign class presentations
- Use lectures when appropriate to the course content

Additionally, they also suggest that instructors should rethink about student participation in groups, and they say the instructors should do (Medaille and Usinger, 2019:135-136):

- Use group work to help students learn different perspectives
- Put structures in place for group work or make some recommendations for successful group functioning

- Share strategies for productive discussion, communication, and problem-solving in group work
- Give careful consideration to how groups are formed
- Assign smaller groups
- When appropriate, give students the option to work alone
- Encourage students to form study groups outside of the classroom

If the instructors pay attention to these items, the engagement level of all students will probably increase according to the relevant study. These items are not just valid for face-to-face education but also apply to online education since there are many similar things between these two types of education such as participation and assignments. However, the applicability of the aforementioned items is subject to discussion because it may not be possible to apply them in crowded classrooms.

As it is stated above, students' academic engagement witnesses many underlying factors and different perspectives. However, it is consensus that academic engagement is a key factor of academic achievement (Maroco et al. 2016). Moreover, a direct proportional relationship has been discovered that a student with higher academic engagement has higher academic achievement compared to the ones with lower academic engagement (Gunuç, 2014). And lecturers or instructors should take some steps to support and enhance student engagement in- and out- classroom (Taylor and Parsons, 2011). For example, Kumaraswamy (2019) recommends group activities to increase student engagement especially in large classes. This recommendation complies with the ones offered by Medaille and Usinger (2019), putting emphasis on the impact of group activities on student engagement.

Zepke and Leach (2010) have listed ten ways to promote student engagement by reviewing related literature. First one is to enhance students' self-belief. It implies that students who have enough confidence in their own abilities seem to have a strong motivator for active learning. Second is to boost autonomous learning and to make them feel that they have enough competent to achieve their goals. Third one is that teaching styles and instructors' characteristics have an essential impact on student engagement. The fourth one includes the fact that active and collaborative learning is needed. The fifth one that educational experiences may be offered to the students to challenge, enrich and extend their academic abilities. The sixth one recommends paying attention to students' characteristics in terms of different backgrounds. The seventh one, as mentioned before, is about making investments to support students academically. The eighth action claims that students' expectations change time to time and both institutions and instructors should follow and adapt to these changes. The ninth one is to enable students to become active citizens. And the latter claims that the development of social and cultural capital is necessary for engagement and success, as some minority students may need support to catch mainstream in the classroom.

2.3.2. Factors Affecting Student Engagement

Academic engagement of students is open to many external and internal factors. In their qualitative study conducted on a total of 23 undergraduate students, Ghasemi et al. (2018) state that there are six internal factors affecting student academic engagement: learning motivation, interest in learning, participation in extra-curricular activities, self-directedness, mental concentration, and demonstration of emotions. If students are actively engaged in classroom, their learning motivation may increase (Chuang, 2014). Saeed and Zyngier (2012) defend that students' interest can be pulled into essential learning activities by increasing their motivation. Interest in learning as a second factor is known with its outstanding impact on learning and academic achievement of students (Harackiewicz and Hulleman, 2010). As supported by Hidi (1990), if students are interested in the content or other course-related activities, their academic achievement increases correspondingly.

On the other hand, participating in extra-curricular activities for students increase their after-school employment awareness and contributes to their experiences (Stuart et al. 2011). Ghasemi et al. (2018) stated that self-directedness refers to things that students make for their own learning generally. And, it is also seen as a key element between university education and continuing professional development of students since it provides self-evaluation and makes way for reflection (Towle and Cottrell, 1996).

Ghasemi et al (2018) put emphasis on mental concentration since it encourages students to engage academically. It is also to be mentioned that teachers' teaching style is another factor having an impact on students' engagement since these styles can build and shape students' learning (Rahayu, 2018). Also, class size is another factor affecting student engagement. Instructors have more difficulties in ensuring students' engagement in larger classrooms (Harunasari and Halim, 2019). Finally, demonstration of emotions refers to satisfaction of students with learning, which indicates that students feel satisfied when they learn, and they engage with academic issues more when they are satisfied (Ghasemi et al. 2018).

Student engagement is open to many internal and external factors. External factors such as course environment and teaching style as well as internal factors such as motivation and personality types may impact the engagement levels of students. The relationship between student engagement and students' personality types has been investigated by many researchers such as Qureshi et al. (2016) and Zhang et al. (2020). Qureshi et al. (2016) aimed to find the role of personality as a predictor for student engagement using questionnaires on 117 undergraduate students and 35 teaching staff. Their study resulted in that different personality traits had different effects on student engagement like; agreeableness and conscientiousness were predictors.

Zhang et al. (2020) wanted 97 undergraduate students to respond a questionnaire to find out the effect of group personality types on students` engagement and found that personality types may have an impact on affective engagement defined as students` emotional response to the learning content and emotional experience of learning process. The study ends with an advice that instructors should take into consideration the personality types of students while organizing discussion groups to maintain and increase student engagement in online environments. Another example is from Indonesia.

Ariani (2015) desired to see the relationship between student engagement, personality, and communication. To reach this goal, a questionnaire was applied to 307 students and resulted in that personality types like being extrovert have a positive impact on students` engagement. That is, if a student is extrovert, he or she may have higher engagement level compared to other personality types. The study also revealed that there is a positive relationship between engagement and satisfaction, and there was no any gender-related difference among the participants. Lastly, Linvill (2014) stated that each student has a different approach to the courses and course contents, resulting in the fact that; individual student personalities have an impact on student engagement as well as student interest.

2.3.3. The Relationship between Student Interest and Engagement

Student engagement can be under the impact of many internal and external factors. Kahu et al. (2017) reveals the essential role of student interest in increasing student engagement and thus, positive student outcomes in their qualitative study with 19 university students. For example, if student think the activities performed in class are interesting or enjoyable, they tend to be more engaged (Ainley, 2012). Interest is a key element in reaching the highest level of student engagement, that is, if a student is interest in courses both emotionally and cognitively, it is possible for him or her to experience a high level of engagement in class (Mazer, 2010). Kahu (2014) has found the positive relationship between interest and engagement. The author found that students` interest is a way of increasing their behavioral and cognitive engagement because it enhances enjoyment, leading to more time and effort to be spent for courses. Also, the same study recommends to instructors to take into consideration the emotional engagement, which is interest, while designing and delivering distance education. Additionally, student engagement may be affected by many factors, one of which is teacher behaviors. Teachers` misbehaviors, such as being lack of the basic teaching skills, being cruel and mean, and not caring about the class or students, have a negative effect on student interest (Broeckelman-Post et al., 2015).

2.3.4. The Relationship between Student Motivation and Engagement

In their Self-determination theory, Deci and Ryan distinguished two different motivation types: intrinsic motivation which is about doing things because it is enjoyable or interesting to one; and extrinsic motivation which is doing things for other purposes (Ryan and Deci, 2000). The importance of motivation in engagement should not be underestimated since why students study determines their engagement level with courses and school directly. Student with high level of motivation tend to try to be more engaged in class compare to other with low level of engagement; accordingly, to reach engagement in class, student motivation should be taken into consideration (Nayir, 2017). In their cross-sectional study, Lee and Martin (2017) found that the main motivating factor for students was extrinsic motivation, which was earning participation grade in online class discussions. Also, social opportunities offered by the university or education institutions are an important factor impacting students' motivation seriously (Snopce and Alija, 2018).

Directly, increasing student motivation will increase their engagement level. Selvi (2010) states that the factors affecting student motivation in online learning environments include learning-teaching process, instructors' competence, and their time management as well as the system through which education is delivered online. In online learning, the opportunities that it offers such as time and place flexibility, source variety, and interaction may serve as motivating elements for students (İzmirli and İzmirli, 2015). Thanks to this positive relationship, learning better as well as showing successful academic outcomes depends on students' being motivated and engaged (Saeed and Zyngier, 2012).

2.3.5. The Relationship between Student Satisfaction and Engagement

The effectiveness level of education and learning are nationally important and today, online education has gained an essential role together with the development of distance education delivered by higher education institutions (Sinclair, 2011). Moreover, student satisfaction poses an important role in higher education, both in traditional F2F education and online education. Student satisfaction is defined by Weerasinghe et al. (2017:534) as "*a short-term attitude resulting from an evaluation of students' educational experience, services and facilities*". It occurs when students subjectively evaluate the educational outcomes and experiences they have (Elliott and Shin, 2002).

There are several factors affecting student satisfaction such as academic experience evaluation, teaching effectiveness perception, sense of belonging, and student-faculty interaction (Al-Sheeb et al., 2018). Also, the academic quality of teaching has found to be effective in students' satisfaction (Snopce and Alija, 2018). Supportively, Wei and Ramalu (2011) have found that service quality offered by the universities has an important role in students' satisfaction with school and education in terms of the three dimensions of service quality which are responsiveness, assurance, and empathy

based on their field study on 100 undergraduate students in Malaysia. Gender may not have determining effect on students` satisfaction as well as GPA while having a scholarship or not may affect the level of students` satisfaction (Osman and Saputra, 2019).

In addition to the aforementioned factors, teachers` expertise and courses offered by the program are other essential elements in students` satisfaction as well as learning environment and classroom facilities (Butt and Rehman, 2010). However, there are studies supporting that there are not a directly positive relationship between student satisfaction and quality education such as Cheng (2016). The study also claims that the overemphasis of student satisfaction may affect education quality negatively.

On the other hand, according to the analysis of the questionnaire filled by 283 students at higher education, Almusharraf and Khahro (2020) have found that the students were satisfied with faculty members providing that they agreed university staff on grading system, assessment options, and online technical support. Moreover, based on their quantitative study applied through a questionnaire to 329 university students, Mohd et al. (2016) have found that there is a strong relationship between students` satisfaction towards education and their engagement. In the same study, this positive relation has been proven to be true for the three dimensions of engagement which are behavioral, emotional, and cognitive. In brief, the positive relationship between student engagement and student satisfaction has been proven to exist (Rajabalee and Santally, 2020).

2.4. Engagement in Online Courses

Today`s children are born in a different world covered with technology, this is why Prensky (2001) calls them “digital natives”, different from adults who are “digital immigrants”. The effects of that technology can be seen in every area from trade to education. With the result of the up-to-date conditions such as Covid19 pandemic, an education harmonized with technology- can be called online education- has been an urgent issue. Online education may come out with different names such as virtual learning, e-learning, and online learning. In this thesis, it will be only called hereinafter online education.

Online education can be defined as offering education to students through technology opportunities in a virtual environment. In other words, “... any learning activity provided with the help of technology out of or supplementary to formal instruction” (Erarslan and Topkaya, 2017). Universities in different countries may offer online education to students, which is optional. However, this situation has radically changed in the last years because of a pandemic disease which has some implications on all our lives including education.

As a result of this change, as you all know, our country suddenly jumped into an online process due to pandemic Covid19 at all education levels including elementary, secondary, and university. Naturally, students and instructors had some challenges in the way of adapting to this new education system. And, policy makers put forward several facilities to detain these challenges and make it easy for both students and instructors to have appropriate education environment such as providing free courses via television, sharing course videos, and sending course materials.

However, these facilities were limited to the education levels not including universities since universities are accepted to be self-directed institutions. They have to find their own way in online educations. Hence, this brings many problems: Do universities have necessary platforms for online education?, Do students have devices and internet connection to participate in online courses? And Does online education fully fill the place of face-to-face education? These are only few of the questions come into mind in terms of online education. As to be emphasized in this thesis, whether students are engaged is one the main problematic issues in this new education system. The reason why it is one of these issues is that as it is mentioned above, student engagement is a key factor for academic success of students and it is seen as an essential element of education. As claimed by Everett (2015), student engagement is an indispensable part of effective online instruction, and it is worth to spend time and effort on it since it adds value to student learning.

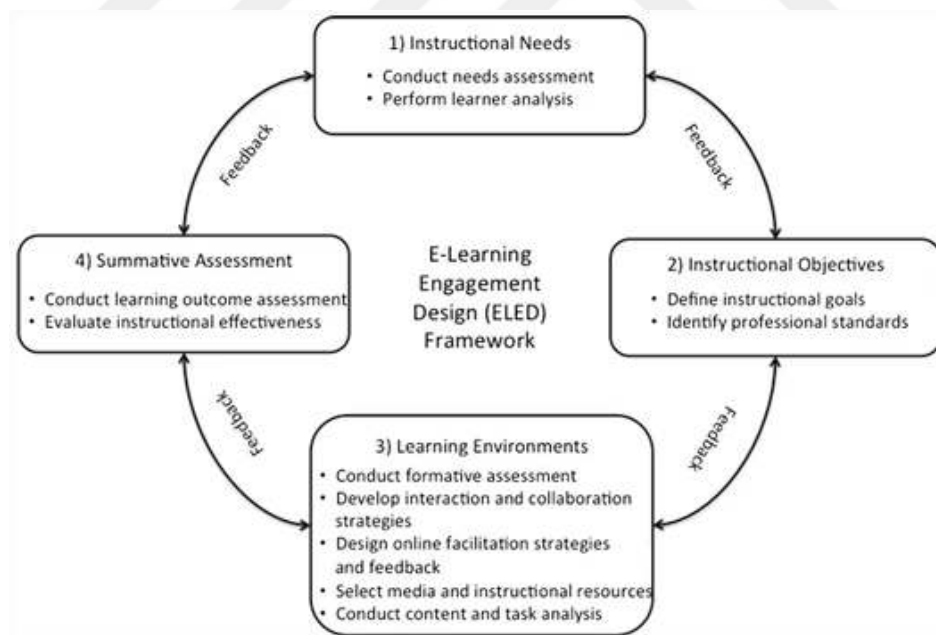
Student engagement has an important role in both learning and satisfaction levels of students in online education (Martin and Bolliger, 2018). It is widely known that student engagement in face-to-face education is quite important while it is cannot be said that this importance is well understood for online education (Louwrens and Hartnett 2015). Maia et al. (2019:51) expresses the importance of student engagement with these words: “*Student engagement is a key indicator of student academic success especially in the online environment, where students can study anywhere, anytime*”. Beyond this importance, another problem occurs; how to measure engagement in online environment. In physical classrooms, the factors such as bringing course materials, rising hands, and looking into the eyes of the instructors are among the indicators of engagement of students but in online education, observation of these behaviors is no possible.

Hence, new measurement techniques are needed to detect the engagement level of students. At this point, among the engagement types, cognitive engagement gains more importance rather than behavioral engagement because we, as instructors, cannot see their behaviors mostly. “.... *These underscore the importance of understanding how student engagement is achieved online and the accompanying difficulty of measuring it,*” (Casimiro, 2016). Besides, studies recommending ways to increase student engagement in online environments are available in literature such as Banna (2015), and Venton and Pompano (2021). Banna (2015) claims that different interactive design strategies may boost the engagement and involvement levels of the students in online education while Venton and Pompano (2021) recommend using active learning to increase students` engagement.

In their cross-sectional field study, Ekanayake and Weerasinghe (2020) aimed to determine the key factors to sustainable engagement of the university students in post-pandemic online education system. A total of 590 participants took part in their study which resulted in higher students' engagement in online education. The participants also stated that the live lectures were more effective than pre-recorded courses in terms of engagement. That is, live-lectures may increase the level of student engagement in online education. The study ends with a recommendation that a hybrid education system would be more effective than simple-home learning to keep students engaged.

In the way fostering engagement in online courses, Czerkawski and Lyman (2016) supports that instructors and online designers should adapt approaches that increase student engagement in terms of instructional design. And to do so, they have provided a framework called E-learning Engagement Design (ELED). In their framework, the authors support that the instructors or designers should first pay attention to the needs and learner types in the classroom, provide the learners with the goals to be achieved in the relevant courses, develop some strategies for interaction and collaboration and analyze the content as well as tasks and evaluate the learning outcomes and the effectiveness of the instruction method used.

Figure 6: Czerkawski and Lyman's E-learning Engagement Design (ELED)



Source: Czerkawski and Lyman (2016:534)

By wondering the engagement levels of EFL students during online education based on the three dimensions of engagement, which are emotional, behavioral, and cognitive, Susanti (2020) applied a close-ended questionnaire to 120 students. The study has found that the students' cognitive and emotional engagement is not high although the behavioral engagement is high in online

education. During online education, the EFL students had difficulties in helping fellow students, delivering their ideas, and being afraid of making mistake while participating, based on the findings of the same study. This study has a role in defining the engagement level of EFL students in online education.

Additionally, according to Dixon (2010), there are two primary reason to study engagement in online environments; first one is that online courses are and will be a part of our lives without considering how it started and they should be performed appropriately and effectively; and the second one is that engagement is an essential part of online teaching or another teaching methods as supported by (Kahu, 2013), Louwrens and Hartnett (2015), and Maia et al. (2019). In her further studies, Dixon (2015) claims that student engagement plays an important role in online education where students tend to feel isolated and disconnected to school, and thus, teachers and researchers should measure and evaluate student engagement.

2.4.1. Drawing Framework for Student Engagement in Online Education

The increase in the use of online education environments comes with a need to draw a theoretical framework for it (Bülbül et al, 2016). It has an essential role in researching for student engagement that not only the conceptualization of it but also the assumptions or models explaining its operation method should be identified (Skinner and Pitzer, 2012). At this point, Community Inquiry Model (CoI) comes into our minds.

Community of Inquiry model is an essential framework which helps both the relevant research and application of online education (Swan et al. 2008). Community of Inquiry is based on the understanding that higher education is not only a collaborative but also constructivist learning experience, and it needs purposeful engagement and interaction as well as relationships between group members (Vaughan et al, 2013). Vaughan and his colleagues claim that CoI depends on three key elements: social presence, cognitive presence, and teaching presence, and they believed that each category of the elements should be valued. In social presence, open communication and group cohesion are essential while in cognitive presence represents exploration and integration as well as resolution. Teaching presence as the last key element refers to designing curriculum and teaching methods, and focusing issues in online higher education.

Table 3: The Elements of Community Inquiry Model

Elements	Categories	Indicators
Social Presence	Personal/Affective Open Communication Group Cohesion	Self-projection/expressing emotions Learning climate/risk-free expression Group identity/collaboration

Table 3: (Continue)

Cognitive Presence	Triggering Event Exploration Integration Resolution	Sense of puzzlement Information exchange Connecting ideas Applying new ideas
Teaching Presence	Design and Organization Facilitating Discourse Direct Instruction	Setting curriculum and methods Shaping constructive exchange Focusing and resolving issues

Source: Vaughan et al. (2013: 12)

Student engagement is too wide to be framed just in a way. A second perspective to student engagement is introduced by Skinner and Pitzer (2012). By guiding the aim of introducing a perspective on student engagement by focusing on its importance in long-term achievement and academic success as well as cumulative learning and organizing school experiences of students, they put forward a motivational engagement model to encourage instructors and institution to support learning and engagement. In this model, disaffection is used as opposed to engagement.

Table 4: Skinner and Pitzer's Motivational Conceptualization of Engagement

	Engagement	Disaffection
Behavior Initiation Ongoing participation Re-engagement	Action initiation Effort, Exertion Working hard Attempts Persistence Intensity Focus, Attention Concentration Absorption Involvement	Passivity, Procrastination Giving up Restlessness Half-hearted Unfocused, Inattentive Distracted Mentally withdrawn Burned out, Exhausted Unprepared Absent
Emotion Initiation Ongoing participation Re-engagement	Enthusiasm Interest Enjoyment Satisfaction Pride Vitality Zest	Boredom Disinterest Frustration/anger Sadness Worry/anxiety Shame Self-blame
Cognitive Orientation Initiation Ongoing participation Re-engagement	Purposeful Approach Goal strivings Strategy search Willing participation Preference for challenge Mastery Follow-through, care Thoroughness	Aimless Helpless Resigned Unwilling Opposition Avoidance Apathy Hopeless Pressured

Source: Skinner and Pitzer (2012:25)

Engagement theory has been put forward by Kearsley and Shneiderman in 1998 and says “students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks” (Kearsley and Shneiderman, 1998:20). The authors claimed that engagement theory evolved from their personal experiences. Believing that this kind of engagement can occur in face-to-face education in which technology use is limited, then it can be supported with technology. This is why engagement theory was created to be a conceptual framework for technology-based learning and teaching, that is, online education. Moreover, this theory focuses on successful collaborative teams working on projects meaningful to others.

There are three basic principles of this theory; Relate, Create, and Donate. The relate component refers to the teams behaviors involving communication, planning, management, and social skills, which claims that collaboration is a factor that boosts student motivation to learn. The second principle is create component which suggests learning process to be a creative, purposeful activity, which emphasizes the importance of creating their own projects rather than filling ready tests for students. The third and last one is donate component which refers to a useful contribution while learning.

As a result, this theory claims that engagement should involve collaboration, team work, meaningful projects directed by students, and creativity in learning. Just like the words of the authors themselves support: “*Engagement theory is different from many older models of computer-based learning in which the emphasis was on individualized instruction and interactivity. Engagement theory does promote interaction, but human interaction in the context of group activities, not individual interaction with an instructional program,*” (Kearsley and Shneiderman, 1998:20-21). In this study, this theory is not followed because individual interaction is believed to carry an essential role in student engagement, and thus, student learning.

2.5. An Analysis of the Related Studies

2.5.1. Studies from Turkey

Çakir and Solak (2014) conducted a quantitative research to investigate the factors affecting Turkish EFL students` online learning in which 231 male and 279 female students studying online English courses at a vocational higher school participated. The study found out that students had anxiety while studying, and this anxiety decreased their academic achievement. On the contrary, perceived ease of use, attitude, satisfaction level, and self-efficacy had a positive impact on students` academic achievement according to the results of the same study. At the end, the author recommends that facilitative activities such as presentations or videos should be prepared for students to adapt to the course easily, and necessary help should be provided when they in trouble. This study investigates the factors affecting the online education, but it also reveals the reasons of students` less interest in

course, that is, engagement. As it is mentioned above, engagement is related to and covers the students' efforts spent for the lessons. This is why the relevant study is important for the field of online education and student engagement.

A mixed method study was conducted on EFL students in Turkey, and 314 preparatory students participated in the questionnaire while 19 students joined in-depth interviews (Öztürk and Ok, 2014). The aim of the study was to identify how the behaviors of the instructors affect the participation of the students in classroom, face-to-face education. From the perspective of the students, the most motivating behaviors are recommended as follows (Öztürk and Ok, 2014:131):

1. Put a smile on your face in the classroom
2. Take some breaks when students are tired or bored
3. Have a sense of humor
4. Be energetic
5. Create a relaxing atmosphere in which students can easily exchange ideas very motivating
6. Correct mistakes with a smiling face and by motivating
-

The items listed above continue but their applicability is limited to face-to-face education, that is, a physical environment is necessary. When it is come to online education, new methods are needed. And identifying these methods brings further research as the current study tries to reach. This thesis will try to provide instructors with new strategies for online education to increase students' motivation and thus, engagement.

A study was performed on 47 students via a questionnaire to investigate what attitudes EFL students have towards e-learning and how online courses affect student success at a state university in turkey, and the results showed that students do not pay much attention to online courses the time they spend for those lessons is limited (Erarslan and Topkaya, 2017). The same study also revealed that students tend to think that online courses are not beneficial for them and they prefer face-to-face education rather than online courses. In addition, the scores of the students were low in online courses, and the students stated that they had difficulty in completing assignments in the permitted time due to some personal restrictions like not having technological devices and net connection failures. The study suggested that online courses should be designed carefully, and instructors should encourage students more.

Ergün and Kurnaz (2017) tried to investigate the engagement levels of students in online learning environments and to examine the students' sense of community which is denied as the feeling of self-commitment. For this aim, they surveyed 175 students from different departments in a state university and concluded that the students have a high level of community sense which is in

a positive relationship with student engagement. Their study also has revealed a relationship between attending live courses and engagement.

Boyacı et al. (2018) wanted to investigate the reasons weakening the engagement of the students and dragging them to change their school. They interviewed 13 engineering students who were transferred to other universities. Although the characteristics of the participants are different from the current study, it can be said that students' engagement in any department may be affected by the same factors. Within these factors, there are program characteristics, the interaction between faculty and students, and the characteristics of the city where the university is located in. Also, the study has found that students may change their school, thus their city, to reach better conditions and opportunities. The approach of the administration should not be disregarded. The study suggests that institutions and policy makers should try to make things equal for all students in order not to lose their students.

With the aim of determining the level of engagement of the students at higher education, Ilhan et al. (2018) developed a questionnaire based on two subcategories which are academic engagement and social/cultural engagement. In this way, they surveyed 451 university students, and concluded that the students have a moderate level of engagement while they have a low level of social/cultural engagement. Another finding of the study is that the students do not communicate with their instructors out of the classroom but they have a strong communication level with their peers. The study suggests active learning in curricula design to increase engagement level as well as free activities to engage students.

2.5.2. Studies from Abroad

Azman et al. (2005) wondered the engagement level of students and whether there is a gender-based difference in terms of engagement, and conducted a quantitative research with self-report questionnaire containing 40 questions. They chose 1097 final year students from eight different faculties as participants. The reason why they preferred final year students is because these students are in the position to evaluate their whole learning process. Their study has found that there is no difference between male and female students in terms of engagement. The study also has some implications which are: if the faculty increases the student-instructor interaction, students' learning will be stimulated, and the faculty should know who their students are and what their characteristics are and pay attention to their intellectual development. If they do so, the response and enthusiasm of the students will increase as well as their engagement level.

In their study conducted on 791 participants, Chen et al. (2008) tried to compare the students studying at distance education and the students studying at campus in terms of engagement in educational practices. They found that the students studying at distance education could be engaged

as much as their campus peers, and that age could be a factor on the level of engagement. For example; older distance learners could be more engaged in mental activities but less engaged in activities demanding peer interaction. Based upon their results, the authors put forward the idea that distance education could compete head-to-head with face-to-face education at least in terms of engagement.

Dixon (2010), in quantitative study utilizing a questionnaire on 186 students different campuses, aimed to find the activities and interaction methods increasing student engagement in online education but the study resulted in an unexpected result: there is no such an activity to directly support student engagement. Additionally, the same study also suggests that higher engagement may be related to multiple communication channels and the interaction between student-student and student-teacher may promote student engagement in courses. Based on these findings, the author advises the instructors lecturing online to use active learning by making sure that there is meaningful and various interactions between students and the instructors as well as between students and students.

Sun and Rueda (2012) focused on the relationship between the three known dimensions of the engagement and motivational and learning variables. They used an online survey applied to 203 students having online education to investigate this relationship. According to their study, there is a strong relationship between the dimensions (cognitive, behavioral, and emotional) and situational interest and self-regulation while computer self-efficacy of the participants is not related to these engagement dimensions. The same study suggested that online activities and tools such as forums and multimedia can help to increase the emotional engagement level of students but the same success is not possible for the cognitive and behavioral dimensions of engagement. A comparison study between online education and face-to-face education in terms of students' levels of engagement, ability to learn autonomously, and satisfaction with peers and faculty was conducted by Rabe-Hemp et al. (2009). In their study, Rabe-Hemp and her colleagues investigated the differences between these two education environments and concluded that, in online education, students are more reflective in their learning activities while they are more collaborative in face-to-face education. Additionally, students involve more in class discussions and spend more time to be prepared for the course when it is compared to face-to-face education.

A paper chose to look from the perspective of the students, and focused on the engagement strategies that the students want their instructors to do in online education (Chakraborty and Nafukho, 2014). As a result, it classified these strategies in five sections as follows:

1. Creating and maintaining positive learning environment
2. Building learning community
3. Giving consistent feedback in timely manner

4. Practicing flexibility using technology to deliver the right content
5. Providing proper support system

If these aforementioned five sections are realized by the instructors, the students believe that they would be more engaged in online courses.

A comparison between students and teachers on online student engagement was performed by Louwrens and Hartnett (2015) with interviews, and the study revealed that teachers believed the low student engagement may be because of teachers' low engagement with activities. It indicates that teacher engagement is as much essential as student engagement. Their study also found out that choosing activities, in which students are interested and which students find entertaining, has an important effect in increasing student engagement.

Dixson (2015) stated that student engagement is extremely important to students' learning and that it gains more importance when online education is the matter. This increasing importance comes from the reason that in online education, students may feel isolated and disconnected. Based on this statement, she believes the necessity of measuring student engagement and applied an Online Student Engagement Scale on 34 students to see their engagement level during online education. In her study, first of all, she applied a questionnaire to the participants, and then, she followed their behaviors in an online course management system. As a result of her study which was based on the students' self-reporting of engagement and tracking information of their behaviors, it has been found that student engagement is highly related to application learning behaviors of students such as reading e-mails and discussion posts, and viewing course contents and documents.

A case study which was performed on 965 participants has showed that the students choose online courses for several reasons such as problem-centric learning with clear expositions, instructor accessibility, and peer interaction (Hew, 2016). In their experimental study on the students learning a foreign language, Akbari et al. (2016) compared two groups, control group and study group, in terms of the use of social network in learning. The control group had face-to-face education while the experimental group underwent education through a social network platform. The experimental group was reported to be more engaged and motivated interestingly in education than the control group that was educated traditionally.

Asif et al. (2016) conducted a research on the factors effecting students' cognitive engagement in online education on 24 participants via focus group discussion, and concluded that some factors such as being very flexible, technology shut-down, and less facilitation of faculty have an impact on the cognitive engagement level of the students. The study states that the needs of individuals in terms of online education may change depending on person to person, and recommends universities to catch up on the educational technology developments and to use them wisely.

By being aware of the importance of student engagement in education, Casimiro (2016) conducted a study utilizing discourse analysis to find out the conditions that would support student engagement in online courses. The study revealed that cognitive engagement can be achieved online courses through discussion forums. Students stated that if a discussion environment can be created, they would be more active and participate in course-related discussion, which supports their cognitive engagement. The study also investigated any demographic difference among the students such as gender, class, and age. However, it concluded no difference between male and female or young and old participants. Both female and male students were active in online courses, and age was not a predictor for engagement difference. As well, being first class or fourth class was not important although new students were less active than other students. But they could catch up them soon.

Martin and Bolliger (2018) investigated the engagement strategies to be used in online education in their survey-based study with 155 university students. Their study revealed that it is a necessary for institutions to design and apply engaging learning experiences in order to reach success in online education. Another finding of the study is that student engagement can be promoted by delivering interactive courses and making the online courses easier. This study can shed light on the difficulties that instructors meet in online education and provide ways to keep students engaged.

Lowenthal and Dunlap (2018) believed the importance of social presence of students in online courses and conducted a study to investigate the students' perceptions on social presence in online education. The study included both interview and questionnaire methods to collect data on 101 students studying online. The results have revealed that students choose interaction with their instructors rather than their classmates, and students are different in terms of social presence, and thus, they prefer different strategies for social presence. It is also found that written feedback and one-to-one emails increased the social presence levels of students, and social presence helped students to see other students' strategies for successful learning.

A qualitative study was conducted on 58 EFL students studying at Misurata University to find out the reasons of low participation of students to online courses through Google Classroom (Braiek, 2018). Participation in those classes is an element of student engagement, and thus, this study has a role in understanding students' behaviors in online education. The author names online education as cyber classes and says "*Cyber classes provide space for teachers and students to extend and consolidate classroom interactions, engage in meaningful discussions and share ideas, information, and relevant materials.*" The study has found that EFL students have positive opinions on cyber classes but they are not active users unlike it is expected from them. The reasons behind this lack of activity, based on the results of the study, included technological concerns, language proficiency, and lack of tangible outcomes. The study emphasizes that today's students are used to use technological devices such as computers and smartphones and they are literate in terms of

technology, and online education should be easy for them to adapt. However, this relationship does not guarantee high activity in online courses. The study also has some recommendations for instructors to increase student participation in online education.

1. Vary the activities
2. Provide feedback for individuals
3. Be interested in activities
4. Learn how to use technological opportunities efficiently

The study also has advices for universities; new regulations for supporting and facilitating online education, and integrating technology and education, and providing cutting-edge technology to both instructors and students as much as possible.

Maia et al. (2019) states that the students who spend more time on assignments than their peers and participate in extra activities have higher academic achievement. Their case study has found that if students engage with courses more, their academic success will increase. This finding emphasizes the importance of student engagement in online education.

Berg et al. (2019) tried to look at the situation from a different perspective, faculty engagement in higher education, and studied 57 students from different faculties. Their purpose was to see what students expect in terms of faculty engagement in online education and in terms of the requirements that institutions should provide for faculty members for student engagement. The study used engagement theory as a tool to analyze the data gathered through a qualitative approach for which a survey with open-ended questions was used to collect data from the participants. Seeing engagement as a way for students to participate in education-related activities which are collaborative and interactive, the authors identified several results. These results included the differences between two purposes: the expectations of students and the requirements of institutions on faculty engagement; and how faculty and administrators can work together to minimize these differences. The study also had some advices for the faculty members. It suggested them to put themselves in students' places and to reconsider the assignments they gave to the students by thinking whether these assignments were logical or whether the students had enough material to complete them.

A current study of Lee et al. (2019) was aimed to detect the existing factors and indicators for measuring sustainable engagement of students during online learning. The participants of the study were 737 Korean university students, and based on the data obtained from the participants, six main factors were identified affecting student online engagement. These are psychological motivation, peer collaboration, cognitive problem solving, interaction with instructors, community support, and learning management. These factors were used by the study to form an appropriate measuring tool of student online engagement. The study also stated that the existing measuring tools were designed

to measure student engagement in face-to-face education not online education. It also recommended that student might be more engaged with courses when they take the responsibility of their own learning.

In the way of promoting student engagement, Harunasari and Halim (2019) put emphasis on the importance of student engagement for learning and how it is reflected in active participation such as expressing opinions and asking questions. However, they claimed that students may be reluctant to participate actively due to their fear of speaking in front of people, which negatively impacts their engagement. To touch this issue, they conducted a study with the methods of interviews, classroom observation, and students' task submission on 41 EFL students. The level of engagement was measured on the basis of its three dimensions which are behavioral, cognitive, and emotional. As a mediator, they used a digital back-channel chat platform, which they define as digital conversation device, to promote students' engagement. With this mediator, students having fear of speaking before people can write their opinions. Their study concluded that the class size is not a problem in terms of increasing student engagement when instructors use a back-channel device.

Farrell and Brunton (2020) define online student engagement as walking a tightrope because the balance between work and meeting the responsibilities of their learning should be kept. For their case study, they gathered data from the students studying online via semi-structured interviews, and analyzed thematically. The results of the analysis have found that student online engagement may be affected by several factors. These factors include peer community, teacher's engagement, self-confidence, and course design. The authors emphasized the importance of course design since it may encourage students to engage or not to engage. This is why it should be prepared appropriately and suitable to the student needs. They also added that some individual features such as study skills and time management were also among the elements affecting student engagement in online education. Additionally, the students participating in this study stated that teacher's behaviors have an essential role in their engagement level. Teacher's support is an essential element of student online engagement since students feel encouraged with this support.

Student engagement is not only subject to the studies using surveys or interviews, but also to experimental studies. A quasi-experiment study was conducted on 46 college students by Xu et al. (2020). They divided the participants into two groups: experimental group which had teacher facilitation during the activity and control group which did not have teacher facilitation. The study was conducted on an online discussion program by taking into consideration the three dimensions of engagement; behavioral, emotional, and cognitive engagement. A questionnaire was filled by the participants to report their emotional engagement while content analysis was used to determine their cognitive and behavioral engagement. The purpose of the study was to compare the engagement levels of the participants in these two groups and in accordance, the results showed that the behavioral and cognitive engagement of the experimental group was higher than the control group. However,

there was no difference in terms of emotional engagement between the experimental and control group. A last finding of the study was that the behavioral and cognitive engagement of the participants got higher just as with teacher facilitation when student leaders appeared in the control group.

By utilizing the self-determination theory, Badiozaman and his colleagues (2020) investigated student engagement in Malaysia, with a survey filled by 838 students studying at higher education. They tried to understand the difference between the thoughts of the students about ideal engagement and what they do actually. The study has found that for enhancing and sustaining student engagement in higher education, a supportive environment should be created with the help of the basic physiological needs, such as competency, autonomy and relatedness, determined by the self-determination theory. In the same study, the importance of the quality of interaction among students and teachers is emphasized one more time for enhancing student engagement.

With the aim of detecting the engagement levels of students from different grades, Lu (2020) conducted a quantitative study on 64 participants. By being aware of the importance of engagement in keeping students in online education, the author tried to understand the meaning of engagement for students. The study has found one more time that teacher has a quite important role in student engagement. The findings of the study showed that continues feedback of instructors increases the engagement level of students as well as facilitates learning, enhancing students` performance, and increases satisfaction of them with courses. Thus, students feel more encouraged to engage with courses and other course-related issues. The study also finds school managements responsible as much as instructors from student engagement in terms of almost anything related to courses such as providing necessary facilities and making it easy to access school-related materials.

As Paulsen et al. (2020) state, online education affects educational outcomes but the relevant literature covering the relationship between online education and student engagement is far more behind being completed. And also, measuring student engagement means measuring student success since it helps us to determine key factors having a role in achievement and failure. However, when we compare online education and face-to-face education, some differences may occur. Based on the data gathered via a questionnaire prepared as 2015 NSSE (National Survey of Student Engagement), the same study puts forward that online education is not as effective as other education types because some problems may occur in online education such as lack of faculty-student interaction and partner learning.

Norze (2020) applied a cohesive and interactive online teaching style on 20 university students by taking into consideration student engagement. The aim here was to increase engagement, as just student success, by applying different activities that make students more engaged. As a result of the study, the author said that the academic achievement of the students had a positive relationship with

online engagement level in online courses. The use of cohesive and interactive online teaching may lead to an increase in student academic performance. This increase in students' engagement also resulted in an increase in their notes. The study also suggests that even in face-to-face education, the instructors should use online teaching technology opportunities to enhance their teaching practice and they should also design their instruction methods as to encourage student participation and involvement. For example: they may let students to choose their own assignment topic among the subjects in which they are interested. With this way, the creativity, engagement, and learning of the students may be enhanced, and they can take control of their own learning.

Vytasek et al. (2020) focused on student engagement in their book chapter and tried to define challenges and solutions in terms of student engagement in online and face-to-face education. They emphasized that to offer analytics describing student engagement and recommend engagement styles which are more efficient, the meaning of student engagement should be understood clearly as well as how to observe and measure it, and what is the relationship between student engagement and academic success. In their own words, *"In classrooms and in online learning environment, there is strong evidence for positive relations between student engagement and valued outcomes for students, instructors, and educational institutions"* (Vytasek et al., 2020:23). The study also stated that participation in discussion forums, interpersonal interaction, and course attendance has a direct impact on students' academic achievement. It also implies that students' achievement is one of the indicators of engagement but not fully covers it because it does not define all engagement patterns used by students.

Additionally, the dimensions of engagement mentioned before, emotional, cognitive, and behavioral, are touched in this study to show new ways to make students close better learning. As being one of the three dimensions of student engagement, emotional engagement is highly pointed in this study. It says that emotional engagement is an essential element combining other elements, and needs to be included in while measuring engagement. Cognitive engagement also has its share in the study because it is crucial in student success. Cognitive engagement, according to the authors, attracts much interest of researchers in understanding students. And, analytics based on student activities while searching about a topic in internet full with huge amount of information can provide knowledge about their cognitive engagement patterns such as; which learning activity they use, to what extend they have metacognitive control of study strategies, and how information available is used. However, the last dimension of engagement, behavioral, was not touched in the study. It also claims that measuring quantity of student engagement is a challenge for them. Quantity of engagement includes frequency and timing of activities performed for courses. Consequently, this study is a good example for understanding students engagement in both online and classroom education and for determining the challenges in engagement-related analytics with recommendations.

By being in the search of the relationship between teacher-student relationship and student engagement, Thornberg et al. (2020) conducted a sequential explanatory mixed method research which contained both quantitative and qualitative approaches. For the quantitative approach, the authors used a survey on 234 participants while they utilized focus group interview and constructed grounded theory analysis for the qualitative approach on 120 participants. Their study resulted in that there is a positive relationship between teacher-student interaction and student engagement. That is, a positive and supportive teacher-student relationship will promote and predict student engagement overtime.

Kim and Ekachai (2020) conducted an experiment on 94 undergraduate students to see how online syllabus used in college courses have an impact on students` engagement, looking from a somewhat detailed perspective in their study. They used different types of online syllabus in their experiment and observed which syllabus was chosen and preferred most in the online courses, by supporting this with group interviews. According to their study, the students preferred the syllabus with color fonts and visual aids rather than the ones with black and white texts and without visual items. Additionally, they also found that the students chose the technology-nested syllabus mostly. As a recommendation, the authors said that the instructors should use a more interactive, web-based syllabus to increase the engagement level of the students. The study indicated a limitation concerning the gender distribution of the participants taking part in the experiment since the gender might be a discriminative factor in terms of learning and internet usage.

Trinidad and his colleagues (2020) wanted to see the ideas of the students on the activities or teaching methods thought to be effective, engagement-triggering, or learning-booster. They argued that the most of the research in the higher education pedagogy did not make a distinction among the pedagogical methods which students are interested in, which increase engagement level, which students learn more, and which are considered effective by students. This was why they aimed to shed light on this confusion. In this path, they interviewed 32 college students and found that students considered the pedagogical methods including more personal involvement engaging and effective while they thought that the ones including more independent work were unengaging but effective. Additionally, the ones with little critical thinking were engaging but not effective in terms of learning while the ones creating an unhelpful environment for them were thought to be neither engaging nor effective. This study was a good example in the way of seeing how students perceive the pedagogical method applied by the instructors to be effective and to increase engagement level of students.

By adopting an integrative review approach, Venn et al. (2020) wanted to investigate student engagement based on learning technologies and to reveal the most preferred themes and trends in the relevant field. This approach was based on five stages which were problem identification, literature search, data evaluation, data analysis, and presentation, respectively. For the study, 22 articles were selected and analyzed, and the key terms were detected. Their study resulted that most students were

already familiar with technologic and digital sources in education, and that different genders had different cognitive strategies in terms of engagement with education technologies. Lastly, the study also remarked that the use of educational technology may improve the level of cognitive engagement.

2.6. Summary

Education is at the heart of our lives and needed every time. This truth does not change. The thing that changes is the type of education, that is, how education is delivered. Through history, education has become on site, distance, online, and hybrid. And who knows how many new types of education will occur? In this chapter, online education has been tried to be defined and the related studies have been revealed.

Student engagement has been a crucial element in education since it has an impact on success of students and instructors as well as institutions. This chapter tried to focus on student engagement in general and provide an analysis of the studies covering engagement in the literature. Student engagement has three dimensions; behavioral, cognitive and emotional, and the studies pay attention to these dimensions. The review also provides information about the factors affecting student engagement such as learning motivation, interest in learning, and mental concentration (Ghasemi et al. 2018). Additionally, there are ways to promote it as offered by Lent (2014) and Dunleavy and Milton (2009). Moreover, the chapter touches engagement in online education. Many countries including Turkey have shifted a compulsory online education lately, and shift has changed the needs of education system. Engagement is also essential for online education and it worth to be investigated (Everett, 2015). Later, a framework was tried to be drawn to student engagement such as Community of Inquiry as well as Skinner and Pitzer's Model of Motivational Conceptualization of Engagement (2012).

Additional information was given for why and how to measure student engagement. After defining the reasons to measure student engagement, the chapter also gives examples like NSSE (National Survey of Student Engagement). Lastly, it represented an analysis of the related studies in and out of the country. The studies about student engagement, especially in online education, is highly limited such as Çakır and Solak (2014), Öztürk and Ok (2014), and Erarslan and Topkaya (2017). On the other hand, student engagement attracts more attention worldwide such as Sun and Rueda (2012), Asif et al. (2016), and Xu et al. (2020). Consequently, it is seen that in our country, student engagement needs further investigation as a result of its importance in ELL classrooms which are different from others because they deal with one more language. That is, they have to learn content in another language, which makes thing more complicated.

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

In this chapter, the methodology of the study will be introduced, including the nature of the study, research questions, setting and participation, data collection instruments, piloting, procedure and data analysis techniques. Each one will be detailed and justified respectively.

3.2. The Nature of the Study

This study utilized a mixed methods research design which allowed for the collection of both qualitative and quantitative data. This research design was chosen because such a triangulation could provide a better understanding of the nature of student engagement. Combining multiple methods in investigating student engagement is recommended because each method offers different benefits (Fredricks and McColskey, 2012). In other words, the strengths of one method may be used to compensate the weaknesses of the other one (Dörnyei, 2007). As Bryman (1988) has claimed (167):

Quantitative and qualitative research can be frequently be found together in particular substantive areas in the social sciences, be it delinquency, classroom studies, or whatever. By and large, the two research traditions can be viewed as contributing to the understanding of different aspects of the phenomenon in question.

There are several reasons for using a mixed methods approach in studies (Creswell, 2012). First, having both qualitative and quantitative data provides a better understanding of the research problems. Second, mixed methods are used when an alternative perspective is needed in a study. And third, a mixed methods approach is preferred when one of these methods is not enough to address the research problem and questions. Mixed methods approach also allows the researcher to benefit from the advantages of both qualitative and quantitative research. Qualitative research is generally applied on a small sample size or even on one case, which enables the researcher to investigate the research matter deeply by focusing on small number of participants. Moreover, it tries to reveal the quality of the relationships or situations (Fraenkel et al., 2012). In addition, qualitative research focuses on not only the process but also the product. By doing so, it aims to define the process which leads to certain events or situations in life. Finally, the perspectives of the participants are highly

special for qualitative research since it primarily deals with how people see events individually. On the other hand, quantitative research can be applied on large number of participants (hundreds to thousands), which enables generalization of findings.

Henrie et al. (2015) provide a good summary of the tools to use to measure student engagement as well as their strengths and weaknesses. Following this review, quantitative approach has been chosen since it makes it easier for researcher to reach participants and to reduce the cost and save time, and qualitative approach has been chosen to explore the student engagement at individual level. In summary, the current study uses both qualitative and quantitative techniques to utilize the strengths and to eliminate the weaknesses of each method.

Table 5: The Strengths and Weaknesses of Measurement Tools for Student Engagement

Measure	Strengths	Limitations
Quantitative self-report	Easy to distribute	May be too difficult for young children to complete
	Usable in F2F and distance learning	
	Useful for self-perception and other less observable engagement indicators	May be tedious if frequent repeated measures are necessary
	Effective for studies of student engagement at the course and institution levels	Cannot be used to observe engagement in action unobtrusively
Qualitative measures	Useful for exploratory studies of student engagement	Costly and challenging to train human observers
	Can be applied to less observable aspects with self-report	
	Can enable data gathering without disrupting learning	Difficult to scale
	Effective for studies of student engagement at the activity level	Difficult to do when students learn at a distance

Source: Henrie et al. (2015.48)

3.3. Research Questions

In line with the purposes of the study, the below-mentioned research questions have been identified:

RQ1: What are the engagement levels of ELL students during online education?

MQ1: What are the motivation levels of ELL students during online education?

MQ2: What are the satisfaction levels of ELL students during online education?

RQ2: Is there a relationship among the levels of engagement, motivation and satisfaction of ELL students?

MQ3: Is there any gender difference in level of student engagement during online education?

MQ4: What are the attitudes of student towards online education during Covid-19 pandemic?

3.4. Sampling, Setting and Participants

Convenience sampling was chosen in this study to allow for easy access to participants during the pandemic. The setting was two departments of English Language and Literature at two state universities in the Black Sea Region. These departments are four-year programs and award their students a bachelor degree at the end of the four years on condition that they pass all courses and meet the program requirements. The students study varying courses at these departments such as academic writing, translation, literature, linguistics and language teaching techniques.

The participants of the quantitative part of research are 186 students in total. 126 of them are female (67.75%) while 60 are male (32.25%). When the participants are grouped according to their university, of the 36 students from Gümüşhane university is 11 are male (30.6%) and 25 is female and of the 150 students from Karadeniz Technical University, 49 of the participants are male (32.7%) and 101 is female (67.3%).

Table 6: The Gender Distribution of the Participants

University	Gender	Frequency	Percentage (%)
Gümüşhane University	Male	11	30.6
	Female	25	69.4
Karadeniz Technical University	Male	49	32.7
	Female	101	67.3
	Total	186	100

As can be seen in Table 7, 18 of the participants of the study were prep-school, 30 were first class, 93 were second class, 24 were third class, and 21 were forth class. In summary, the majority of the participants were second class.

Table 7: The Class Distribution of the Participants

University	Class	Frequency	Percentage (%)
Gümüşhane University	Prep	17	47.2
	1	17	47.2
	2	2	5.6
	Total	36	100

Table 7: (Continue)

University	Class	Frequency	Percentage (%)
Karadeniz Technical University	Prep	1	0.7
	1	13	8.7
	2	91	60.7
	3	24	16.0
	4	21	14.0
	Total	150	100

3.5. Data Collection Instruments

The data collection instruments selected for this study include an online questionnaire and semi-structured interviews. What follows is an introduction to these data collection instruments for this research and the implementation of the data collection procedures.

3.5.1. Online Questionnaire

Since the study is a mixed method research, both a questionnaire and semi-structured interview were used as data collection instruments. Having qualitative data may make it easier to analyze and interpret the data gathered through quantitative method (Bryman, 1988). As Dörnyei (2007) claims, questionnaires are used to reach the characteristics of a population or universe through a sample, and they are also efficient in saving time and money. In line with this suggestion, a questionnaire was used to gather quantitative data for this thesis. The questionnaire consists of two scales in general; one to measure student engagement and the second to measure students' attitudes towards online education. Additionally, demographic information was requested from the participants in the questionnaire.

In the questionnaire, the first group of questions measured students' level of engagement, interest and motivation in online courses and satisfaction with online education. Next questions offered in the questionnaire cover the preferences of the participants about whether they choose to attend courses on time or to watch recorded lectures, and to attend courses as a listener or they participate by speaking or writing actively. Also, this part of the questionnaire includes the questions about how frequently the participants turn in assignments and how often the participants do the required readings on a 6-point frequency scale in addition to how many hours the participants study in a week in online education. These questions have been added to the questionnaire because the success rate of the students on the way to reaching their goals is closely related to their spending of time and effort for the activities designed for reaching those goals (Astin, 1999). Lastly, this part contains questions measuring the enjoyment level of the participants about online courses, based on

the fact that it is another contributing factor to students` engagement, and their digital competence level based on the options ranging from poor to very good.

In the second section of the questionnaire which has been adapted from Dixon (2015), the purpose was to measure students` engagement based on four different areas: skills engagement, emotional engagement, participation/interaction engagement, and performance engagement. The questionnaire was originally created by Handelsman et al. (2005) under the name of Student Course Engagement Questionnaire (SCEQ) and adapted to online environment by Dixon (2010 and 2015) under the name of Student Engagement Questionnaire (SEQ).

Handelsman and his colleagues divided the items in the questionnaire into four categories. Skills engagement deals with students` interaction with course content such as studying on regular basis and being organized, emotional engagement investigates students` emotive and cognitive responses to courses and school such as applying course material to one`s life and desiring to learn, participation/interaction engagement includes students` interaction with their instructors and classmates such as asking questions to instructor and having fun in class discussions, and lastly, performance engagement includes doing well in exams and getting a good grade. The SCEQ was also used by other researchers like Mosholder (2007), Hamane (2014), Marx et al. (2016), Brwon et al. (2017), and Oraif and Elyas (2021).

SCEQ was not chosen for this study, primarily because it was not suitable for use in online education, and so the version created by Dixon (2010 and 2015) was utilized to measure student engagement in online environment. Some of the items in the questionnaire have been adapted to our education system. The item “Posting in the discussion forum regularly” has been changed into the one “posting on social media platforms of the department” because discussion forums are not widely used in our online education system. And the item “Engaging in conversations online (chat, discussions, email)” has been changed into the one “Engaging in conversations online (Facebook groups, Google classroom or WhatsApp groups)” because those are the platforms widely used in the settings of the study. There are 18 items in the questionnaire and the items were rated by the participants on the Likert-type scale (from 1 – not at all characteristic of me, to 5 – very characteristic of me).

Table 8: The Item Distribution of the Student Engagement Scale (SEQ)

N.	Items	Engagement Type
1	Making sure to study on a regular basis	SKILLS
2	Putting forth effort	SKILLS
3	Staying up on the readings	SKILLS
4	Looking over class notes between getting online to make sure I understand the material	SKILLS

Table 8: (Continue)

N.	Items	Engagement Type
5	Being organized	SKILLS
6	Taking good notes over readings, PowerPoints, or video lectures	SKILLS
7	Listening/reading carefully	SKILLS
8	Finding ways to make the course material relevant to my life	EMOTIONAL
9	Applying course material to my life	EMOTIONAL
10	Finding ways to make the course interesting to me	EMOTIONAL
11	Really desiring to learn the material	EMOTIONAL
12	Having fun in online chats, discussions or via email with the instructor or other students	EMOTIONAL
13	Participating actively in Facebook groups or in Google Classroom.	PARTICIPATION/INTERACTION
14	Helping my classmates in their studies.	PARTICIPATION/INTERACTION
15	Getting a good grade	PERFORMANCE
16	Doing well on the tests/quizzes	PERFORMANCE
17	Engaging in conversations online (Facebook groups, Google classroom or WhatsApp groups)	PARTICIPATION/INTERACTION
18	Getting to know other students in the class	PARTICIPATION/INTERACTION

The third part of the questionnaire was prepared to detect the attitudes of the participants towards online education during the pandemic. This part of the questionnaire was developed from the studies in the relevant literature. Moreover, some of the items were adapted from Erarslan and Topkaya (2017). Other items are a combination of items taken from the studies in the literature such as Prior et al. (2016) and Muthiprasad et al. (2021). Overall, the main aim is to understand what students think about online education Covid-19 pandemic and to elicit their general ideas about the positive and negative sides of it (see Appendix 1). Also, a comparison statement between online education and face-to-face education was added to the scale as well as the easiness in use of the system that education is delivered through. The items in this section were rated by the participants on the Likert-type scale (from 1 – strongly disagree, to 5 – strongly agree).

An open-ended question was added to the questionnaire that asked the participants to write the possible ways of increasing their engagement in online education. Also, participants were invited to participate in an interview that would be conducted through phone. Necessary information about the content and the duration of the interview and their rights were provided clearly. A total of 20 students accepted the request and all of them were interviewed.

Lastly, the demographic information of the participants is requested including their age, class, GPA, and gender. Demographic information was asked for at the very end of the questionnaire because as McNeeley (2012) states, such information may be sensitive, and asking sensitive questions at the very beginning of the questionnaire may affect the accuracy of the responses of the

participants. Table 9 summarizes the sections and their contents of the online questionnaire. The whole questionnaire is given in Appendix 1.

Table 9: Summary of the Sections of the Online Questionnaire

Sections	Content
Engagement	Engagement level Skills Engagement Emotional Engagement Participation/Interaction Engagement Performance Engagement Interest in online education Motivation level Satisfaction with online education Greatest motivator in online education Preference between attending courses on time and watching course recordings Preference between being a listener and participating by speaking or writing in online courses Frequency of assignment delivery Frequency of reading
Attitude	General attitude towards online education
Demographic Information	Preference between online education and face-to-face education Study hours during online education Enjoyment level in online education Perceived level of digital competency Gender / Age / GPA / Class

3.5.2. Semi-structured Interview

A semi-structured phone interview was used as a second data collection tool. Unlike structured interviews, a semi-structured interview offers more flexibility to the researcher with the guidance of some pre-determined questions, which indicates that the researcher is allowed to ask any question related to the subject based on the flow of the interview (Klandermans and Staggenborg, 2002). The aim in choosing semi-structured interview was as Dörnyei (2007:136) described, “*in other words, the interviewer provides guidance and direction (hence the '-structured' part in the name), but is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues (hence the 'semi-' part).*”

The semi-structured interviews were performed through phone in Turkish so that the participants could feel more comfortable and answer the questions in a stress-free environment. The participants of the interview were chosen among the ones who stated their volunteering in the online questionnaire. All volunteers were sent a message and asked about their available time for the interview. Before the all interviews, the participants were informed about the procedure and their consent was taken. They were explained that the interview consisted of two sections, one was about

online education and the other one was about student engagement in online education, and it might take about fifteen or twenty minutes. It was also stated that their voices would be recorded to be analyzed and reviewed later with a mobile phone, and the data they provided would not be shared with third parties. They were also assured that their identity would be anonymous so they could feel free and relaxed to talk. The total number of the students who participated in the interview was 20, and 13 of them was from Karadeniz Technical University while 7 was from Gümüşhane University. The demographics of the students who participated in the interviews are given in Table10:

Table 10: Demographics of the Participants in the Semi-structured Interviews

Gender		Frequency
Karadeniz Technical University	Female	8
	Male	5
Gümüşhane University	Female	5
	Male	2
Total		20

3.6. Piloting

Piloting has an essential role in scientific research. As claimed by Teijlingen and Hundley (2001), piloting increases the success of a study although it does not ensure it completely. Pilot studies are used to measure the feasibility and reliability rate of a scale on a rather small number of participants. By piloting before the primary study, a researcher can detect the possible errors and flaws in the scale as well as he or she may also find some mismatches between the scale and participants. Furthermore, the researcher might request some recommendations on the data gathering tool from the participants. Doody and Doody (2015: 1076) state three key points about the advantages of a pilot study:

- A pilot study is an essential part in the development of the researcher's understanding and use of the study design and methods.
- Conducting a pilot study allows the researcher decide if any changes are necessary and ensure an effective plan is in place.
- Pilot studies should be considered for publication and when reporting researchers should outline the lessons learned, the development made for a more cohesive study and how a larger study will contribute to nursing knowledge.

To ensure the reliability or to eliminate all possible errors in the scale, a pilot study was conducted on a group of second year students from the researcher's departments. Table 11 gives the demographic information of the participants in the pilot study. After the questionnaire was distributed to the students online, their answers and feedback were requested. They were asked to provide

comments on the comprehensibility, readability, and ambiguous items in the questionnaire. Additionally, based on the pilot study, the average time to fill in the questionnaire was estimated to be between 10-15 minutes. The pilot study was also used to figure out the opinions of the participants about the study subject, and what else can be added to the items that were already included.

In the piloting stage, one of the participants stated that she had trouble in understanding the last item of the attitude scale while another one claimed the greatest motivator question to be confusing and wanted to choose more than one option. Also, one participant got confused with word “the motivator” in the same question and thought that it was about how to increase motivation in online education rather than their current motivation source. So, an adjustment was made on the questionnaire and a question concerning the factors that would boost their engagement has been added.

Additionally, upon the comments of the participants about the motivator in online education such as “I feel obliged to have online education and I sometimes want to quit the school but then, I give up on this opinion”, no additional change has been made on the biggest motivator question since this statement fall under the self-motivation category, which is already available in the questionnaire. Lastly, no other comments or amendments were made about the questionnaire by the participants. Eventually, the questionnaire was finalized to be used in the main study.

Table 11: The Demographic Information of the Participants in the Pilot Study

Gender	Number (n)	Percentage (%)
Female	26	86.6
Male	4	13.4
Total	30	100

The reliability of the scales was also measured during the pilot study. The Cronbach`s Alfa values of the scales in the questionnaire were controlled to reveal their reliability levels. Cronbach`s Alfa coefficient is a value used for measuring the reliability of a scale (Bonett and Wright, 2014). And, if the value is equal or higher than 0.7, it is accepted that that scale is reliable but if the value is lower than 0.7, it means then, the reliability of the scale is not good and should be improved.

Table 12: The Meaning of the Values in Cronbach`s Alfa Coefficient

Cronbach`s Alfa (α)	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable

Table 12: (Continue)

Cronbach`s Alfa (α)	Internal Consistency
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin et al. (2015)

Based on the aforementioned information, the reliability values of the sub-scales in the questionnaire were found to be as follows: skill engagement has 0.906, emotional engagement has 0.812, and participation/interaction engagement has 0.801 reliability value while performance engagement has 0.873 reliability value (Table 13).

Table 13: Reliability Values of Engagement Scale Based on Cronbach`s Alfa Coefficient

Subscales	Cronbach`s Alfa Coefficient
Skill Engagement	0.906
Emotional Engagement	0.812
Participation / Interaction Engagement	0.801
Performance Engagement	0.873

3.7. Procedure

After the procedure of the compilation and adaptation of the questionnaire, it was tested through piloting. Necessary changes and improvements were performed on the questionnaire pursuant to the pilot study. In the middle of the semester, just before the midterm exams, a link to the online questionnaire designed using the Google Form was sent to all the students in both universities with the help of the lecturers through emails, WhatsApp, GoogleClassrom and other social platforms. Although the online questionnaire was distributed two times, the return rate was lower than expected. A total of 186 students from two departments returned the questionnaire within 3 weeks. The results were then exported to SPSS 16.0 statistical software for analysis.

On the questionnaire form, participants were asked whether they wanted to be interviewed and if so, they were requested to contact to the researcher. Interviews were conducted within a couple of days after the application of the questionnaire. The interviews were semi-structured and conducted via telephone and recorded with an application to make the data reviewable and to go over the answers of the participants. At the end of the interviews, participants were asked to summarize their words to preclude any misinformation and wrong inferences.

Table 14: Procedure of the Study

Step 1	Determining the research questions
Step 2	Determining the Data Collecting Tools
Step 3	Adapting the Questionnaire Items
Step 4	Piloting the Questionnaire and Making Necessary Amendments
Step 5	Applying the Actual Questionnaire and Semi-structured Interviews
Step 6	Analyzing the Data Gathered through both Questionnaire and Semi-structured Interview
Step 7	Discussing the Results

3.8. Data Analysis

The data gathered through the questionnaire and interviews were analyzed, respectively. The data obtained via questionnaire was analyzed using SPSS 16.0 statistical software calculating the required descriptive and inferential statistics and the results were shown by graphs and tables. The data gathered through interviews were firstly transcribed via a web page named “voicedocs.com” and then analyzed by the researcher by using content analysis.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the results of the data analyses. For the quantitative data, descriptive and inferential statistics were applied and the results are shown in the form of graphs and tables. For the qualitative data generated from the semi structured interviews, content analysis was applied and the results are presented in themes. To support the results of the interviews, quotes from the participants are provided.

4.2. The Analysis of the Questionnaire

Students Engagement, Motivation, and Satisfaction during Online Education

First analysis involved calculating descriptive statistics of the variables in the study. Students' level of engagement, motivation and satisfaction during online education were measured on a 10-point scale. In order to score the measure, responses were averaged in order to get engagement, motivation and satisfaction scores for participants. The results were presented in Table 15.

Table 15: Descriptive Statistics for Student Engagement, Motivation and Satisfaction

Variable	N	Mean	Standard Deviation
Perceived Level of Engagement	186	5.05	2.624
Level of Motivation	186	4,60	2,439
Level of Satisfaction	186	4,66	2,447

Students 'engagement level was measured on a 10 point scale, where 1 = not engaged at all to 10 = fully engaged. The findings revealed that students are only moderately engaged with a mean score of 5.05 (SD=2, 62). Motivation level was again measured on a 10 point scale, but this time ranging from 1 = very low to 10 = very high. The analysis yielded a mean score of 4,60 with a standard deviation of 2,43. The result implies that students' motivation level was at below average levels. This result is consistent with the findings obtained from the statements of the participants that their motivation is low and this affects their engagement, interest, and attendance to online education. A similar score was found for satisfaction. On the 10 point scale ranging from 1= poor to

10=excellent, students satisfaction level was found to be below average ($M=4,66$; $SD=2,44$). Mean scores of these three variables show that students have a moderate engagement level while their motivation and satisfaction levels are below the average.

Since student engagement, motivation and satisfaction are related concepts, a correlation analysis was conducted to see the relationship. The Pearson correlation analysis has revealed that there is a strong relationship between these three variables. Schober et al. (2018) stated that a correlation value between 0.70 and 0.89 represents strong correlation. The largest positive correlations were found between motivation and satisfaction variables ($r = .76$). At the significance level of 0.01, it can be said that there is a strong relationship between engagement and motivation, engagement and satisfaction, and satisfaction and motivation. Results of the correlation analyses were presented in Table 16.

Table 16: Bivariate correlations of Engagement, Motivation, and Satisfaction

Variables	1	2	3
1. Engagement	1	,715**	
2. Motivation	,000	1	
3. Satisfaction	,721** ,000	,769** ,000	1

**Correlation is significant at the 0.01 level

Student Interest in Online Education

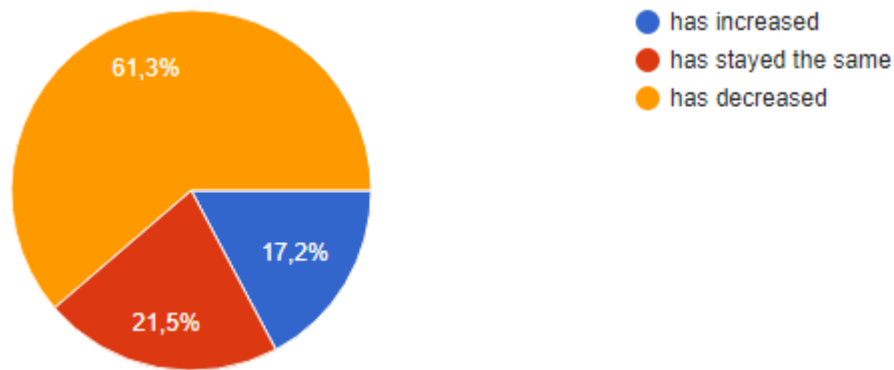
As aforementioned, the literature says that there is a relationship between student interest and engagement. Therefore, students' perceived level of "interest in online education" has been measured with a three-option scale (*has increased, has stayed the same, and decreased*). The result of the descriptive analysis has shown that 61.3% of the students stated that their interest in online education has decreased while 17.2% of the students reported a decrease. Table 17 gives the results:

Table 17: Descriptive Analysis of Student Interest in Online Education

Variable	N	Percent (%)
My interest has increased.	32	17.2
My interest has stayed the same.	40	21.5
My interest has decreased.	114	61.3
Total	186	100

A pie chart was also used to display the percentages of the overall results.

Figure 7: Pie Chart of Student Interest in Online Education



In the questionnaire, an open ended question was included that searched why their interest was drawn in that direction. Although this part was not compulsory, the response rate was high. The participants were free to write in Turkish or in English. The responses in Turkish have been translated into English by the researcher. The findings are given based on the scale options by giving sample statements from the participants.

Option 1: My interest in online education has increased in online education.

The number of the participants selecting this option was 32 (17.2%). The findings support that the more students get used to the online education, the more their interest increases. Also, that courses are recorded is the biggest advantage for the students because they can watch the lessons they miss whenever they want. Some participants think that participation is easier in online education and some state that it is place-independent and they feel comfortable in their own room and environment. Online education has made students more familiar with the internet and digital devices. Moreover, it can be productive and students can join their overlapping courses unlike F2F education. Lastly, they can participate by writing which does not interrupt instructors while speaking. Some of them have provided reasons for their choice as follows:

- As I got used to it, I started to be interested.
- It is more comfortable.
- Because our tutors give us to interesting and beneficial information.
- As I adapted to the process, I started to get more efficiency from online education.
- Thanks to the recorded lessons, I can watch the subjects I do not understand 15 times.
- I have joined to the class more than before.
- Although there is not enough education, it is easier to participate in online lessons.
- Because I realized that I can learn something through internet as well.
- I think online education is actually easier because I can take screenshot instantly during the lesson, but the psychological boredom is a bit challenging.

- We do not waste time, and we can join our overlapping lessons.
- I have the opportunity to watch the lessons again whenever I want.
- Well with chat box, I can write and say whatever I want. It just works better than speaking separately as writing does not interrupt teacher. + You can speak separately with your friend in private. I don't say everyone should chat with friend during lessons but it really helps when you need to ask something to someone. I feel more active with this system and it makes my interest in courses up.
- We became very familiar with computers and the internet, and now I started to do everything from there and started to spend a lot of time in front of the computer.
- I prefer online education because I can reach classes from anywhere.
- We have to study in online and we have to adapt ourselves into this situation but I am not happy with this.
- I'm interested in online education because I have the opportunity to listen to the parts I don't understand and I feel comfortable in my room, in my own environment.
- Because of financial problems I have to work, and that is why I feel engaged with online courses just 5 out of 10.
- I gained a different insight into the online courses especially when it comes to how hard it could be online education can be difficult for students who has inefficient internet connection.
- Over time, I realized that the lessons were more productive and enjoyable as I focused my attention on the lesson and participated in the lesson with other students in voice or text. That's why I feel more interested in the lessons than in the first semester.

Option 2: My interest in online education has stayed the same.

The number of the participants selecting this option is 40(21.5%). The results show that some protected their interest while some believe that education is education independently of its type. There are some participants claimed that they did not like education either way, and some believed their lessons and lives did not change at all. While some see no increase in their interest, some complain about the digital literacy level of the instructors. Lack of interaction was another factor affecting their interest level. Some of the participants wrote that online education did not change their attendance level that used to be at F2F education. That is, they kept their attendance in much the same way. Lastly, adaptation to the process and being tolerant are other elements affected the interest level of the students. Some of the answers are as follows:

- I adapted easily. That's why my interest has not changed.
- I have to protect my interest because I have to do. I don't have any other option.
- As a result, the education continued in the same way.

- There was no change; I just had an adaptation problem at first.
- I don't like online education. To be honest, I don't like face to face education too.
- I would prefer face-to-face education, yet there is nothing to do but being tolerant to this inevitable situation during this pandemic. That's why my interest has stayed the same.
- I already attend courses during face to face education, so I regularly tried to attend online courses. The situation didn't change for me.
- It feels safer to be able to attend at home or anywhere. While I normally prefer to remain silent, I am more active by writing comments in distance education. It is an advantage to write a comment rather than speak. I hesitate to talk, but it is not a problem to write a comment.
- I started to attend classes because I felt that the connection between me and the university was also decreasing.
- I am aware of my own responsibilities. Since it is not compulsory to attend the courses, I definitely listen to the recordings later, as I try to learn something even if I cannot attend some courses on time. For this reason, I think my interest in the courses remained the same. Since the teachers have to give a lesson in 50 minutes instead of in 1.5 hours, some topics are definitely skipped, but I try to get the information given adequately by taking note of the information and participating in the lessons as much as I can.
- My interest in lessons is always same. It's not because of online courses.
- There is no change both in lessons and life.
- Nothing has changed and I have no idea about it.
- The extraordinary situation we are experiencing is affecting not only education but many matters badly. I work full time. I cannot attend the classes during the day because day and night classes are held jointly in the department.
- While some teachers teach more efficiently and fluently in online education, some teachers did not get used to the process and their fluency and efficiency dropped very, very much. In this way, the situation was equalized.
- Online Education decreases my attention to the class, and it is the same from the beginning of our process.
- Because in both ways, teachers can give us the right education.
- I have always viewed online courses positively, and now I am positive, too.
- There is not much of an interaction environment.
- I think I cannot be enough because I have attention deficit and anxiety. In online education, this also affects my study.
- Online education did not change anything at all.
- My active participation in the lectures from the beginning did not change significantly, because I think it would be useful to watch the lecture recordings afterwards.

- At the beginning, online education seems easy to focus on your lessons but afterwards you can understand easily that not being face to face decreases your ability to speak or understand.

Option 3: My interest in online education has decreased.

This option was the most selected choice with 61,3% (114). The main reasons for decline in the interest of students during online education were found to be lack of motivation, feeling bored and unproductive, and limited course durations to ask questions or provide comment, restricted interaction, instructors' low interest, and always dealing with digital devices which affect health. While some participants say that they cannot focus in online courses, some write they miss F2F education, which emphasizes the importance of emotional engagement. The participants think that some of their lessons are wasting time under these limited conditions because about 20 minutes of the lessons is empty. They make a comparison between online education and F2F education, and conclude that online education cannot be like the traditional method and cannot be as effective and efficient as it is. That the education is delivered through a device makes them feel like there is a barrier or they are talking to their computers, not to their instructors or friends. Additionally, internet connection problems and system-related problems take their own share from the pie. Also, the number of the family members is another factor since there might not be enough devices for everyone or no isolated places to attend courses or to study.

Another important factor is the loss of the sense of belonging. The students may lose their connection with their school and courses, which results in a loss in the sense of belonging. This directly influences their engagement. Being always at home may affect their interest negatively as well as their thought that they cannot learn in online education. Some believe that students are not cared enough and they are not connected although there is time for it. The fact that courses are recorded offers students to watch them later and causes them to lose their interest for live education. Lastly, the students may lose their interest in not just education but everything. This means that this declining interest is not directly about online education but about the process brought by COVID-19. Some of them have provided reasons for their choices as follows:

- My interest in online education has decreased because I continue without motivation and morale. If my parents let me drop out of school or department, I really would.
- Constantly dealing with technological devices affected my health badly.
- Because the environment affect my focus on the lesson badly.
- I can't focus on my stuffs by using those screens.
- I feel bored and unproductive in online courses.
- Although lesson times are shortened, 15-20 minutes of many lessons are empty.

- There is a problem of focusing in online education. With many distracting factors, the quality of education decreases, and it is difficult for someone who learns with visual memory.
- I think online education is like watching a movie. I do not like watching movies and I prefer to go theatre. Because I want to feel the environment, I want to be a part of that environment. Online education, as watching a movie, is just looking at a screen. And I do not enjoy it.
- I lost my focus point during online education and also I do not want to write in chat box which leads to me feel like there is a barrier.
- The limited interaction situation and the increase in our stay at home started to decrease my motivation towards the lessons.
- I do not think online education is as satisfactory as traditional education. Sitting in front of the computer and trying to connect to the online class is quite boring. Now I do not feel as motivated as I used to be in the past but still I am trying my best.
- I find online education is less efficient and beneficial.
- No time left to ask our own questions about the lesson.
- Interaction with teacher and also with peers is less than before, some technological problems like internet connection or lecturers' equipment such as microphone and camera are sometimes broken so that it makes my motivation decrease.
- Because I feel like I speak with my computer.
- Because of internet connection and focusing problems.
- Too many people live in my family and unfortunately not everyone has their own space. That's why I have a hard time paying attention to the courses. In addition, while it is online, families and our environment also request and assign tasks without considering our lessons, so this situation also affects the concentration.
- Online education decreased my motivation and interest in my classes.
- At first, I really liked the online classes, because I have social anxiety and I enjoy staying at home a lot. But after a few months I started missing the school because I had no motivation to sit in front of the computer anymore. I can't really focus anymore.
- Even if I actively attend classes, the voice of the teacher is constantly interrupted due to internet or system problems, which reduces my motivation and my focus on the lesson is dispersed.
- I do not feel like I am a part of online courses and do not feel engaged. I think I cannot get enough efficiency.
- Due to this pandemic period and lockdowns, our motivation is decreasing day by day, so it affects the online courses. Besides, I miss school, environment, and my friends. This is another reason.

- It is not just about online education. I have no interest for anything. Due to Covid19, I am at home most of the day, and doing the same things everyday consumes me. That's why my interest in online lessons decreases.
- Because it is never as efficient as face-to-face education. Although we try to motivate ourselves and try to be very interested in the lessons, I can say that we sometimes move away from the lessons because it is online.
- Too many distractions, not being able to attend regularly, connection problems and not enough self-motivation.
- The reason for it would be that we are always stuck in the same place basically. We wake up and we watch the courses, do the homework and repeat it the next day. The routine is always the same. Distractions are needed in order for the student's interest to stay the same or even increase. In the lockdown days, this is not possible for most people.
- There is more than one reason, of course, the number of attendance to the classes has decreased considerably, teachers do not turn on cameras anymore, and there are too many interruptions in the system. Classes are canceled too much. The instructors do not stay interested enough, they just pass by. Although there is plenty of time, students are not contacted.
- Since I think the lessons are already being recorded, I don't listen on time and leave them later. Later, these accumulate and I haven't been able to listen or catch up until the exam week.

These results show that most of the students' motivation decreased during this period. Related to this question, students were asked what the greatest motivator for them was in online education. Table 18 below presents the results. The descriptive analysis of the question has shown that the greatest motivator for the students is just passing the exams with a percentage of 39.2%. The second motivator is learning the course contents with a percentage of 24.7% while the third one is the instructors with a percentage of 23.7%. The other option has revealed that getting high grades in the exams might be another motivator and some participants stated that they have no any motivators. One participant stated the situation with his/her own words: *"Being able to both eat and be in lesson, you can go wc whenever you want and even though some students abuse this I am very happy to be able to watch lessons if I miss that lesson. So this connects me and motivates me."*

Table 18: The Greatest Motivator in Online Education

Motivators	Frequency	Percentage (%)
Passing the exams	73	39.2
The instructors	43	23.1
Learning the course content	46	24.7
My classmates/friends	10	5.4

Table 18: (Continue)

Motivators	Frequency	Percentage (%)
All	1	0.5
None	3	1.6
Other	10	5.4

Engagement Styles

Engagement styles of the students were measured based on the four sub-categories defined earlier: skills, emotional, participation/interaction, and performance engagement. Student Engagement Scale (SEQ) which was adapted from Dixson (2015) was used to assess participating students' engagement styles. The scale is Likert type format ranging from "1 = "Not at all characteristic of me" to "5 = Very Characteristic of me". A reliability analysis was carried out to test the reliability of the scale. The results are given in Table 19. The analysis shows that the skills engagement sub-scale has a reliability of 0,918, emotional engagement sub-scale has a reliability of 0,855, and participation/interaction engagement has a reliability of 0,801 while performance engagement has a reliability of 0,822. Similar to the study of Habidin et al. (2015), the sub-scales of the engagement part in the questionnaire have been found to be highly reliable.

Table 19: Cronbach`s Alfa Coefficients for Student Engagement Scale (SEQ)

Subscales	Cronbach`s Alfa
Skill Engagement	0.918
Emotional Engagement	0.855
Participation / Interaction Engagement	0.801
Performance Engagement	0.822

The descriptive analysis was calculated for the subscales of the engagement. The results are given in Table 20. Here, when the overall results are taken into consideration, performance engagement yielded the highest mean score with a mean of 3.74, followed by skills engagement (M=3,38; SD=.99) and emotional engagement (M=3,10; SD=.94). Participation/interaction engagement score is below the scale midpoint of 3 (M=2.93; SD=1,02). According to these results, it can be said that students have above-average skills, performance, and emotional engagement, but their participation/interaction engagement is below average. In brief, the students show their skills engagement through reading and listening carefully, taking notes during live courses or readings, and putting forth effort. They are also emotionally engaged because they desire to learn the course materials and they try to find ways to make their courses interesting and relevant to their lives. In terms of participation/interaction engagement, it is seen that they are mostly engaged through helping each other and participating actively in social media groups of the department such as Facebook, Google Classroom, and WhatsApp.

When the importance of the grades in education is taken into account, it is a normal finding that performance engagement is the one having the highest mean among other engagement styles. The students are highly engaged in getting good grades and doing well in exams and quizzes. Moreover, the students cannot be accepted to be unengaged just because they do not speak or they do not interact in live courses. In other words, the students have different engagement styles emerging in different ways, as mentioned above. So, instructors should see the differences among the students and organize their courses based on these differences as much as possible.

Table 20: Descriptive Statistics for Engagement Sub-scales

Engagement Sub-scales	Mean	Standard Deviation
Performance Engagement	3.74	.92
Skills Engagement	3.38	.99
Emotional Engagement	3.10	.94
Participation/Interaction Engagement	2.93	1.02

Skills Engagement: As in the table, the skills engagement level of the ELL students during online education is at the level of 3.3825 which indicates moderately characteristic of me. When the items in the skills engagement subscale taken into consideration, “Listening/reading carefully” is at the top with a mean of 3.67 meaning “characteristic of me” while “Taking good notes over readings, PowerPoints, or video lectures” ranks second with a mean of 3.48 indicating “moderately characteristic of me”. And, the third one is “Putting forth effort” with a mean of 3.47 referring to “moderately characteristic of me”.

Table 21: Descriptive Analysis of Students` Skills Engagement

Statements	Mean	SD	Order	Level of Engagement
Making sure to study my lessons regularly	3.18	1.258	6	Moderately characteristic of me
Putting forth effort	3.47	1.172	3	Moderately characteristic of me
Staying up on the course readings.	3.12	1.220	7	Moderately characteristic of me
Looking over class notes between getting online to make sure I understand the course material.	3.37	1.170	5	Moderately characteristic of me
Being organized	3.39	1.299	4	Moderately characteristic of me
Taking good notes over readings, PowerPoints, or video lectures	3.48	1.291	2	Moderately characteristic of me
Listening/reading carefully	3.67	1.088	1	Characteristic of me
Skills Engagement Total	3.3825	.99534		Moderately characteristic of me

Emotional Engagement: In the emotional subscale, ELL students are engaged at the level of 3.1054 indicating “moderately characteristic of me”. In this part, the statement ranked first “Really desiring to learn the material” with a mean of 3.57 referring to “Characteristic of me”, the second one is “Finding ways to make the course interesting to me” with a mean of 3.20 indicating “moderately characteristic of me”, and the third one is “Finding ways to make the course material

relevant to my life” with a mean of 3.06 meaning “moderately characteristic of me”. The participants can be accepted to be engaged emotionally during online education because their responses are positive to the statements in the subscale.

Table 22: Descriptive Analysis of Students` Emotional Engagement

Statements	Mean	SD	Order	Level of Engagement
Finding ways to make the course material relevant to my life	3.06	1.215	3	Moderately characteristic of me
Applying course material to my life	3.02	1.136	4	Moderately characteristic of me
Finding ways to make the course interesting to me	3.20	1.218	2	Moderately characteristic of me
Really desiring to learn the material	3.57	1.054	1	Characteristic of me
Having fun in online chats, discussions or via email with the instructor or other students	2.67	1.321	5	Moderately characteristic of me
Emotional Engagement Total	3.1054	.94867		Moderately characteristic of me

Participation/Interaction Engagement: ELL students have found themselves less engaged in terms of participation and interaction during online education. The reasons of this low engagement level compared to other subscales are provided later in the thesis. Participation/interaction engagement has a mean of 2.9368, and the statement ranking first is “Helping my classmates in their studies” with a mean of 3.33 referring to “moderately characteristic of me”. The second one is “Participating actively in Facebook groups or in Google Classroom” with a mean of 3.04 indicating “moderately characteristic of me” and the third one is “Engaging in conversations online (Facebook groups, Google classroom or WhatsApp groups)” with a mean of 2.85 referring to “moderately characteristic of me”.

Table 23: Descriptive Analysis of Students` Participation/Interaction Engagement

Statements	Mean	TD	Order	Level of Engagement
Participating actively in Facebook groups or in Google Classroom.	3.04	1.331	2	Moderately characteristic of me
Helping my classmates in their studies.	3.33	1.306	1	Moderately characteristic of me
Engaging in conversations online (Facebook groups, Google classroom or WhatsApp groups)	2.85	1.307	3	Moderately characteristic of me
Getting to know other students in the class	2.52	1.209	4	Moderately characteristic of me
Participation/Interaction Engagement Total	2.9368	1.02025		Moderately characteristic of me

Performance Engagement: During online education, ELL students have a mean of 3.7446 performance engagement indicating “characteristic of me”, which has ranked in the first order among the other subscales of the engagement. While “Getting a good grade” is at the first order with a mean of 3.83 referring to “characteristic of me”, “Doing well on the tests/quizzes” is the second one with

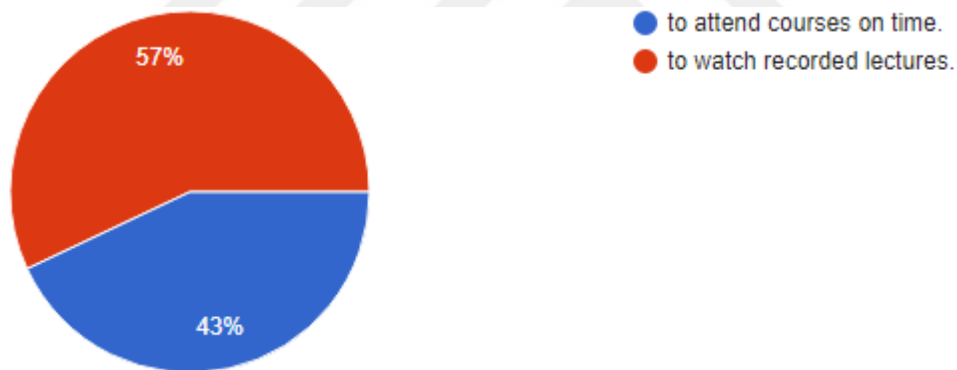
a mean of 3.66 meaning “characteristic of me”. These results indicate that the students have high performance engagement among other subscales of student engagement.

Table 24: Descriptive Analysis of Students` Performance Engagement

Statements	Mean	TD	Order	Level of Engagement
Getting a good grade	3.83	.988	1	Characteristic of me
Doing well on the tests/quizzes	3.66	1.013	2	Characteristic of me
Performance Engagement	3.7446	.92157		Characteristic of me

Giving that engagement refers to the time and resources spent by students for the activities supporting learning at universities (Krause, 2005), to investigate students` engagement in a more detailed way, some questions covering their participation style and study-time were addressed in the questionnaire. When the participants were asked whether they attend courses on time or they watch course recordings, the results have shown that 43% of the participants choose to attend courses on time while 57% prefer watching course recordings later.

Figure 8: The Distribution of Course Attendance



The reason for their preference was asked them in a separate part in the questionnaire and the statements provided by the participants have shown that there may be several reasons for their preference. For example, students stated that they attend courses on time mostly to ask questions, to understand the course content, to have a more programmed/disciplined process, to learn on time, to interact with instructors and others, to follow course topics, to keep connection with the school, to keep their interest, to socialize, to share ideas or opinions, to be motivated, to improve themselves, to save time, and to focus. They also see attending on time as more effective and as a responsibility of students. Some stated that they do not watch recorded courses when they miss courses. These findings have shown that the students find attending on time as an important factor for learning and keeping motivation, interest, and connection with school and interaction with their instructors and other students. More statements are provided below:

- Because if I have any question, I ask it at that time.
- If I couldn't attend, I didn't understand the lesson.
- To understand the lesson I need to ask a question to my instructor. Also I am a lazy person and I know that I will never watch the recorded lectures.
- When I attend classes on time, a more programmed process occurs.
- Because I would like to find answers to my questions by participating actively.
- The lesson is learned during the lesson.
- It is more important to listen on time, because if there is a point I do not understand, I will not have the chance to ask at that moment.
- Because I need to be interactive with my lecturer and the other students simultaneously.
- Because if I don't feel compulsory to watch it online, I can find neither the energy nor the desire to watch the summary later.
- If I do not attend the courses, I am sure I will not follow the topics well.
- It is more disciplined.
- If I do not attend the classes on time, I think I will completely lose my connection with the school.
- I prefer to attend courses on time, otherwise I feel too lazy to sit and watch the record. Attending the course makes me feel more alive and social as it,
- Otherwise I would feel like losing my interest.
- Because in order to share my ideas, opinions or feelings etc.
- When I missed a course, I constantly postpone watching the records later and they are piling up. It becomes much more difficult to catch the recent.
- Because it is hard to follow the course after the online class. I can ask questions or share my opinion during the courses.
- Attending the lesson on time allows me to be active in the lesson and to quench my curiosity by asking questions, if any. Knowing that my teacher is there at that moment also increases my motivation. When I watch the recording, there is a feeling of emptiness. Moreover, I am too lazy to watch the recordings.
- I prefer to attend classes on time whenever I have time because it can be annoying to watch the lectures later or I want to ask about some issues at the moment, but unfortunately this is not possible while watching the recording. I think time passes much faster and more efficiently when I attend classes on time.
- Being active during the lesson is very effective in understanding the lesson. I can get help from my teachers in matters I don't understand.
- At least, I speak and it helps to improve myself.
- Sometimes I cannot follow the lecturers properly but attendance is like a kind of motivation. When I cannot follow, I watch the lesson again sometime later.

- I see it as a responsibility to attend my classes on time.
- Watching both again and that time become longer lasting.
- It is easier to get what the lecturer says and watching recorded one is more tiring.
- I think it was better to attend the live lectures, but I had to listen to many lectures from the recording.
- I can understand the subject better. Because when I watch the records I lost my focus.
- When I attend online, I focus on what the instructor tells.
- Following the lessons consistently and up-to-date both prevents possible energy loss and prevents laziness as it provides an active motivation.
- It is much more difficult to watch from the recording when you do not attend the lessons on time. The reason is that we can stop recording. For this reason, it sometimes takes me 1.5 hours to watch a 1-hour lesson.
- It can be the motivation for students to learn in pandemic.
- I at least can have spontaneous contact with my teacher within the class topics in that way.
- When I attend courses on time, I can talk with teacher, or tell my opinions. Thus, I feel more connected with lessons and the class atmosphere.
- Because I love my department, my courses and my educators.
- I prefer to attend lessons on time because when I talk with teacher or tell my opinions I can feel more connected with lessons and class atmosphere.
- I attend classes on time because I have every opportunity for me to attend that class. As long as there is no problem in my health and I do not experience a bad event, I attend classes and try to enter. But there is also that I have friends who have to work or work and I respect them very much because they can give themselves to work and lessons, and if they cannot enter, they watch it from the record.
- It is more effective.
- Even though sometimes I miss it, it's better to attend on time. Because I can ask the questions I have in my mind on time to the lecturers.
- I actually prefer to arrive on time, but sometimes I cannot enter due to my health problems. In such cases, I have to watch it later, without asking the teacher what I want to ask.
- Sometimes I miss my courses so I have to watch records. It is a chance for us to have records of course but live classes are better because you can ask questions to your instructor instantly.
- Because when I didn't attend to the class on time I feel bad myself so I join to the class on time.
- It's harder to watch later
- Attending online courses has benefit, for example you can interact with your teacher.
- Because I do not want to pile all of the lessons up.

On the other side of the coin, some students stated that they chose to watch course recordings instead of attending the courses on time. Students prefer watching course recordings because they have a job, they want to take notes, which is easier while watching recordings since they can stop, rewind or replay them however they want, and they can understand better and search on the internet when there is something they are confused thanks to this playable feature of the videos. They also may have irregular sleep patterns and some also stated that they chose evening education just because of this irregularity or to work and now; their education has been combined with day education, so they have problems.

Other reasons include that they may have internet connection loss or other technical/system problems on live lessons but these problems are less common in recorded ones; that may be shy or anxious to talk; that some lectures force active participation, which causes students stay away; that some students may have other responsibilities to do at home and this causes time shortage for them to attend courses on time; that there may be other family members using the digital devices and he or she has to wait for the order to use these devices; and that there is no peer support.

The students also reported that they do not have enough motivation to attend courses on time and that they feel more comfortable and focused while watching the recordings. Some participants said that they can modify their own schedule thanks to this feature of online education which is the opportunity to watch courses. Another reason is that there is no attendance obligation and that some participants see no difference between attending on time and watching the recordings. The participants who choose to watch course recordings instead of attending on time justified their preference with the statements below:

- I have no regular sleep patterns. Sometimes I sleep at 6 in the morning. Attendance is not required.
- Because I have a part time job, so I do not have time to attend online.
- You might say what work can you do at home, but I cannot catch up with classes because I have difficulty keeping up with housework. Also, I cannot attend classes in the morning because my sleep pattern is disrupted.
- I don't have time to join courses on time.
- I neither attend the courses on time, nor watch recorded lectures. I just take a glance at records if I need to while I am making assignments.
- Because it is difficult to be subject to a specific schedule.
- Why attend on time when I can watch it later?
- Because I 'm shy to attend courses.
- My internet access is difficult and I have to help my family
- I don't know how I can use the system and I prefer watch records again and again.

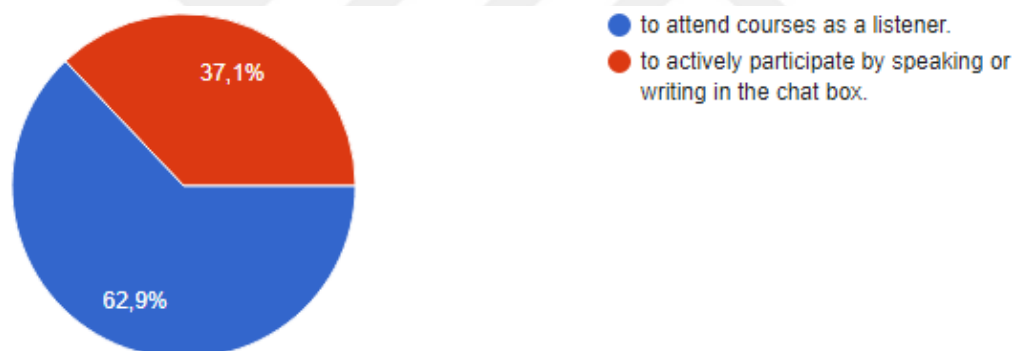
- As I mentioned above sometimes there are some problems about Internet connection. When I want to say or type something in the class, my connection or lecturers' is gone. Also sometimes I was thinking what I was going to say, during this progress somebody else writes my opinion quickly.
- I have a really big family and my home is so small for us that are why I have to wait the night for studying.
- Adapting lessons to my own time makes my life easier and gives me the freedom to organize my schedule.
- Because anyway I have to look at the recording again. It makes sense to watch the recording once rather than attend a lecture twice so that you can see the points I missed and take notes properly. But I feel that this reduces my interest in the classes, so I think to attend the classes on time after the mid-terms.
- Because there are less technical problems and when I want I can stop it and take notes comfortably.
- I have a really hard time focusing on my classes during the course times especially because we are at home we always need to do some chores so I watch recorded lectures and stop when I need to.
- I get really anxious with online classes, especially when we have to talk with microphones. I feel really bad when my friends aren't there to support me.
- There are advantages of watching the lecture recordings later, such as stopping / replaying, and ease of taking notes.
- I get really anxious with online classes, especially when we have to talk with microphones. I feel really bad when my friends aren't there to support me.
- Mostly it goes little bit fast and I cannot keep up with it. It is pretty hard to take notes and embrace the topic at the same time. Watching recorded lectures help me stop the record whenever I want and write anything down.
- Because our lesson hours are combined with the daytime students' lessons. As a secondary school student, I always work, but despite this, I could attend classes on time in the evening, and now I can never attend.
- It is easier to take notes, when we miss a part online, we have to listen from the recording again and we are trying to find that part. In fact, we are wasting more time in this way. Otherwise, if the teacher said something, we listen. If it is said fast, the solution is simple. Stop it and take it back for -15 seconds and keep your note.
- Because I get the opportunity to stop the recording and take notes. I can even do additional researches and readings on the topics while watching the same recording, so I can handle the subject from every angle without a break. In addition, being able to listen to the recordings when I feel most vigorous in the day increases my level of perception. Sometimes class hours may not coincide with reasonable times in living conditions.

- Some teachers force active participation in classes.
- As we talked before, I am not feeling myself motivated to attend courses on time so I always watch the records.
- I can watch the recordings more easily because there is a shortage of internet.
- Due to the situation we are in, such an opportunity is offered to us. Since we have the ability to stop and rewind while listening to the recordings, it is easier to listen and comprehend the lecture and take notes. Another reason is the formation of evening education. No matter how much I try to fix it, our sleep pattern is a click different from our daytime friends and it may be due to our working situation.
- I feel more comfortable. I'm taking my notes by writing so I can stop at any time.
- It is not possible for me to attend class on time because we have 3 siblings and 1 computer at home.
- Because the environment is quiet at night, I can focus better, so I watch it from the recording.
- Regularly lecturers experience connection problems, microphone problems and also we experience the problems either. Recorded courses are more flexible, you do not have to listen to every bit of it, i just skip the bad sounding parts, either way i won't be able to understand it.
- Because it gives me a chance to replay what I cannot understand as many times as I want until I get the point. When the misunderstandings occur I handle them freshly without replaying the whole video. Also taking notes are easier while watching the recorded lectures.
- As I mentioned, watching lessons later provides me time to do other things and time to understand well.
- I cannot get very good efficiency due to internet disconnections.
- I forget to attend my late classes.
- I get overwhelmed in lessons. I'm just watching as a last resort out of necessity to pass the lesson.
- In order not to wake up early in the morning, I chose evening education.
- Because it helps me to concentrate more. Instead of waiting another week I can watch the recorded lectures one after another.
- I do not participate online because attendance is ok. I tried to participate online, but because I was not able to put myself in this discipline, I continued to watch the lecture recording all the time.
- Since I have no motivation, instead of attending classes on time, I follow the accumulated course records later, although I regret why I did not enter on time afterwards.
- It's easier for me to take notes and I don't feel comfortable in the live lesson.

- I have only one course that I attend regularly. Except that lesson I mostly watch the recordings.
- Why not? I don't see a difference between these two.
- I sometimes miss what is explained when there are connection problems in live lessons and I don't always have the motivation to participate in the lesson hours, so I think I get more efficiency when I watch it later.
- So no teacher is forcing me to open a microphone.
- The courses are sometimes in a certain hour that I don't like to wake up actually. Watching the recorded lectures at a later time when I most feel like it is the best way to learn.
- I cannot get very good efficiency due to internet disconnections.

Additionally, when the participants were asked whether they choose to be a passive listener or active participant, their answers indicated that the majority is 62.9% being listener while 37.1% is active participants, that is, they participate in courses by speaking or writing.

Figure 9: The Distribution of Course Participation Style



These results have shown that students are mostly listeners in online courses when they attend on time. The participants who prefer to be a passive listener in online courses have said that they are passive because they do not like to speak, aim to be a good listener, to understand better, not to interrupt the course of the lesson, to keep focus, and not to be recorded because it does not feel comfortable.

The peer pressure, being afraid of making mistakes saying something wrong or mispronunciation, not feel free or comfortable, being shy, anxiety, lack of proper environment, tense and stressful atmosphere compared to F2F education, being introvert, being away from real classroom environment, not interesting courses, lack of proper devices such as microphone or computer, limited course periods, weak instructor-student relationship, technical problems such as late message delivery and internet disconnection, less interaction, being a listener in general, and weak English proficiency are included within the reasons to be passive during online courses. Apart

from the reasons resulting from outer factors such as online education system, instructors, and courses, students can be a listener in general. This indicates that being passive in courses may not reflect the engagement level of a student.

Additionally, the participants also stated that instructors may be another factor because they may turn off students' microphones. Mostly, the participants stated that they cannot attend courses on time and this is why they seem like a passive student rather than active. If they had a chance to attend courses on time, they would participate actively. As stated before, one of the common reasons for not attending courses on time is that the students have a job apart from their school, which they have due to online education. It can be seen from their own statements provided below:

- I don't like to speak Turkish or English
- It is more important to me to be a good listener, but of course I ask about topics that I don't know or am curious about. I like to discuss my ideas within myself.
- I don't like talking to people in general.
- It is effective in my excitement and full understanding of the subject.
- I get enough information through listening.
- Actually it happened this semester because we are together in the courses with evening students whom I have not met before. Thus, I cannot feel free to write maybe it can be peer pressure.
- Even if it is online, I have still anxiety about participation.
- I do not have a proper environment to open my microphone or camera.
- Cause I am afraid of saying wrong answers. I am so nervous and shy.
- I don't like my voice ;)
- Actually I sometimes write in chat box but usually I attend as listener.
- Being afraid of making mistakes
- Because I have to listen recorded lectures.
- First of all some students have speaking anxiety including me so just listening and taking notes is okay for me.
- It is more anxious to talk or write in online classes because I don't feel a connection between my classmates/teachers and I like I do in face-to-face lectures.
- I do not feel comfortable. I think online lessons are tenser than real lessons.
- I get easily distracted when I have to type or answer on the computer. I just lose focus when too many questions are asked.
- Actually, it depends on the topics covered in the lecture, but since I constantly watch the recording, I don't need to speak.
- That way, I can focus better on the subject.
- I'm such an introvert person.

- Since we have been attending classes with distance education for a long time and our teachers generally do not turn on our microphones, I started to hesitate when speaking English. I wonder if I can pronounce correctly or if I use the correct grammar, which prevents me from speaking.
- It doesn't feel like a classroom environment.
- When I participate actively or at least when I try to, I get excited more than ever and it reduces my motivation and concentration. However, it is better to be a listener for me to understand the subject fairly good. Listening to the teacher and my other classmates allows me to adapt more to the subject.
- As I said before, I cannot be able to attend mostly, but when I do, I generally become a listener because I've been a listener always even in the face-to-face education.
- If a lecture is of interest to me, then I attend.
- Both I do not have proper device for attending by speaking and I could feel nervous while attending (if i had a chance).
- Participating in online classes is more stressful and tense than in face-to-face classes.
- It is difficult to comment and talk comfortably on it, there is no time to talk and make lessons, it is complicated to open the microphone and talk, and the subject cannot be covered in a long talk in online education.
- If we were in the classroom, I would be very careful about participation, but I wouldn't be able to attend via computer. Especially when all this time just listening and participation in new lessons started to be compulsory, it put online students into a lot of stress.
- Actually this varies from lesson to lesson. As I feel myself in command of the subject, my enthusiasm to participate in the lesson definitely increases. But even asking questions about things I don't know much becomes a tense activity. Apart from this, the teacher of the lesson is also a factor that affects the participation in the lesson. The stronger the teacher-student relationship, the more enthusiasm to participate in the lesson.
- Because I have social anxiety.
- Since the courses are recorded, I do not feel comfortable about it.
- I feel more comfortable as a listener and understand the topics easily.
- I think that when there is lesson integrity, attention is provided more easily. When the students join the lesson, the teacher is interrupted and the subject is scattered.
- I cannot attend classes online because I cannot adapt to the course hours.
- I just listen and take notes in the lesson. Sometimes I can think of things I want to say, but when I am not face to face, I cannot say it comfortably.
- I think it should not be compulsory to attend every lesson by opening a microphone. Because sometimes there is not a suitable environment, it may not be in a suitable mood or a prepared level to speak.
- My conversations sometimes do not appear in the chat box when I type in the chat section.

- I usually listen to lectures on recordings, but when I listen live, I have to continue as a listener because there are family members around me.
- I do not like speak to someone that I cannot see. I understand our lectures how they struggle with it.
- In online courses we cannot have the necessary interactions with the lecturer, most of lecturers cannot affect the class in online courses like they are in face-to-face. Classes are 100% more monotonous compared to face-to-face.
- I cannot attend lectures on time so I attend as a listener anyway
- I am not good at English.
- Even if I write a comment, it gets lost in other people's messages, so I prefer to listen.
- I rarely participate in voice lessons. I participate in writing, but it depends on the lesson and the situation of the instructor. For example, a lesson is more interesting for me, I will participate in it, or if you ask the lecturer without forcing any grade anxiety, I will participate in the other way.
- It is very difficult to exchange ideas. I often encounter systemic problems.
- I do not prefer talking to other humans.
- I have a job.
- I am going to 1st grade. I have never seen my school, friends or teachers. I guess I'm afraid.
- I could not make any friends, I would be a little shy at first, and as time passed, I lost control, just listening to the lesson and taking notes began to be sufficient.
- Because while I have difficulty focusing on the lesson, I don't want to deal with an extra job.
- I'm not a fast typer so while I try to type something we're already moving forward to another subject. I can't use the microphone either because of technical difficulties on my part.
- I don't have a microphone but sometimes I write something in chat.
- It is online education, no need to participate.
- Normally, I am more like a listener as a student; I do not participate very much.
- Unless there is a situation that requires my active participation, it is better for me to remain silent.
- I feel nervous, but not so in face-to-face training.
- I don't know if it is because I was a shy kid throughout my school years, just listening feels more right with me.
- I don't like to talk about things that I don't quite understand or know.

The participants who stated to be active in online courses by participating through speaking or writing have stated that active participation makes education more efficient and effective. They are active to learn, focus, keep their attention, feel good, to enjoy (being active makes education more enjoyable), increase their motivation, improve themselves, feel like it is a real classroom

environment, contribute to the course, meet the efforts of their instructors, and to interact and share their ideas and opinions. Additionally, they also stated that active participation is a kind of responsibility of the students and that they are active because they don't want to get bored during courses and want to be productive. Some of the participants claimed to be talkative person while some admitted to be active learners. If they have background information about the course contents, they participate actively in online courses. While some believe that it is important to be active under these circumstances brought by COVID19 process, some claimed that if the topic is interesting, they participate actively. The statements of the participants are provided below:

- It is more effective and provides me to focus on the lesson.
- I believe that the lesson is learned in the lesson
- I am an active person and attend to class as actively helps me to keep alive my attention.
- I do not understand the lesson if I am not active.
- I actively participated in the lessons in face-to-face education, and I continue the same habit as I can in online education.
- I'm not joining to courses but I love talking.
- It actually depends on my interest in the course but mostly I try to participate mainly by writing in the chat box if I have something to say.
- I enjoy classes where I can be an active participant.
- Both to feel good myself and to experience online education format.
- In the classroom, I was a student who frequently raised hands, participated in the class and liked to speak. I would like to write more if I can, but since time is limited in online education, I try not to comment too much so that the lesson is not interrupted :)
- It is very enjoyable to be active in the lessons. I attend the lectures in the comments, even though it is not vocal. Questions and ideas arise in my mind during the course, and sharing them is important for learning.
- I want to be an active learner. If I share my opinion, the teacher can give positive or negative feedback. It is beneficial for me.
- Being active in course increases my motivation.
- If I don't strive and speak, I won't learn anything. I think learning nothing is like a nightmare.
- Because I want to improve myself by speaking and attending to the class.
- If I do not attend the lesson, I cannot get any efficiency.
- I seem to taste a little bit of the classroom environment while expressing my opinion.
- In fact, both are suitably efficient, depending on the circumstances.
- If I do not attend the lesson, I cannot get any efficiency.
- I seem to taste a little bit of the classroom environment while expressing my opinions.
- The use of microphone and talk box is very important in these limited conditions.

- If I participate actively, my attention focuses even more on the lesson. The lesson is more fluent and useful for me. I am not too bored.
- It enables me to have a better understanding of the subjects and I can pay attention.
- With active participation, I can focus more on the lessons and the lessons don't feel too boring.
- Focusing on online education is hard enough, and when I don't take notes or attend classes, my focus slips.
- If I love and understand the subject while attending the lesson, I will attend the lesson. If I don't understand, I participate but I participate less. Also, if I am not going to attend the lesson or listen to the lesson, why should I attend the live lesson?
- Actually, it changes. If I know what we are doing or study the topic before the lesson I am more active in lesson. And I mostly participate in this way. But if I have not much information, I just choose to listen.
- Actually, I prefer both of them. If I know what we are doing or I study the topic before the lesson, I am more active in the lesson. But, if I have no much information, I just choose to listen.
- When you attend the course, it is more fluent and beautiful.
- I ask questions if I have and contribute to the class because I am a talkative student.
- The more I participate in the lesson, the more I feel myself involved in the subject.
- I cannot say that I prefer to speak very much. But I write to the chat box as best I can. Because our teacher also shows an effort there. We both have to attend the class and we should not ignore their efforts to help us in these difficult conditions.
- I can understand the subject better when I speak about it.
- I better understand when I speak about a subject.
- I believe it is more productive when I actively participate.
- Actually, doing both is good for me, but writing in the message box gives the feeling of school a little bit better.
- I am a student; my duty is to attend the class.
- We can easily form an interaction.
- I like to express my opinions and I can have thoughts that are generally unimaginable.

Lastly, when the participants were asked how to improve their engagement in online education to see it from their eyes, some said they do not know while some claimed nothing can increase their engagement mostly. According to the participants, engagement can be increased by giving more assignments or course materials while some claimed just the opposite. By decreasing assignment number, their engagement can be improved because instructors may think that students have more time to study at home but it is not always true. Finding motivation to study may increase students' engagement as well as extra course-related activities and being prepared for the courses.

Active participation such as speaking or presenting and discussing may be one of the factors affecting engagement. Additionally, they also said that instructors' teaching method and approach may affect their engagement and that better internet connection and better equipment both for students and instructors are important factors in addition to the possible support from the school or government. There is an opposition between course duration because some students said that shorter course periods may be helpful while increasing course duration may be a solution as claimed by some other participants.

Moreover, the digital literacy of the faculty members is seen as an important factor by the participants because some are believed not to know how to use the system. Some participants do not want to be forced to participate actively and some believe that course contents are intensive and they may be less intensive. Surprisingly, the most of the participants said that switching to F2F education would increase their engagement since it would feel more a real classroom and they want to feel that atmosphere which cannot be provided by online education. Likely, some participants offered solutions for online education such as changing evaluation method, assigning homework rather than mid-term and final exams, offering additional course-like sessions for interaction, and more motivating activities held by the instructors. Lastly, one participant said that separating day and evening education may increase their engagement with courses.

- I don't think there is anything to increase my participation. Since I don't like to talk, my participation process continues unchanged.
- Homework, lecture notes
- Due to the time constraint, the lesson time is shortened and he has to make more effort to understand later. This is quite time consuming.
- I need a motivation. This is the only thing that I need.
- By coming more prepared to the lessons and reinforcing something I already know.
- It is hard to even live in these circumstances. How it can come into question to focus on lessons?
- This is actually about teachers. There are also teachers that I regularly attend, and there are also those I do not attend. The way they handle the lessons is bad. I do not attend that lesson again when the lecturer says to talk about 20 minutes and read a 20-page article next week. It is not nice to give homework to the student on the subject that he cannot explain himself in the lesson.
- Face to face education :) in online courses, there is no option to change my mind.
- My success in online learning will improve as I get used to it.
- The approach of lecturer
- If the lessons are student-focused and active participation can be achieved, if the subject is interesting and open to interpretation.

- Knowing that this struggle will end soon would increase my engagement but since it seems to be impossible, nothing would increase it.
- Active participation, speaking, presenting and discussing during class
- I can say that at the beginnings I liked online education platform due to some of its opportunities but now I miss the school, it's atmosphere, face to face interaction etc. According to my experience, face to face education absolutely is better than online learning form ... in short, now in online education, nothing increases my engagement. :(
- I think fewer assignments would increase both my engagement and motivation. Teachers suppose that we have so much time to do assignments because we stay at home all the time due to Covid-19.
- Extra online activities which are related to course may be increase the engagement.
- As a result, nobody sees it, this reduces stress. Both the comfort of being at home and the lack of direct communication reduce anxiety. This allows me to attend the lesson more.
- Honestly I just want to get this over with since it's my last semester.
- To be honest, it is nothing. I need to be in class, feel that atmosphere, and communicate with my instructions face to face. There are so much distracting things in home while studying in online education. It is hard to keep my attention alive.
- With better internet service and with better equipment for instructors and students, it would increase it.
- More stable internet connection for every person attending to the class including lecturer, also more advanced devices for both side, if this system is going to be mandatory then either the school or the government have to support the learners and the lecturers in many ways which is not widely available. Also I rarely self-study, online lectures are basically self-study. In most courses we just watch a video from our lecturer, no interaction but this is not our lecturers` fault nor is learners` we just not accustomed to this method at all.
- Lesser and clear video lectures.
- I think it cannot replace face-to-face training.
- In online education, the course hours are certain, but I have the chance to listen to the records at any time. The good thing about online education is that it is different from exams and assignments in face-to-face education. Both in terms of grades and difficulty. But of course online is more difficult as it takes time.
- Passing the lesson.
- Separating regular and evening students.
- While every lesson of the department does not attract the attention of the student, it is difficult to be able to lock this student on the screen for one and a half hours. Times can be reduced, equipment can be quality and instructors can be taught how to use the technology.
- It is because of my instructors, they are engage me to the lessons
- Education staff using microphones better ...

- It might be better if some teachers behave more comfortably because I watch some lessons every week but I can't even start some of them.
- Grades should be determined by the change of the examination system, not by midterm and final exams, but by quizzes held more frequently. Teachers should be present in lessons as much as possible, and the curriculum should be organized according to online education. Lessons should be divided into 2, 25-25 minutes. Apart from the lessons, there may be lesser mini-lessons than the lessons in which teachers and students will have time to chat alone.
- In general, I try to continue my participation in online education as much as possible. In this direction, I think it may be beneficial for the instructors to do motivational studies for the lessons.
- I don't want to be forced to open a microphone, but other than that, online education doesn't seem like a real education in any way.
- Even if we do not attend classes, we are not absent and we can listen whenever we want.

As it can be deducted from the students' statements, assignments can be an indicator of their engagement. Thus a question about assignments and course readings was added to the questionnaire. The participants were asked how often they turn their assignments in during online education. According to the results, the participants stated that they 'always' turn in their assignments with a percentage of 33.3%, followed by 'very frequently' with 28.0%. These results show that the students do their assignments with a high frequency probably because their greatest motivator is just passing the courses, as the previous results indicated.

Table 25: Frequency of Assignment Submission during Online Education

	Frequency	Percentage (%)
Never	1	0.5
Very Rarely	4	2.2
Rarely	17	9.1
Occasionally	50	26.9
Very Frequently	52	28.0
Always	62	33.3
Total	186	100

When they were asked how often they did the required course readings, the frequencies were lower. From the given Table 26, the highest frequency belongs to the item 'occasionally' (39, 2). The comparatively low engagement in course readings may be due the fact that they might be graded on the assignments but not on the course readings.

Table 26: Frequency of Engagement in Course Readings

	Frequency	Percentage (%)
Never	7	3.8
Very Rarely	18	9.7
Rarely	23	12.4
Occasionally	73	39.2
Very Frequently	39	21.0
Always	26	14.0
Total	186	100

Additionally, as another indicator of engagement with courses, how many hours they study for courses was asked to the participants. The results have revealed that the students mostly study about 1-5 hours per week (36%):

Table 27: Descriptive Analysis of Study Hour during Online Education

Study Hour	Frequency	Percentage (%)
0 hours per week	8	4.3
1-5 hours per week	67	36.0
6-10 hours per week	54	29.0
11-15 hours per week	24	12.9
16-20 hours per week	21	11.3
More than 20 hours per week	12	6.5
Total	186	100

In terms of emotional engagement, whether the students enjoy their courses has an essential role. In this way, the participants were asked whether they enjoy online education. Based on the answers of the participants on the questionnaire, if they enjoy their courses, they can be more active, and thus, engaged. The results have shown that the students are neutral about their enjoyment level in online education (33.3%).

Table 28: Descriptive Analysis of Enjoyment during Online Education

	Frequency	Percentage (%)
Strongly Disagree	52	28.0
Disagree	31	16.7
Neutral	62	33.3
Agree	29	15.6
Strongly Agree	12	6.5
Total	186	100

Lastly, the participants were asked about their digital competence since digital competence can be a factor both affecting their engagement with courses and their attitude towards online education as stated in the literature. The participants defined themselves as average competent in digital use.

Table 29: Descriptive Analysis of Level of Digital Competence

	Frequency	Percentage (%)
Poor	13	7.0
Below Average	10	5.4
Average	99	53.2
Above Average	32	17.2
Very Good	32	17.2
Total	186	100

When Pearson correlation analysis was performed among students' level of engagement, motivation, satisfaction, and the subscales of engagement which are skills, emotional, participation/interaction, and performance, it has been found that these variables are highly correlated to each other (Table 29). At the significance level of 0.01, there is a statistically significant relationship between engagement level and motivation, satisfaction, skills engagement, emotional engagement, participation/interaction engagement, and performance engagement. When these relationships are examined separately, motivation keeps its effect on other variables as well as satisfaction. Skills engagement has a high correlation with emotional, interaction/participation, and performance engagement as well as motivation and satisfaction.

The subscale of emotional engagement is correlated to other three subscales. Participation/interaction engagement shares a high correlation with skills engagement and emotional engagement but it seems less correlated to performance engagement. Similarly, performance engagement has a significant relationship with motivation, satisfaction, emotional engagement, and skills engagement but not with participation/interaction engagement.

Table 30: The Correlation Analysis

	1	2	3	4	5	6	7
1.General Engagement							
2. Motivation	.715** .000						
3. Satisfaction	.721** .000	.769** .000					
4. Skills Engagement	.450** .000	.432** .000	.317** .000				
5. Emotional Engagement	.365** .000	.364** .000	.252** .001	.810** .000			

Table 30: (Continue)

	1	2	3	4	5	6	7
6. Participation/Interaction Engagement	.228** .002	.264** .000	.199** .007	.642** .000	.712** .000		
7. Performance Engagement	.416** .000	.499** .000	.554** .000	.247** .001	.214** .003	.138 .061	1

**Correlation is significant at the 0.01 level

Demographic Differences in Engagement Level

To see whether there is a gender-based difference in engagement level of students, the distribution of the data was measured first as seen in Table 34. Kolmogorov-Smirnov and Shapiro-Wilk normality tests were both used to see the distribution of the data. In those tests, if the result is significant at $p < 0.05$, it means that the data does not have a normal distribution. As a result of the test of normality, the data for engagement level scale was not distributed normally ($p < .001$), which means any estimation is not possible about general distribution. Thus, Mann Whitney U test was performed to see whether there is any difference between the means of male and female students.

Table 31: Tests of Normality for Engagement Level

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Engagement Level	Statistic	df	Sig.	Statistic	df	Sig.
	,090	186	,001	,952	186	,000

a. Lilliefors Significance Correction

According to Mann Whitney U test, the engagement levels of the students do not depend on their gender. In other words, gender is not a determinant factor for engagement level. While male students are engaged with a mean of 85.36, female students are engaged with a mean of 97.38. The significance value (p) has been found to be 0.152, which is higher than significance level of 0.05. This result reveals no gender-based difference in engagement level.

Table 32: Mann-Whitney U Test for Engagement Level

	Gender	N	Mean Rank	Sum of Ranks	Significance
Engagement Level	Male	60	85,36	5121,50	
	Female	126	97,38	12269,50	
	Total	186			.152

When the engagement is analyzed based on its subscales, distribution tests were conducted firstly. According to the normality test, there is no any engagement subscale that has a normal

distribution. Since the significance values are smaller than 0.05, it can be seen that the data does not have a normal distribution. So, again Mann Whitney U test was performed to see whether there is any difference based on gender.

Table 33: Tests of Normality for Engagement Subscales

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Skills Engagement	,088	186	,001	,958	186	,000
Emotional Engagement	,106	186	,000	,971	186	,001
Participation/Interaction Engagement	,099	186	,000	,969	186	,000
Performance Engagement	,190	186	,000	,909	186	,000

a. Lilliefors Significance Correction

Male students have a mean of 77.25 of skills engagement while female students have 101.54. In emotional engagement, female students have a mean of 95.85, while male ones have a mean of 88.56. Male students have a mean of 90.20 in participation/interaction engagement while female students have a mean of 95.07. Lastly, for performance engagement, female students have a mean of 96.85, while male students have a mean of 86.48. The Mann Whitney U test has revealed that there is no a gender-based difference in terms of emotional engagement, interaction/participation engagement, and performance engagement (Significance levels, respectively: .386, .562, and .210) since the significance values are bigger than .05 of p. However, for skills engagement, it is seen that there is a gender-based difference (p value is 0.004).

Table 34: Mann Whitney U Test for Engagement Subscales

	Gender	N	Mean Rank	Sum of Ranks	Significance
Skills Engagement	Male	60	77,25	4635,00	.004
	Female	126	101,24	12756,00	
	Total	186			
Emotional Engagement	Male	60	88,56	5313,50	.386
	Female	126	95,85	12077,50	
	Total	186			
Participation/Interaction Engagement	Male	60	90,20	5412,00	.562
	Female	126	95,07	11979,00	
	Total	186			
Performance Engagement	Male	60	86,48	5188,50	.210
	Female	126	96,85	12202,50	
	Total	186			

Students` Attitude towards Online Education

Students` attitude towards online education has been measured with a separate scale in the questionnaire. The frequency distribution of the items can be seen in Table 38 that provides the percentages of the results. When the participants asked about their concentration, they generally agree (31.7%) or strongly agree (33.3%) that it is more difficult for them to concentrate in online education. The participants have also difficulties in managing their times (Agree: 26.5% and Strongly Agree: 25.8%), and there is a two-sided situation that they strongly disagree (28.8%) and agree (24.4%) that online courses save time and effort.

When it comes to interaction in online education, the participants are 25.8% neutral and 27.4% agree that there is no real interaction. But, they disagree at the rate of 28.5% that they do not have chance to participate, which indicates that they have chance to participate in online courses, although they do not believe that online courses provide more opportunities for them to participate (Strongly Disagree: 31.2%). Most of the participants do not like studying online (Strongly Agree: 29.6%). The participants do not think that they can understand better online courses or they are easier to learn (32.3% and 34.9%, respectively).

The participants do not think that online education lowers their anxiety level (Strongly Disagree: 32.3%) although they feel more independent in learning (Neutral: 25.3% and Agree: 26.3%). As aforementioned before, the system ease of use is important for student engagement. The scale has shown that the participants agree (36.5%) that online course system is easy to use. Also, they do not have difficulties in understanding online speech (Disagree: 27.4%). The participants stay neutral about whether it is easy to get higher grades in online education (Neutral: 28.0%) although they think that it is kind of self-study instead of having education (Strongly Agree: 24.2% and Neutral: 23.7%). The most frequent option has been chosen for the item "Online courses are more beneficial than face-to-face courses" which they strongly disagree at the ratio of 45.2%.

The participants believe that their instructors are good at using technology for educational purposes (Agree: 36.6%). Also, for the participants, it is not motivating because they can finally live in their home town, with their friends, family (Strongly Disagree: 32.3%). As can be seen in the table below, they do not choose a side for the item "It is hard to keep up in online education" and they are neutral (33.9%) about being content with online education.

Table 35: Frequency Distribution of Students` Attitude towards Online Education

Items / Percentage (%)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have difficulties in concentration during online education.	8.1	14.5	12.4	31.7	33.3

Table 35: (Continue)

Items / Percentage (%)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have difficulties in time management during online education.	12.9	17.2	17.7	26.3	25.8
There is no real interaction.	8.6	17.7	25.8	27.4	20.4
I don't like studying online.	10.8	15.1	22.6	22.0	29.6
I often get no chance to participate.	19.4	28.5	23.7	17.2	11.3
Online courses are easier to understand.	32.3	19.4	20.4	16.7	11.3
I understand the courses better online.	34.9	19.4	19.4	12.9	13.4
Online courses give more opportunities for me to participate.	31.2	19.4	25.3	14.5	9.7
Online courses save time and effort.	28.0	14.5	12.9	27.4	17.2
I have less anxiety in online education.	32.3	14.5	12.9	25.3	15.1
I am more independent in learning.	19.4	11.3	25.3	26.3	17.7
It is easy to use online course system.	11.3	8.6	17.2	36.5	27.4
I have difficulties in understanding online speech.	22.6	27.4	20.4	19.9	9.7
It is easy to get higher grades in online education.	11.3	15.6	28.0	21.5	23.7
Online courses are more beneficial than face-to-face courses.	45.2	19.4	18.8	10.8	5.9
I believe my lecturers are skilled in their use of technology in teaching.	10.2	19.4	24.2	36.6	9.7
Motivating because I can finally live in my home town, with my friends, family.	32.3	19.9	19.4	18.8	9.7
It is hard to keep up in online education	9.1	21.5	25.3	21.5	22.6
Overall, I am content with the online education.	19.4	17.2	33.9	23.7	5.9
It's like you don't get education, it's just self-study.	12.9	18.8	23.7	20.4	24.2

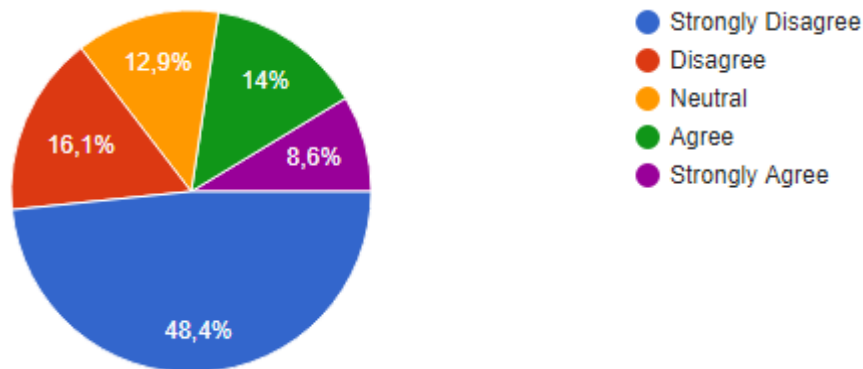
Additionally, in the questionnaire, the participants were asked whether they prefer online education over face-to-face education on a 5-point scale ranging from strongly disagree to strongly agree. The result has shown that they strongly disagree with a frequency of 90. While 30 of them say “disagree”, 24 of them stay “neutral”. The number of the participants choosing the option of “agree” is 26 and the option of “strongly agree” is 16.

Table 36: Students' Preference on Online Education over F2F Education

Options	Frequency	Percentage (%)
Strongly Disagree	90	48.4
Disagree	30	16.1
Neutral	24	12.9
Agree	26	14.0
Strongly Agree	16	8.6
Total	186	100

It is clear that most participants do not choose online education over F2F education.

Figure 10: Students` Preference on Online Education over F2F Education



4.3. The Analysis of the Semi-structured Interviews

For the qualitative part of the study, 20 students were interviewed. These participants claimed to be voluntary for semi-structured interviews in the questionnaire applied before. In parallel with the questionnaire, the interview contained questions about engagement, attitude, and demographic items. After their consent taken, the interviews were started. The results were analyzed with the method of content analysis. Under this title, the results obtained from the qualitative data will be shown under separate headlines. Additionally, the results will be supported with the statements of the participants. The participants will be named random letters in order not to violate confidentiality of the participants.

In the semi-structured interviews, students were asked certain questions to understand their engagement such as definition of engagement, their participation in courses, relation between courses and future career, and interaction as well as their assignments.

Defining Student Engagement

When the participants were asked what they understood of student engagement, one of them states that engagement is to do what courses and school necessitate. Another one says that engagement is to love your work and to improve oneself. A student builds a connection between courses and real life, and claims that engagement is to apply things learned at school to real life. One of the participants believes engagement to be attending courses regularly.

Statements:

K: "When I think of engaged students, I envisioned a student who regularly attended online classes."

C: "Engagement is doing something willingly and improving oneself. It should not be done for money."

M: "Engagement is doing the things necessary for courses."

H: "I want to feel the things that I learn in the department while reading novels like symbols and wordplays."

Engagement Level

The participants were also asked whether they were engaged based on their definition of engagement. At this point, the participants have different levels of engagement. One said that he was engaged at first but later, his engagement level decreased in terms of participation to courses on time. Some also stated that they were more engaged in F2F education. However, there are students who think to be engaged highly.

Statements:

M: "I do not have a high level of engagement because I do not do the things that courses necessitate."

C: "I am engaged 7 out a scale from 1 to 10. It was higher in F2F education."

H: "I think I am engaged generally."

Factors Affecting and Supporting Engagement

Later, the students were asked which factors affect their engagement during online education as well as the conditions possibly boosting it. One of the participants states that she is engaged because she has some future goals, and adds that students should open cameras otherwise instructors do not know their faces. Another one finds extra seminars helpful in terms of increasing their engagement and suggests that students may come together for extra activities to see each other. However, one of the participants states that being engaged is about her mood independent from courses and she sees F2F education as solution. One sees the limited course periods as a negative factor impacting his engagement and he recommends that course periods should extend and courses can be planned for weekends. One of the participants claims that her aim is not only passing courses but learning things and applying them to real life, and this is why she is highly engaged. And lastly, generally, most of the participants recommend that the system through which education is delivered should be improved because it is not sufficient.

Statements:

C: "We have more seminars online. These seminars help me to improve myself and learn things related to courses. If I could see my friends and socialize with them, my engagement would increase."

K: "Internet problems or substructure problems where the student lives may affect engagement as well as not having sufficient technological devices. Also, students may have a job to help parents... To support engagement, course durations should be increased. Courses can be delivered in weekends, too"

M: "If I were at school, everything would be better. When I was at school, I used to feel better and engage well."

The participants were also wanted to think about the effects of their instructors, classmate, and online education system on their engagement. While instructors and system have an important role in students` engagement, classmates are not attributed the same importance. Most of the participants found instructors` teaching style and approach style to students extremely important to their engagement. One says that they might feel more engaged if the instructor opens her or his camera while teaching. However, classmates have been found to be important in terms of engagement by only one participant. When it comes to the education system, some technical or systematic problems such as internet connection failure, microphone failure, and lack of student camera play important role in students` engagement.

Statements:

J: "Instructors have an essential role in my engagement but my friends do not. The system through which education is delivered can be changed into a better one... I have instructors that I like but also, I have instructors whose course would not change whether it is online or face to face because his teaching style is not very interactive."

K: "Sometimes the instructors of the lessons change. I have never seen the faces of these instructors. Some of them do not turn on cameras. I can't feel any connection with them. The ones who turn on camera sound more intimate... My friends are also effective because we always discuss topics and share opinions."

M: "Teaching styles are important. Whether they care about us or whether they provide good feedback is essential. Some instructors do not provide good feedback and I feel like he or she does not see light in me. My friends do not affect me much."

H: "I look whether the instructor dominates the course content. Instructors are important. For example, sometimes instructors do not only lecture course content but other things like related topics or their experiences. My close friends are important for my engagement because if they study I study too. They motivate me... Course recordings that the system offers us are really essential because they give me the opportunity to repeat."

The Role of Motivation in Engagement

When the students were asked whether they are motivated and what the biggest motivator is for them in online education, the answers came in diversity. One of the participants complains about his low level of motivation and he does not want to attend some courses because they decrease his level of interest. One of them grades her motivation as 2 between 1 and 5, and the reason for this lowness is that some lecturers do not use their cameras and teaching styles of some are not suitable to online, as said by the participant. Unlike them, one participant says that she has a high level of motivation although sometimes assignments may decrease it. Supportively, one participant adds that he can find motivator things because he is in village and can go out or meet friends. Additionally, one participant states that motivation depends on courses and instructors, which means it changes day to day. Also, one stated that he is highly motivated because he can search on his own and take the responsibility of his own learning.

Statements:

G: "My motivation is always high. My instructors contribute to my motivation. If there are so many assignments, my motivation may decrease.

C: "If I could see my friends, my motivation level would increase thanks to being social."

K: "It depends on the person himself. I am in the village. The bans are almost nonexistent. I'm going out here. I am in touch with nature. I can motivate myself... My biggest motivator is that my family is with me."

M: "My motivation level is 2 out from 1 to 5. Face-to-face education leads to a discipline and responsibilities, and we have to wake up and go to school regularly. But in online education, we do not have to attend even courses because we can watch the recordings. Time flexibility decreases my motivation... I do not enjoy some courses. Some lecturers do not turn on their cameras. Their teaching styles sound weird online."

J: "I can be motivated because I can learn online by myself. It is possible for courses like literature but hard for the ones like translation which necessitates interaction highly. Being at home is a motivating factor for me and online education gives it to me."

The Role of Assignments in Engagement

Additionally, the participants were wanted to talk about their assignments, whether they do, why they do, and which type of homework they enjoy most. Interestingly, although all students do not have the same level of engagement, they claimed to do homework in a high rate. When their reasons for their doing homework are examined, it is seen that they do homework both for intrinsic and extrinsic motivation. Some of the participants said that they do homework because they want to learn new things and be more engaged with the courses while some want to have grades because they

pursue an academic career. It can be said that most of the participants believe that having high grades is not important for them at all because learning is much more essential. Additionally, three of the participants state that doing homework is a responsibility of them as students, and by doing homework they try to repay their instructors` efforts.

Statements:

M: "I do my assignments. Especially, if I love the course, I pay more attention. Having a good grade and learning thing are both important for me."

H: "I do my assignments completely by trying to do my best before due date. I do to reinforce my information. Also, it is my responsibility and duty as student."

W: "I do my assignments in full. I have never missed any assignment. Some instructors say us to read instead of assignment. It is optional. If I have time, I try to read but if I do not have time, I do not read. But when we are assigned homework, somehow, students take it serious and arrange it. Students add it to their responsibilities and do it anyhow even while eating or sleeping. This is why I think that assignments should be given."

K: "I enjoy mostly the opinion assignments because I can add things of myself."

J: "I do my homework because it is my responsibility as our student, and I can test my self whether I learn."

In online education, it is said by the participants that they have more assignments than face-to-face education. The reason behind this increase, as they believe, is that their instructors want them to be engaged with courses out of the virtual classes. The participants are aware of the importance of the assignments for their learning, and they claim that instructors should assign homework for them to study more and to make more searches on the internet or online libraries. However, the participants also remark that the amount of the assignments should be adjusted appropriately before being assigned to the students because this amount can be sometimes too much for them to do in time and attentively. According to the participants, assignments make them feel more responsible from their learning and stay in contact with the courses out of the class. Additionally, they also believe that assignments are more accurate tools than exams to measure their levels since exams are not trustable in their eyes.

Statements:

P: "We should have assignments because it is a kind of practice for us."

G: "I learn different things in each assignment. I enjoy most application assignments. I can see whether I can apply the things I learn."

D: "I do my assignments. I think our instructors should give homework win the same amount with face-to-face education. They should not assign much just because it is online education. They think that we always laze around but it is not true."

The Role of Attendance in Engagement

Most of the participants in the semi-structured interviews state that they generally attend the courses, which means they try to be online in time and join to real-time courses because, otherwise, they cannot be active in the courses and keep interactivity. The most important reason for this attendance has been claimed to the fact that they choose to learn in time and have the opportunity for active participation like asking questions and providing comments. Otherwise, when they watch the course recordings later, they fell like they look at a TV program or a video on YouTube without any interaction. Only 3 students say thattheyare not online in real-time because they prefer watching recordings, which is easier to control and take notes.

Statements:

C: "I attend 90-95% of the courses.

D: "I try to attend courses generally. The percentage may be %75."

T: "I attend my courses. I have not attended my courses several times."

M: "I do not attend two of my courses. I attend the ones I enjoy."

J: "I do not attend and I like watching course recordings although I cannot participate actively."

Attending live courses may not be sufficient for their learning or guarantee their cognitive engagement. During the online courses, students` attention is highly important for their learning. This is why the participants were asked what they are doing during an online course. The participants indicate mostly that they try to be focused during the course. To do so, they may shut down their mobile phones or close the door of the room. Additionally, they try to takes notes to repeat course content later. However, some participants say that it is hard to be focused for a whole course period because course periods are too long for them such as one hour or one + half hour. Hence, they may engage with playing games, searching on social media, chatting with friends, eating or drinking, or even knitting. In general, the participants are focused during courses with exceptions.

Statements:

B: "Sometime I lose my attention and surf on social media. Sometimes I feel heaviness. Then, I try to re-adapt to the course."

K: "I close my mobile phone because I know myself, and I try to focus fully."

A: "... But it is hard to focus in online environment. We lose our attention after 20 or 30 minutes and we cannot focus."

M: "I focus on the course. I take notes."

P: "I focus generally during courses but sometimes I search for unknown words."

E: "I cannot say that I am all focused from the beginning of the course to the end because it is home environment, someone may enter to the room and the doorbell may ring. Somehow, my I lose my attention or I may search on the internet about a question asked by instructors via cell phone. So, I sometimes lose my attention and I cannot focus % 100 to courses."

The Role of Active Participation in Engagement

The role of active participation in learning is mentioned before. And, it is said that it is an indicator of engagement. At the point of active participation, the participants generally claim to be active or at least they try to be active during online courses. However, it should be added that students may prefer participating actively or listening without oral or written contribution. One of the participants said that active participation, no matter who does it, may distract their focus. So, they may choose only to listen to the lecturer. Also, they claim to learn better when they just listen because they can concentrate without being interrupted. Additionally, they think that there is no time for active participation since the course periods are limited.

Some of the participants also said that some reasons, to be given later, hinder them being active in courses. Even though their activity level may change course to course, some participants believe that active participation should be compulsory in courses since it helps them to learn better. On the other hand, some of them stated that active participation should not be compulsory because all students are not equal and they do not have the same opportunities such as computers, internet connection or a silent or isolated place in their homes. Additionally, it is also stated that learning styles of some students may be different and they may prefer being silent to learn and keep their focus in online courses. One student also states that students should take into consideration the thoughts of other students in terms of oral participation because they may not want to listen to others or get interrupted by others, and they may just want to listen to their instructors rather than their peers. In online education, some participants state that they choose participating by writing in the chat-part rather than speaking because their houses may not be available at that time or they do not want to interrupt their instructors – they just wait their instructors to see their messages.

Statements:

B: "I am trying to be active in courses but I am not active in all courses. I am not an active student, much more a listener. It should not be compulsory because people may not have sufficient hardware."

A: "I participate actively in courses. I am normally a talkative person and I do not hesitate sharing my ideas... This is a personal situation. It should not be compulsory. But the ones who want to state their ideas should state them."

M: "If the course necessitates active participation I attend such as translation. But in other courses which are only lectured, I do not participate actively."

T: "Generally, I listen to the courses because I am shy."

D: "Generally, I participate in written. I do not want to participate orally. Even, when an instructor wants me to participate orally, I say I do not have a microphone but actually, I do have. When active participation is compulsory, we feel tense. We have an instructor who wants us to talk always. I do not attend this instructor's course because of this reason"

As it is stated before, participation may have a critical role in learning of the students. But there is no a consensus about whether this participation should be oral or silent. From the point of view of the participants, it is seen again that students do not have a common point. Some believe that they should be active in courses by asking questions or providing comments to learn while others state that they can learn just by listening and they do not have to participate orally in online courses. And they say that their attention may be distracted while trying to be active and thus, their learning may fail. On the other hand, some participants specify that they feel more productive when they participate orally. Consequently, the learning styles of the students are determinant in deciding which participation style is the most effective in learning. Thus, this fact should be taken into consideration while lecturing.

Statements:

A: "Active participation is necessary for learning. The more we discuss and comment on a subject, the more this subject is permanent. For example, if my instructor forces me to comment on a subject that I do not understand, I will make an effort on this subject and I learn it easier."

B: "Active participation is not necessary for our learning. I can learn by listening."

D: "Active participation is necessary and essential for our learning."

The participants were also requested to state the possible reasons for their potential inactivity or passivity in online courses. The reasons stated by the participants are listed below:

- Students may not organize their thought in enough time to answer the questions or ask questions.
- They may lose time while opening their microphones and in meantime, other students can speak or the instructors pass the subject.

- Students may not want to interrupt their instructors since they cannot understand appropriately when their instructors stop or start to talk.
- Some technical problems may occur such as connection loss, closure of screen of both students or instructors, and infrastructure inefficiency.
- Students cannot find enough time to participate orally since the course time is limited and the instructors try to finish the curriculum within this limited time period.
- Some students are shy and they don't like to speak.
- Some students may shine out since they are active all the time, and so, others step back because of this reason.
- The attitude of the instructors is also effective; when a student has a positive feedback from his instructors like "Yes, it is true, you are good", this student becomes more active in online courses.
- Some students may concern about whether their questions are too easy or ridiculous to others or whether they are the only one who does not understand the course subject (when they say "I do not understand, can you repeat the subject?" to their instructor).
- Some students may get distracted while trying to ask questions or writing something during the courses, and they miss some points in the courses.
- Some students may concern about standing out because his peers do not participate orally or written in courses.
- Some students may be prejudiced and think that they cannot understand the course anyway because it sounds hard to comprehend.
- Courses may be uninteresting to some students.
- Some students may be into other things such as knitting or speaking with others during the online courses.
- Instructors may ignore questions of the students since their time is highly limited, and this may cause a thought like "Even I ask questions, my instructor will not answer them, so I better not ask anything" in the minds of the students.

Statements:

S: "I sometimes avoid from active participation because several students participate in course. And they say every time 'I understand', and this time, I ask myself whether I am the only one who does not understand. Thus, I beware and cannot ask questions."

G: "If courses are lectured and there is no much opportunity for discussion, I do not participate actively. But if courses are suitable to discuss or if instructors ask questions to us, I participate actively by writing because instructors do not generally let us turn on our microphones."

B: "I think I lose my attention while trying to write or state my idea. And if I am not interested in a course, I avoid participating actively."

T: “I really want to be active but there are some students, who went to the prep-school and passed to the department, and they answer immediately. Then, I expect them to participate always.”

D: “I think we cannot feel like we are in a course because we are at home.”

Table 37: Summary of the Factors Affecting Students` Active Participation

Student-related Factors	Student-independent Factors
Long thinking period Being shy Fear of being laughed at Losing concentration easily Fear of standing out Fear of losing face Learning style	Technical problems Limited course period More dominant peers Attitude of instructor Uninteresting course topics Teaching Style

The Role of Interaction in Engagement

In terms of interaction, the participants have different opinions. One of them said that it changes depending on instructor. While one replies fast, one may reply e-mails after two or more days, and there is a loss of interaction between friends. Another one claimed that he got busier psychologically and stayed away from dialogues. However, one of the participants says that she does not have a problem; she can reach instructors whenever she wants, and she also says that interaction has increased because they do not see instructors and this is somehow encouraging. Another one says that she wants to feel the support of her classmates and this has decreased in online education, which affects her interaction and participation badly. On the other hand, one says that she may feel shy while texting to the instructors by claiming that interaction has decreased.

In general, according to the majority, interaction between students and instructors is in a box, that is, highly limited. Although the class of the students has an impact on this situation, generally, the participants claim that they cannot have a stress-free interaction in online education as in face-to-face education. The fourth grade, third grade or second grade students who had the chance to see their peers and instructors face-to-face stated that they did not have any problem while interacting or communicating with others. However, the first-year students said that they had trouble in interacting with their peers and instructors since they did not know them. Additionally, whether they do group assignments was also asked to them to reveal their opinion about interaction with other students. They generally say that they do not have group studies, and most of them claim to prefer studying alone because each student does not carry the same responsibility.

Some participants also specified that interaction is easier in online education because their instructors direct them to send e-mails and they reply to those e-mails sooner or later. In face-to-face education, they may not find their instructor in his office or they may not reply to e-mails. Although

some participants claim that there is no any problem with in- and out-class interaction with peers of instructors, others say that if they know that person before, they could interact easily but if they do not, they could not interact properly. Lastly, two of the participants say that some instructors are new or they take their courses for the first time and they do not know those instructors, which makes it harder to interact.

Statements:

G: "When we have group projects, we cannot reach each other every time. Some may do not read messages. If it was face to face education, we can see each other and ask details. So, I avoid group projects... Interaction with instructors has increased because we do not see them and have courage to talk to them more compared to physical environment."

A: "Actually, online education did not affect communication because we have WhatsApp groups for our courses and we can reach our instructors whenever we want. It is true also for my friends. That is, I do not have any problem."

M: "Most students prefer studying alone in online education. I want to make group assignments in face-to-face education. My interaction with instructors changes depending on who he is."

K: "It is low in online education compared to F2F education both with my instructors and friends. We can reach our instructors with e-mail. They reply but sometimes it can be too late when we have urgent answers."

T: "I have had only three friends, and I do not have communication with others. I like my instructors and they are really good but they should be more tolerated. I have passed prep-school exam and I do not know others and thus, I have problems."

The Role of Grades in Engagement

It is an undeniable fact that grades are important to students. The participants generally state that getting a good grade is important for their future career but they do not do homework or attend courses for only grade; they also want to learn things or participation gives them pleasure. They also state that it changes based on courses. Loving or enjoying courses is a determinant factor.

Statements:

G: "At first, I did not care much because I used to think it was enough to pass courses. But now I realize that it is important to have good, high grades because the department is like a jungle out there."

K: "Each student studies for grade, unfortunately. But I study not only for grade but also for learning new things. But I want to have high grades because I am an ambitious person."

M: "It changes depending on courses. If it is a course I like, I try to have a good grade. But if it is not, I do not care much."

The Role of Performance in Engagement

When the participants are asked about their performance, they are generally satisfied with their performances during online education but they also believe their performance could be better. Only one of them says that this is the best that she can do, which means she does not believe she can do better.

Statements:

K: "I do both like and do not like my performance in online education but it would be much better."

M: "This is the best I can do. It cannot be better."

After-course Engagement

The question about what they do in general for their courses out of the virtual courses has revealed their after-course engagement. In return, the participants' answers include reading course-related books and articles, watching TV series or movies for advancing their language proficiency, doing homework, summarizing the subjects touched in the courses, and taking notes of the courses. These responses represent that the students try to be engaged with courses and improve themselves but not all of them. Some participants state that they do not do much for the courses out of the class, and they just do their assignments if they have to. This is a sign of low-level engagement of those students. And they blame online education for this and say that they would be more engaged if the education were face-to-face. Also, the students were asked how many hours they study for the school daily or weekly. From the general answers, it is understood that students do not have a regular studying program. Only highly-engaged students claim that they study daily. It should be added that the study rate increases when it is exam week.

Statements:

P: "I summarize course notes and read the related books."

W: "I do extra readings. I read sub-sources of the courses, if any. I repeat my previous readings and draw general diagrams, for example, of courses from the beginning of the term to due date. If I have spare time, I draw diagrams of the subjects of the courses."

D: "I used to take notes for the exams in face-to-face education. In online education, I do the same. I make research and read articles for the courses I am interested in. But for others, I just study for the exams."

K: "I repeat my notes that I take during courses. And I read books important in English literature."

M: "I do my assignments, and I do not do much else."

G: "I can say that I spend most of my day for studying. I read articles or other sources to be successful... It is like that I am always hungry for success."

The Role of Future Career in Engagement

The connection between courses and future career of the participants was asked to learn whether they think about course content and whether they find courses meaningful, which is a sign of cognitive engagement as stated by Mazer (2013). The participants generally find their courses related to their future but not all of them. Some of them stated that they study ELL because they want to be a teacher or to enhance their language abilities by not guiding a professional concern. This causes a loss in the said-so connection and shows that their cognitive and emotional engagement is low. On the other hand, the participants who want to make an academic career find courses more related to their future. Also, what they want to be in future or why they have chosen this department were asked to the participants. There are students who study ELL because they love literature and the various courses offered such as teaching methods, linguistics, and translation. In general, it has been seen that the participants make a connection between courses and their future, which indicates their cognitive and emotional engagement is high. Only one participant, who said before that she did not study regularly and attend courses, states that she wants to found her own company. When these two findings are combined, it is seen that she is not engaged at all.

Statements:

A: "There is a connection in fact. I think and plan what I will do in future even now. This is why I study hard and elaborately. I am planning to have an academic career. Hence, I should study harder than other students."

C: "I always wanted to study foreign language. The more I study at this department, the more I like it. I want to be a translator and work at tourism industry."

M: "I always want to learn different things. These contents in this department attract my attention, and I enjoy applying them... I want to establish a company in the future."

K: "I wanted to study teaching. However, my exam point was enough for this department. I do not regret it. I enjoy the lessons I attended ... I want to be a teacher in the future."

E: "I think they are related because when I talk about my courses, I develop personally since we learn many things about general knowledge, language, or the culture and language of another country."

J: "I have chosen this department mistakenly. Although I do not like literature, I enjoy courses because there are different courses such as linguistics and translation. I want to study a second university at a different department."

The General Attitude of Students towards Online Education

In the semi-structured interviews, the participants were asked what they thought about online education in general, and what the positive and negative sides are for them. They all stated that online education has both positive and negative sides. One of the participants said that online education is good for him because he can manage time better and can attend other online courses, and they do not have to attend courses online since they can watch recordings. He adds that online education is bad because some application courses like translation require high interaction, which cannot be achieved during online courses. Another participant emphasizes the time advantage of online education but adds that there is not enough opportunity for everyone such as digital devices and internet connection. Believing negative sides of online education are more than positive ones, a participant said that he started to less concern about live lessons because they are recorded and he thinks that it is not necessary to attend courses on time. He also adds that being at home every time can be destructive and family members may cause him to lose his focus. Additionally, he does not believe that assessment is fair because students may cheat easily in online education. The instructors assign homework for exams but the homework may be too much for them this time.

While some say that online education is better than face-to-face education, others state that it cannot fill the place of face-to-face education. It is said to be helpful for the ones who cannot reach physical education normally; however, it is not beneficial for students since they cannot be motivated enough in online education.

Statements:

K: "I think it has more disadvantages."

P: "I was hard for us at the beginning but then, it is easier for us since we get used to it. At least, we have more time for ourselves."

B: "I wish we were not obliged to online education."

Z: "I think that online education has both pros and cons. Initially, I have plenty of time to study myself."

Y: “Generally, it can be useful but I do not think it can be now. I do not think that online education has the necessary infrastructure.”

E: “I think online education is necessary under these conditions... But I cannot say that it is as effective as face-to-face education due to some reasons. But, on behalf of our school and department, I think that our instructors manage this situation very well.”

When the positive and negative sides of online education were asked to the participants, they claimed in general that it has both advantages and disadvantages. From the point of view of the students, advantages of online education include;

- Students have more time to study and make research about courses. That is, online education leaves student plenty of time which they can spend however or for whatever.
- Attendance is not compulsory.
- They can save time and money since they do not have to go to university, and spend time while waiting for bus or walking to the school or back to dormitory.
- They are offered more and various course materials. In online education, the participants stated that more and various course-related materials such as presentation, books, and videos are provided to the students compared to the face-to-face education.
- They have the opportunity to join the course from anywhere, which means that there is no place restriction; it can be home, library or even a coffee shop.
- Exams are easier, and they can reach information easily during exams.
- They can watch course recordings later when they cannot join the real-time courses.
- Online courses are easy to access.
- The number of home works is more than the ones in face-to-face education, which makes students more engaged with the courses.
- Students are more exposed to technology which they already use in their life.
- Students can also join other courses which they are not enrolled as guest.
- Since time is saved in online courses, the students can spare time for self-improvement such as other online courses like music instruments.

Statements:

M: “As students, we can reach information easily during exams... Being at hometown makes things easier for us because we know people here but when we are at university, it gets harder.”

R: “I think it has both negative and positive sides. First of all, I will tell positive sides. As a result of our era, this rapid development of technology, of course, has positive sides. Since we are university students, we are better at using technology... For example, we use technology very much

in translation courses. The course is more fluent. But this is less likely to happen in face-to-face education.”

E: “Its only advantage is that our courses are recorded and can be listened over and over. This is very good for me... I have many course materials such as pdfs and presentations uploaded by our instructors. In this way, it is better in terms of course materials.”

D: “I live in Akçaabat and it takes one hour to go to the school by bus. It is very good for me. We can save time, I think. We do not have to worry about being late to courses.”

K: “For example, I don't have to leave the house and go to school. I am a student living in Aydın. My university is in Trabzon. I don't have to live there... I can spend more time with my family.”

On the other hand, the participants state that online education has disadvantages as follows;

- Looking a screen for a long time impacts students` focus and they lose their attention after a while.
- Universities provide a social and city life to some students who come from villages or small towns.
- Lecturers do not have sufficient digital literacy.
- Courses requiring high interaction such as translation cannot be lectured properly.
- The students cannot know each other since communication is highly limited.
- They cannot make eye contact with their lecturers, which is claimed to be an important factor for their learning.
- Students may get distracted easily and their motivation dies away in home environment because there might be many distracting factors such as family members, opening a door, or door bell ringing.
- Home does not provide a disciplined environment. Some participant claimed that being physically in a classroom made them more disciplined.
- Since the course hours are limited (like a course which is three-hour long normally is lectured in less time period like one hour), students may feel under stressed due to rapidly accumulating course topics.
- There is no time for interaction in courses since the course period is highly limited and the instructors should follow a course curriculum in that short time.
- Some students may feel uncomfortable to open their microphones since their homes are not suitable at that moment.
- Students may choose watching a course later since they do not want to participate in that course, and they just do not watch it ultimately.
- Some participants also claimed that the instructors do not provide sufficient feedback, and so, they cannot be sure from their success level.

- Looking at a screen for a time period more than 40 minutes causes a decrease in students' attention levels.
- Some participants complained about the difference between online education and face-to-face education that there is no the same interaction among students and lecturers in the virtual environment as in the physical classroom.
- Reaching to instructors with e-mail is not enough because they may reply late.
- Students do not have equal sources for online education like a digital device (smart phone, computer, etc.) and internet access (some students live in villages where there is no internet access). In short, there is no equality or opportunity among students.
- The participants also said that online exams are not trustable since they are highly open to violation like cheating and stealing. All students may get good grades no matter they deserve or not.
- Online exams cannot be a good indicator of whether the students learn.

Statements:

C: "In face to face education, we can go to library and see other students studying, which triggers me."

X: "I am disciplined and have an interaction with my instructors in face to face education but it is no valid for online education. I do not have interaction with my instructors... Face-to-face education is more efficient compared to online education."

A: "The biggest disadvantage of online education can be that we cannot socialize. In face-to-face education, we could be together with our friends and we have both time and opportunity to socialize... We can discuss together a subject that we do not understand."

D: "I think it is a big deficiency that online education is not an active system"

K: "I used to have a social life, friends in Trabzon."

M: "I cannot reach my instructors quickly. And all students may get the same point, no matter they deserve or not... We cannot know our instructors well and thus we cannot act properly in exams or assignments because we do not know what he or she would want."

When online education and face-to-face education are compared, the students are seem to prefer face-to-face education rather than online education based on the factors given under the title of disadvantages of online education. Among those reasons, the most prominent one is the desire to socialize with friends.

Statements:

B: "Some people learn by listening and learn by watching. This can be applied in the online education but it is not much beneficial for me since there is no interactivity."

A: "Our instructors try to do their best in online education... We cannot speak in online education whenever we want as in face-to-face education because time is limited. This is why we have trouble. But we try to get used as much as we can."

Additional questions were asked to the participants about the sufficiency of online education and what could be done to improve it. When it is asked to the participants whether online education is sufficient, they generally state that they do not think that it is sufficient or it could reach success in future. There were some contrary statements. Some of the participants believe that online education is sufficient and helpful because the schools and instructors try to their best. But in general, the participants support the lack of sufficiency of online education. Online education is said not to catch up with the face-to-face education and the participants claimed that they would not choose online education and they prefer face-to-face education. However, some of them said that online education can be successful if students take more responsibility of their own learning and manage their time efficiently.

Statements:

B: "Online education cannot be successful because interactivity cannot be achieved and I think students do not pay fully attention to the courses since it is not a physical classroom and when they lose their attention, they cannot gain it back. They may think, for example, I can watch the course record."

E: "I do not think that online education is sufficient. It cannot be compared to face-to-face education because we need to practice regularly, especially for our department. For example, we cannot talk where we should talk in our courses by opening our microphones due to some home conditions."

M: "It lacks of visuality. Different teaching styles are necessary for us to comprehend the information. Education system in our country should change."

One condition for online education to be successful is to provide equality for students in terms of opportunities such as computers and internet access. Otherwise, this inequality continues to be a hinder in front of online education. One of the participants said that online education can be successful if interactivity is guaranteed, and lecturers should develop themselves because they stop doing it after they become an instructor. Another one recommended the system to be improved or changed with another brand because system failures may happen sometimes, especially in the exams. One of them said that some instructors put extra effort by preparing videos and voice recordings to

compensate the time-limitation of the courses. This can be extended to all courses. Also, tutorial videos may be prepared to teach students how to use education system. Two of the participants said that students should also open their cameras so that lecturer may see their face. Similarly, instructors should also open their cameras. As stated above, some of them are not using their cameras but the students may feel more engaged when they see their instructors.

The participants also remark that online education does not affect their daily lives since it provides to opportunity to watch the courses at any time. Even if the students wake up just five minutes before the course, they can still join it. This flexibility provides them with an easiness of adjustment. Moreover, the participants commonly claim that they adjust their daily life to their courses in order not to miss real-time courses. However, some of the participants were normally evening students but they had courses together with normal students at early hours. They claimed that they chose evening education for a reason, and combining these education types did affect them negatively.

Statements:

T: “Actually, online education has a positive impact on my daily life because my sleep pattern is not regular and so, it is useful to me.”

D: “I arrange my plans in accordance with my courses. If I have something to do, I say I will watch it evening but generally, I do not watch. Online education makes us stick to houses and antisocial.”

4.4. Discussion of the Findings

The findings obtained through quantitative and qualitative methods will be discussed by following the research questions determined before the study. The first research question was “*What are the engagement levels of ELL students during online education?*” and According to the questionnaire, the students are engaged during online education with a mean of 5.05. When their engagement is divided into subscales, the ELL students have skills engagement with a mean of 3.3825, emotional engagement with a mean of 3.1054, participation/interaction engagement with a mean of 2.9368, and performance engagement with a mean of 3.7446. These numbers indicate that the highest engagement score was seen at performance engagement of students, which is consistent with the findings of Oraif and Elyas` study (2021) and Marx et al. (2016). This is not surprising since performance engagement includes getting high grades and doing well in the exams or quizzes, which is meaningful when combined with the highest motivator of the students, passing the courses. The interviews have also supported this finding because students are aware of the importance of having good grades and passing courses for their future career.

The first and second minor questions were, respectively: *What are the motivation levels of ELL students during online education?* and *What are the satisfaction levels of ELL students during online education?* These questions will be investigated together with the second research question which was *Is there a relationship among the levels of engagement, motivation and satisfaction of ELL students?* To understand the motivation level of the students, a 10-point linear scale was offered them from very low to very high, which has resulted that the students are motivated with a mean of 4.60. The results have clarified that there is a strong positive relationship between student engagement and motivation. This does not change when the engagement subscales are taken into consideration. This strong relationship has found itself one more time because all subscales of engagement are highly correlated with motivation. These results comply with the studies in the relevant literature like Saeed and Zyngier (2021) and Ghasemi et al. (2018). Based on the interviews, the motivation level of students carries an essential role in student engagement. For example; a student may do his or her homework because of intrinsic motivation such as having fun or being interest or because of extrinsic motivation such as getting appreciation of instructors or getting grade (Ryan and Deci, 2000). In this study, the students have been detected to do their homework at a high level but at the same time, they also stated passing courses as their highest motivator. This may imply that extrinsic motivation is dominant for their doing homework.

In addition, students' satisfaction level was asked and it has been found that they are satisfied with online education with a mean of 4.55 on a 10-point linear scale ranging from poor to excellent. In the interviews, when the satisfaction level of the students was asked with online education, they provided different answers. While some stated to be satisfied with online education, some disagree due to some problems such as lack of tutor support and technical problems, which is consistent with the findings of Rajabalee and Santally's study (2020) and Mod et al. (2016). However, the students are not satisfied with online education in general. Later, pursuant to the Pearson two-tailed correlation analysis, the relationship between satisfaction, engagement, and engagement subscales has been found to be positive. This refers to a parallel relationship: when one increases, others also increase. In other words, if we increase the satisfaction level of students with online education, their engagement level will increase directly. If necessary improvements are done in online education, high level of student engagement can be ensured. This result complies with the findings of the studies conducted by Chen et al. (2008) and Martin and Bollinger (2018).

As a result of the interviews, it is understood that the out class engagement of the students is generally limited to doing homework and searching for course-related topics. Only few of the participants stated that they try to enhance themselves in different subjects and course-related issues such as searching for British novels and watching or reading language-booster stuff. This may be a sign of the fact that students do not know how to deal with courses and what to do out the class. The students also find their courses related to their future career, except the ones who do not have job concern. They think that the courses they are enrolled are highly valuable because they gain general

information and special field knowledge such as literature, linguistics, and translation. This relationship between courses and future career imply students' emotional engagement because they think over their courses and school as supported by Mazer (2013). Lastly, it should be added that engagement may change for students from course to course. Since some participants state that their engagement, motivation, and interest change course to course, it can be said that students' level of engagement may change depending on course type, as found by Martin and Torres (2016).

The participants were also asked what they understood of student engagement. They see engagement as doing what courses and school necessitate and loving your work and improving oneself. The participants also build a connection between courses and real life, referring to the fact that engagement is to apply things learned at school to real life. When these words are combined, it can be said that students generally understand what engagement is.

To understand the nature of engagement more, the participants were also asked about the factors affecting and supporting their engagement during online education. Among these factors, there are future goals, instructors' approach, supportive activities, personal emotions, limited course periods, education system, teaching style (Rahayu, 2018), feedback (Kuh, 2009), and peer support. If the students have strong career plans, they feel more engaged and connected to the school. Supportively, providing feedback is quite important for student engagement in written form and one-to-one emails as claimed by Lowenthal and Dunlap (2018). Additionally, it is obvious that instructors have a strong impact on students' engagement. This is why their approach, teaching style, and feedback methods are highly essential. Although it is hard to increase the level of student engagement (Akbari et al., 2016), the participants recommended several methods to increase it such as extending course periods, asking questions to students (Medaille and Usinger, 2019), and changing or adapting multiple teaching styles (Lent, 2014). If those factors affecting student engagement are taken into consideration, it is possible to enhance it. Instructors and institutions should bear this heavy load. Lastly, the more an instructor is interested and engaged in courses, the more students are interested and engaged in courses, too. As supported by Louwrens and Hartrett (2015), the role of instructors in student engagement needs more attention.

To reveal students' participation/interaction engagement more, their attendance level in live courses was also investigated. The results have shown that 43% of the participants choose to attend courses on time while 57% prefer watching course recordings later. The reasons for attending in time include; to ask questions, to understand course content, to have a more programmed/disciplined process, to learn on time, to interact with instructors and others, to follow course topics, to keep connection with the school, to keep their interest, to socialize, to share ideas or opinions, to be active which is important for learning, to be motivated, to improve themselves, to save time, and to focus. They also see attending on time as more effective and as a responsibility of students. Some stated that they do not watch recorded courses when they miss courses. These findings have shown that the

students find attending on time as an important factor for learning and keeping motivation, interest, and connection with school and interaction with their instructors and other students. Consequently, attendance is a way of keeping students engaged.

However, there are also students prefer watching course recordings because they may have a job, they want to take notes, which is easier while watching recordings since they can stop, rewind or replay them however they want, and they can understand better and search on the internet when there is something they are confused thanks to this playable feature of the videos. They also may have irregular sleep patterns due to the flexibility advantage of online education. Some students may choose evening education just because of this irregularity or to work and their education has been combined with day education, so they have complaints and dissatisfaction. They may have internet connection loss or other technical/system problems on live lessons but these problems are less common in recorded ones. Being shy or anxious to talk can be included in these reasons. Additionally, some lectures force active participation, which causes students stay away, and some students may have other responsibilities to do at home and this causes time shortage for them to attend courses on time. Being at home may not be good at all for most students because there may be other family members using the digital devices and he or she has to wait his or her order to use these devices.

Although friends are not seen much essential in students' engagement, lack of peer support may affect students' attendance. Also, they may feel more comfortable and focused while watching the recordings and they can modify their own schedule thanks to this feature of online education which is the opportunity to watch courses. Lack of interaction in courses results in a thought among students that there is no difference between attending on time and watching the recordings. At this point, attendance may be compulsory for online courses to make students attend on time. However, when the inequality among students is taken into consideration in terms of digital devices, internet connection, and study environment, making attendance compulsory would not be fair. This is a double bind that necessitates intuitions and policy makers to take some steps in the way of making students more equal across the country.

When these reasons are thought together, it can be seen that all students are not the same, and thus, we, as instructors should not act like there are so. However, if these reasons are investigated deeply and tried to be fixed, more students can be gained in live courses. The importance of attending course on time cannot be underestimated based on the results, and the students should be encouraged to attend courses providing necessary conditions for them. At this point, instructors should take the responsibility of making students more engaged. This study is a proof for the essential role of them in students' education.

After measuring attendance level of students, the study also aimed to see their participation style. The importance of participation, especially active participation, has been mentioned before.

However, it has been found again that students have different participation styles, which emphasizes that we should not put them into the same equation. It is well known that active participation is a part of engagement and it affects it positively (Barrineau et al., 2019). Although the students are aware of the importance of the active participation, it is also seen that they have different participation styles. While some want to participate actively in courses by asking questions or providing comments, others may prefer remaining silent and listening to instructors.

Although some students cannot feel productive when they are inactive, just listening, in courses, some students can learn just by listening, and active participation causes them to lose their attention. These differences have revealed the fact that they should not be forced to be active during the online courses. This is also highly supported by the participants as they say that students have not got the same opportunities and learning styles. At this point, grading active participation may create inequality of opportunity and make students stay away from live courses. Additionally, the students also have some recommendations for increasing interactivity and active participation in online education, as factors affecting engagement. It is highly advised that students should open their cameras, too. If their cameras are open, they feel more motivated and disciplined. Instructors should use images, videos or multi-media tools to encourage them to participate actively beyond making it compulsory. And, they should also consider their teaching style. Lecturing may not be suitable for student participation, and the teaching style of the instructor may not be suitable to online education.

Assignments are powerful tools in keeping students busy with courses out of class. The results showed that the students do their assignments with a high rate. The interviews have also showed that the importance of the assignments is highly understood by the students and they recommend their instructors to assign homework but also, they should measure its amount appropriately. Assignments keep students engaged with courses. But the amount and type of the assignments are also matter. The students state that they prefer and enjoy mostly the assignments which necessitate researching and providing their own opinion.

However, giving an appropriate amount of feedback is also important because it is a sign for the students that they feel worthy and that their instructors care about them and their works. Nevertheless, when the ratio of making necessary readings is concerned, it is seen that they do not read as much as they do assignments. One reason for this can be that generally assignments are graded, but not readings. When the findings are evaluated together that the greatest motivator is passing courses and that having good grade is important, it is a normal finding since readings do not bring grade to students. These findings are in compliance with the ones of the study conducted by Norze (2020). This study says that assignments can be a tool in applying the course content that students learn in real world settings, which is why they should be designed carefully. As supported by Keengwe and Kidd (2010), assignment can be a good tool in the way of motivating and coordinating students.

When the course loads are taken into consideration, it is seen that the students do not study enough for courses since they claim to study for 1-5 hours and 6-10 hours mostly. The students in both departments have approximately 6-10 courses. When we take into consideration of this course load, studying 1-10 hours may not be enough. Additionally, the interviews also revealed that most students do not have a regular study pattern although several of them study regularly. Also, they added that this study included the assignments. This proves the importance of assignments one more time in engaging students.

Whether they enjoy online courses was asked because enjoyment has been found to be important for engagement. In this question, an uncertainty can be seen because the participants stayed neutral with a high percentage. This neutral is followed by disagree. Here, it can be said that the students are not completely closed to online education. If their needs and wants can be understood well and met appropriately, they can find online education more enjoyable, and thus, their engagement level may increase directly.

By asking the digital competence level of the students, the study aimed to understand whether the students stay away from online education because of digital competence of their own. The students have been found to have a digital competence with a level of average, above average, and good. This indicates that there is no general problem in students' use of digital devices and thus, education system. But the interviews have revealed that this is not only about their competence but instructors' level of digital competence. Some instructors should improve themselves in terms of digital devices because when they fail in using, students may stay away from their courses or they may miss the opportunity to participate actively. It can be said that there is a mutual positive relationship between digital competence and online education. When students have a good level of digital literacy, they engage well in online system and courses. Also, online education helps them to improve their digital competence level. They can learn how to use technological devices, internet, and digital information better when they are subject to online education regularly. In brief, the importance of online education in increasing students' level of digital literacy should not be disregarded because it has been found to increase the digital competence level of students as supported by Akhter and Mahmood (2018).

The interest level of the students was asked on the basis of three options: has increased, has stayed the same, and has decreased. The interest of the students has increased in the rate of 17.2%, has stayed the same in the rate of 21.5%, and has decreased in the rate of 61.3%. Their interest in online courses has increased for several reasons. The more students get used to the online education, the more their interest increases. Also, the opportunity that courses are recorded is the biggest advantage for the students because they can watch the lessons they miss whenever they want. Additionally, participation is easier in online education and it is place-independent and they feel comfortable in their own room and environment. Online education has made students more familiar

with the internet and digital devices. Moreover, it can be productive and students can join their overlapping courses unlike F2F education. If the instructors are good at using digital devices and system, the students' interest increases in parallel. Lastly, they can participate by writing which does not interrupt instructors while speaking and this opportunity does not available in F2F education.

Among the participants, 40 selected the option of "has stayed the same". Some participants managed to protect their interest while some believe that education is education, independently of education type. There are some participants claiming that they do not like education either and some thinking their lessons and their lives did not change at all. Lack of interaction is another factor affecting their interest level. Some of the participants wrote that online education did not change their attendance level used to be F2F education. That is, they keep their attendance much the same. Lastly, adaptation to the process and being tolerant are other elements impacting the interest level of the students.

Most of the participants, 114, claimed that their interest has decreased. The main reasons for declining interest of students during online education are lack of motivation, feeling bored and unproductive, limited course durations to ask questions or provide comment, restricted interaction, instructors' low interest, and always dealing with digital devices which affect their health. Another important factor is the loss of sense of belonging. The students may lose their connection with their school and courses, which results in a loss of sense of belonging. This directly influences their engagement. Being always at home may affect their interest negatively and the students may think that they cannot learn in online education. Some believe that students are not cared enough. The fact that courses are recorded provides students with the opportunity to watch them later and causes them to lose their interest for live education. Lastly, the students may lose their interest in not just education but everything. This means that this declining interest is not directly about online education but about the process brought by COVID19. In brief, the effect of interest on engagement should not be disregarded (Ghasemi et al., 2018 and Hidi, 1990).

The third minor question was "*Is there any gender difference in level of student engagement during online education?*" To answer this question, firstly, normality tests were conducted. After seeing that the data does not have a normal distribution, Mann Whitney U test was performed. As a result, it has been found that there is no a gender-based difference in terms of engagement level. This finding complies with Azman et al. (2005). When the engagement subcategories are taken into consideration, there is no gender-based difference in emotional engagement, participation/interaction engagement, and performance engagement. But there is a difference in skills engagement. When we look at the items in this category, it can be said that gender is a determinant factor and female students study more regularly, are more organized, and put more effort on courses. However, this difference cannot be seen in other subcategories.

The last minor question was “*What are the attitudes of student towards online education during Covid-19 pandemic?*” After the attitude scale was analyzed, it was seen that students have generally negative attitude towards online education unlike the findings of the study conducted by Al-Qahtani (2019). This negative attitude may be an indicator of the fact that students have moderate engagement level in online education. When the participants asked about their concentration, they generally agree that it is more difficult for them to concentrate in online education. The participants have also difficulties in managing their time, and there is a two-sided situation in the fact that online courses save time and effort because some strongly disagree while some agree. When it comes to interaction in online education, the participants are agree that there is no real interaction. However, out of the class, as stated in the interviews, it is easier to contact with instructors and speak to them because students do not see them. Most of the participants do not like studying online and do not think that they can understand better in online courses or online courses are easier to learn.

The participants do not think that online education lowers their anxiety level although they feel more independent in learning. As aforementioned, the system ease of use is important for student engagement. The scale has shown that the participants agree that online course system is easy to use. Also, they do not have difficulties in understanding online speech. The participants stay neutral about whether it is easy to get higher grades in online education although they think that it is kind of self-study instead of having education. Students strongly disagree that online courses are more beneficial than the F2F ones. The participants believe that their instructors are good at using technology for educational purposes. Also, just because they are at home does not mean they are motivated.

We all should know that the effectiveness of online education depends on not only the technology and system used but also on the traits of instructors and students (Volery and Lord, 2000, and Kim and Bonk, 2006). Based on the answers of the participants in the interviews, it can be said that online education is new for many students and instructors to be adapted. And this slow adaptation brings about a division of opinion in terms of the success of online education in our country. Some participants believe that online education may be successful in future if the students take responsibility of their own learning and use time efficiently while others think that it will be never successful and cannot replace face-to-face education.

Students are all aware that online education has both pros and cons. The positive sides of the online education include saving time and money, having more course materials, and watching course recordings while the negative ones include lacking of interaction, limited course periods, and fall in language skills, especially speaking. Although the students try to be focused on the course, home generally offers them destructing factors such a ringing door bell, family members` voice or siblings around. This indicates the fact that students cannot create an isolated environment for themselves in online education, which causes attention loss and a negative attitude towards this new education type.

In addition, the students do not prefer online education since they do not believe it would be successful and they cannot find the same interaction as in the face-to-face education. On the other hand, their daily life is said to remain the same, except little changes. These changes include; they can adapt the time and watch courses whenever they want, they can join the courses wherever they want, and they do not have to go to university building and lose time in school way.

As supported by Coman et al. (2020), the participants were highly sure about that online education has negative impacts more than positive ones. The findings of the semi-structured interviews have shown that students understand the situation of online education in this pandemic period and also, that they can see the advantages of online education beyond this obligation. Among the positive sides, the students state that online education is useful in terms of saving time and money because they do not have to go to the school and the chance of being late to courses is highly limited. Maybe, the biggest advantage of online education is that courses are recorded, and students can watch or listen to them later. This is a good opportunity for students because they may watch these recordings before exams or before doing their assignments. More importantly, they do not generally worry about missing courses because they can compensate this missing by watching the recordings.

The students accept to be lucky in term of the abundance of course materials in online education because when it is compared to the face-to-face education, there are more materials provided for students in online education. Also, they stated that reaching information is easier in online education as supported by Khan et al. (2020). However, how they use this opportunity is another subject to be concerned. The cons of online education include lack of interactivity, lack of discipline, limited course hours, and anti-sociality. Students generally complain about that online education cannot provide enough interactivity for them and they cannot integrate into the education procedure. Limited course periods and systematic problems are major factors affecting interactivity of students in courses. Although the students and instructors are wishing for an interactive education, this kind of reasons prevents them having it.

When we take into consideration all these aforementioned factors, it can be said that these findings comply with the study of Asif et al. (2016) that defends being very flexible, technology shut-down, and less facilitation of faculty affect students' attitudes towards online education. Consequently, as claimed by Çelen et al. (2011), the system, through which online education is delivered, should be well-designed enough to cover the needs, interest, and attitude of students. By doing so, the negative attitude towards online education may be turned into positive.

When the data gathered through both ways are integrated, it is seen that the

To sum up, online education bears both advantages and disadvantages in the eyes of ELL students. Although they have started to get used to it, lack of social life and being always at home

make students think negatively about online education. However, it is an issue of concern how we would approach online education if it started in a normal period of time rather than this pandemic period. Additionally, for educators and researchers, this compulsory period has been a unique opportunity to see the pros and cons of online education because it is the future of general education system. In this path, this thesis study can be accepted as a good example. It has revealed the inequalities among students, which may be a lead in the way of improving online education. It has been also found that keeping students engaged is harder in online education although engagement is accepted to be the best indicator of student success.

Their engagement is open to many factors such as motivation, satisfaction, interest, enjoyment, teaching style, learning style, instructors` approach, interaction, communication, and the platform through which education is delivered. Student engagement may change even course to course. This study has tried to understand student engagement based on these variables and to be a good example in the way of improving and maintaining students` engagement. Based on the aforementioned findings and discussions, it can be said that institutions and instructors should pay more attention to student engagement and take into consideration these variables to keep students engaged in online education.

CONCLUSION

Engagement keeps its critical impact on student success in online education. In the way of understanding student engagement and shedding light on the factors related to engagement, this study has embraced a mixed methods approach because questionnaires are good at measuring the general pattern in any issue while interviews provide the researcher with detailed and individual information. Hence, with an online questionnaire, the general engagement patterns of ELL students and their attitudes towards online education were investigated. Then, semi-structured interviews were conducted to gather individual data about engagement, the factors affecting it, motivation, satisfaction, and study habits of students together with their attitudes towards online education. In other words, the data gathered via online questionnaire was enlarged through semi-structured interviews.

The study has reached many findings. One of the overall findings is that students have a moderate level of engagement. This finding emphasizes that ELL students are not completely disengaged in online education. Also, it indicates that their engagement could be better or worse. It is in the hands of policy makers, institutions, and instructors because student engagement is not only about students. Each person who is a part of education system is responsible from student engagement and so, everyone should do their best to enhance it.

In this study, student engagement has been investigated based on four categories. Among these categories, performance engagement appears having the highest mean. Performance engagement includes students` getting a good grade and doing well in the tests or quizzes. When the highest motivator of the students, which is passing the courses, is taken into account, it is not a surprising result. Additionally, the fact that the students do their homework at a high rate but they make necessary readings at a lower rate proves this finding because doing homework means having a grade unlike readings.

Skills engagement is the second category with the highest mean. It includes students` behaviors such as putting forth effort, being organized, and looking over class notes. In this category, students have showed an above average engagement. Students try to study regularly and look over the notes they take during courses. Also, they do their assignments at a high rate, which is a sign of both skills engagement and performance engagement. However, the reason for their high rate should be taken into account because they do necessary readings at a lower rate. It should be considered whether they would do assignments if they were not graded. Another finding related to skills engagement is that

the students spend 1-5 hours weekly to study in online education. Although the number of the ones stating to study 6-10 hours is close to the previous one, it is obvious that their study hours do not meet the requirements of their course load. Lastly, different from other categories, gender is an important factor in skills engagement of students. That is, there is a statistically significant relationship between gender and skills engagement. Female students have higher mean than male students in terms of skills engagement.

Emotional engagement is the third category in the order. It includes the relationship between courses and real life in the minds of students, their interest in courses, and desire really to learn the materials. The students have been found to try to learn course contents in online education. However, they do not have much fun in online discussions and chats. The interviews have supported the finding that most students find courses relevant to their life and future career plans with a few exceptions. When these exceptions are considered, it is seen that the students who have enrolled the Department of English Language and Literature willingly are more engaged emotionally while the ones who have enrolled for other reasons such as low exam point and family pressure have lower emotional engagement. This finding emphasizes the fact that the students should be more independent while choosing their department in order not to have such problems in the future. Moreover, another finding related to emotional engagement is that the students are neutral about whether they enjoy online courses. If the online courses can be more fun in the eyes of the students, they will probably enjoy their courses more, which leads to higher engagement.

Participation/Interaction engagement is the fourth category with the lowest mean. It includes helping fellow students, getting to know other students, posting in social media groups of the department, and entering online classes. This low level of participation and interaction engagement can be explained with the findings obtained from the semi-structured interviews. Students complain generally about the low level interaction in online education. Their interaction with fellow students is highly limited. However, it can be said that the interaction between students and instructors has increased with some problems. It has increased because students are more comfortable while talking or texting to their instructors since they do not see them. Unfortunately, it has problems also. The instructors may reply late to students' messages or emails, and this interrupts their interaction.

Since attending courses is a sign of participation/interaction engagement, the students were also asked about their attendance level. The study has reached the consequence that students watch recorded courses rather than attending on time. Having a job, system failures, limited course periods, and home conditions are the leading reasons for their lack of attendance. In addition, the course recordings are another factor affecting their attendance because they can stop, rewind, and run forward the videos however they want. This finding emphasizes that recording courses is an opportunity for them in terms of studying exams and repeating course contents but it is also a disadvantage in terms of increasing attendance and interactivity.

The study has also revealed that most of the ones attending courses stay passive during live courses. The reasons behind this passiveness include understanding/focusing better (active participation may distract the subject and others' mind), anxiety, being shy, afraid of making mistakes, lack of connection to classmates or instructors, lack of feel of real classroom, limited course periods (which is only enough for course content not for extra participation), and to have time to take notes. The participants also add that it may change depending on course and/or course content as well as students' interest in courses. On the contrary, the active students state that being active is more effective in understanding and enjoying classes, and it makes them more motivated and feel like they are in real classroom. Also, they state that they can focus and be involved more by participating actively during online courses.

To put a finer point on it, the skills engagement of the students reveals itself through reading and listening carefully, taking notes during live courses or readings, and putting forth effort. The students are also emotionally engaged because they desire to learn the course materials and they try to find ways to make their courses interesting and relevant to their lives. Students' participation/interaction engagement can be observed in the behaviors such as helping each other and participating actively in social media groups of the department such as Facebook, Google Classroom, and WhatsApp. When the importance of the grades in education is taken into account, it is a normal finding that performance engagement is the one having the highest mean among other engagement styles. The students are highly engaged in getting good grades and doing well in exams and quizzes. Moreover, the students cannot be accepted to be unengaged just because they do not speak or they do not interact in live courses. In other words, the students have different engagement styles emerging in different ways. So, instructors should see the differences among the students and organize their courses based on these differences as much as possible.

Lastly, the students give some suggestions about how to improve their engagement. Although many of them state there is nothing to do, some put forwards recommendations. Decreasing the number of assignments, changing teaching method or approach to students, making lessons more student centered, offering extra course-related activities, extending course periods, making lecturers' digital competence better, and providing motivating activities can improve student engagement. Students can increase their engagement by attending courses more prepared, having a motivation, participating actively, and contributing to discussions. The different types of engagement considered in this thesis study can be enhanced through these recommendations given above.

It has been also found that student engagement is highly correlated to motivation and satisfaction. The more satisfaction and motivation students have, the more engaged they are. If the motivation level of students increases, it directly affects their level of engagement. In other words, if instructors and institutions conduct studies on how to enhance satisfaction and motivation, they directly contribute to students' engagement level. In addition to those findings, it is obvious that

universities provide good opportunities to the students and being at home during pandemic period has caused them to lose these opportunities together with satisfaction and motivation. Since the students do not have equal opportunities, the role of universities cannot be underestimated in making students equal. Universities offer city life to the students who live normally in villages and small towns and they also provide them with other opportunities such as social life, library, and classroom as well as study areas to be isolated.

In online education, not all students have the same chance to have an isolated room or place to attend courses or even to study. Unless online education provides these opportunities, it will never fully fill the place of face-to-face education. So, the first task of online education should be to conduct necessary studies on how to make students more equal. By doing so, the sense of belonging of students to school may be increased. And this increase will probably trigger their satisfaction and motivation that directly have a positive impact on student engagement.

The last finding of the study is that students may have different attitudes towards online education. This finding also indicates that students have different needs and expectations from online education. Also, the quality of the education system affects the engagement, motivation, satisfaction, and attitudes of ELL students. At this point, assessment or examination techniques in online education are not sufficient and they are not trustable in the eyes of students. This is why the institutions offering online education should plan this service carefully by being aware of its importance and have necessary resources to make it happen (Dhull and Sakshi, 2017). As Oncu and Cakir (2011) supported, learner engagement and collaboration should be supported, effective facilitation should be promoted, and assessment techniques should be enhanced.

Although this study provides significant findings, naturally, it has some limitations that made it harder for the researcher to complete the thesis. Firstly, to make a generalization may not be possible since it was applied only to the students of two state universities. Additionally, another limitation may be the fact that the number of the participants was lower in online education. More participants could be reached if it were not online education. But it should not be forgotten that if it were not online education, this thesis could not be done due to its objectives. Another limitation can be that the scales in the questionnaire can be improved. For example; the attitude scale can be improved and divided into subscales for detail investigation. Additionally, this is an extensive study which includes more than one variable such as attitude, motivation, satisfaction, enjoyment, interest, study habits, and digital competence. It can be narrowed down and only one or two of these variables can be studied in terms of engagement.

The findings of the study may help high education authorities to build an ideal online education for future that includes engagement-targeted resources and supports effective learning, and thus academic success. Based on its findings, this thesis study has put forward the importance of student

engagement for education. It is recommended for instructors and institutions to take into consideration engagement with its different dimensions and its relationship with other variables such as motivation, satisfaction, and attitude since it is a key to academic success. Motivation and satisfaction play an important role in student engagement. Thus; increasing students` satisfaction and motivation will have a direct positive impact on their engagement. Since the instructors are not completely aware of the importance of engagement for both teaching and learning (Vaughan et al., 2013), engagement should be understood by them first. Then, they should take some steps to increase it such as being more open to students` questions (Gasiewski et al., 2012).

The role of assignments cannot be disregarded in keeping students engaged. Assignments are useful tools in making students more engaged out of class because, as this study has reached, their out-class engagement is highly limited to making assignments and readings. However, the quality and quantity of assignments should be arranged properly. When the students are assigned too much, they may feel exhausted and start to pay less attention to what they are doing.

Banna (2015) claims that different interactive course design strategies may boost the engagement and involvement levels of the students in online education while Venton and Pompano (2021) recommend using active learning to increase students` engagement. These studies support activity in courses just like Thornberg et al. (2020). Interaction in and out classroom is highly important for students` engagement. Thus, providing high interaction to them will increase their engagement. However, if the number of students per instructor is taken into account, it is hard to do so. The duty of us, as instructors, is to do our best, by considering the impact of instructors on students` engagement and learning. Moreover, depending on my experience, I can say that students want to be involved actively in courses and course-related activities. The more involved they feel, the more engaged they are. So, to improve their engagement, students should be involved in courses. Assigning presentations, organizing group activities or teamwork, and letting students express themselves in assignments or projects will probably enhance their engagement.

However, the differences among students should not be also disregarded. Some students may choose to be active while some choose to be passive during online courses. Forcing them to participate actively may make them escape from courses, and that the online courses are recorded would help them in their escape. This is why active participation should not be graded. Institutions and instructors should have the responsibility of increasing student engagement since it is closely related to academic achievement. To do so, instructors and institutions may start with a curriculum supporting student engagement in online education (Farrell and Brunton, 2020). Lastly, instructors should be aware of their importance for students and their learning (Lu, 2020). In other words, they should improve themselves and be engaged as well as interested in courses to support students` engagement and learning. In brief, we, as faculty, must always follow the latest innovations and constantly improve ourselves.

Interaction and communication has an essential role in online education. Although online education makes interaction and communication easier because students can use different channels to reach instructors such as mail and social media groups, and they can participate in courses by writing, it is also obvious that this interaction is not enough because there may be delays and oversights. A solution to this problem may be discussion boards where students can share their opinions and ask questions to other students and instructors without time restrictions as in live courses (Ebojoh and Xu, 2007).

Also, the option to participate in writing may be the biggest advantage of online education because some students may feel tense to speak and they do not want to interrupt the instructor while lecturing in both online and face-to-face education. This is why writing is crucial for students' participation. The applicability of writing option to face-to-face education is debatable and it may be possible with the integration of the technology to education. In addition, creating a dynamic environment is not so hard in online education but it requires mutual struggle and effort of both instructors and students.

This study also offers some recommendations to further research. Research methods used in this study have their own limitations although mixed methods approach was used to minimize these limitations. Student engagement can be observed in classrooms if face-to-face education or hybrid education is available. This may bring wider findings of student engagement. Another recommendation would be increasing the number of participants because the more participants provide data, the more powerful findings can be achieved. Also, students' personalities may be investigated in terms of engagement because this study does not offer any prove whether engagement only depends on course- and instructor-related factors. Finally, this study can be extended to other departments across country because engagement has such an essential role that it impacts all students, instructors, and institutions.

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APPENDIXES

Appendix 1. Questionnaire

QUESTIONNAIRE FOR ENGAGEMENT IN ONLINE EDUCATION

Dear students; this questionnaire has been prepared to understand your school engagement during online education and your attitudes towards online education. Engagement includes all behaviors and practices of students which they commit for education such as attending courses, doing homework and extra research, asking questions in class, interacting with other students and teachers, and desiring to learn.

The questionnaire will take no more than a few minutes of your time. Please feel free to express your feelings and answer as honestly as you can.

Ayşenur KÖR: KTU DELL Applied Linguistics Master Student

* Necessary

1. How engaged do you feel with your online education? *

1	2	3	4	5	6	7	8	9	10
Not engaged at all					Fully engaged				

2. Since the beginning of the online education, my interest in online courses *

- ☐ has increased
- ☐ has stayed the same
- ☐ has decreased

3. Give a reason for your answer (in Turkish or English):

4. Rate your motivation to your studies during online education *

1	2	3	4	5	6	7	8	9	10
Very low					Very high				

5. Overall, how would you rate your satisfaction with online education? *

1	2	3	4	5	6	7	8	9	10
Poor					Excellent				

Appendix 1: (Continue)

6. Which of the following is the greatest motivator for you in online education? *

- ☐ The instructors
- ☐ My classmates
- ☐ Learning the course contents
- ☐ Passing the exams
- ☐ Other:

7. I prefer online education to face-to-face education. *

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

8. I prefer : *

- ☐ to attend courses on time.
- ☐ to watch recorded lectures.

9. Why? (in Turkish or English)

10. I prefer; *

- ☐ to attend courses as a listener.
- ☐ to actively participate by speaking or writing in the chat box.

11. Why? (in Turkish or English)

12. How often do you turn in your assignments in online education? *

- ☐ Never
- ☐ Very Rarely
- ☐ Rarely
- ☐ Occasionally
- ☐ Very Frequently
- ☐ Always

Appendix 1: (Continue)

13. How often do you do required readings in online education? *

- ☐ Never
- ☐ Very Rarely
- ☐ Rarely
- ☐ Occasionally
- ☐ Very Frequently
- ☐ Always

14. During online education, approximately how many hours do you study for courses? *

- ☐ 0 hours per week
- ☐ 1-5 hours per week
- ☐ 6-10 hours per week
- ☐ 11-15 hours per week
- ☐ 16-20 hours per week
- ☐ more than 20 hours per week

15. I enjoy online courses. *

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

16. What is your perceived level of digital competence? *

- ☐ Poor
- ☐ Below Average
- ☐ Average
- ☐ Above Average
- ☐ Very Good

17. Within online courses, how well do the following behaviors, thoughts, and feelings describe you? *

		<i>not at all characteri stic of me</i>	<i>not really characteri stic of me</i>	<i>moderately characterist ic of me</i>	<i>characte ristic of me</i>	<i>very characteri stic of me</i>
1	Making sure to study my lessons regularly	1	2	3	4	5
2	Putting forth effort	1	2	3	4	5
3	Staying up on the course readings.	1	2	3	4	5

Appendix 1: (Continue)

		<i>not at all characteristic of me</i>	<i>not really characteristic of me</i>	<i>moderately characteristic of me</i>	<i>characteristic of me</i>	<i>very characteristic of me</i>
4	Looking over class notes between getting online to make sure I understand the course material.	1	2	3	4	5
5	Being organized	1	2	3	4	5
6	Taking good notes over readings, PowerPoints, or video lectures	1	2	3	4	5
7	Listening/reading carefully	1	2	3	4	5
8	Finding ways to make the course material relevant to my life	1	2	3	4	5
9	Applying course material to my life	1	2	3	4	5
10	Finding ways to make the course interesting to me	1	2	3	4	5
11	Really desiring to learn the material	1	2	3	4	5
12	Having fun in online chats, discussions or via email with the instructor or other students	1	2	3	4	5
13	Participating actively in Facebook groups or in Google Classroom.	1	2	3	4	5
14	Helping my classmates in their studies.	1	2	3	4	5
15	Getting a good grade	1	2	3	4	5
16	Doing well on the tests/quizzes	1	2	3	4	5
17	Engaging in conversations online (Facebook groups, Google classroom or WhatsApp groups)	1	2	3	4	5
18	Getting to know other students in the class	1	2	3	4	5

18. Please, choose the option that suits your attitudes best during online education. *

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I have difficulties in concentration during online education.	1	2	3	4	5
2	I have difficulties in time management during online education.					5
3	There is no real interaction.	1	2	3	4	5
4	I don't like studying online.	1	2	3	4	5

Appendix 1: (Continue)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5	I often get no chance to participate.	1	2	3	4	5
6	Online courses are easier to understand.	1	2	3	4	5
7	I understand the courses better online.	1	2	3	4	5
8	Online courses give more opportunities for me to participate.	1	2	3	4	5
9	Online courses save time and effort.	1	2	3	4	5
10	I have less anxiety in online education.	1	2	3	4	5
11	I am more independent in learning.	1	2	3	4	5
12	It is easy to use online course system.	1	2	3	4	5
13	I have difficulties in understanding online speech.	1	2	3	4	5
14	It is easy to get higher grades in online education.	1	2	3	4	5
15	Online courses are more beneficial than face-to-face courses.					5
16	I believe my lecturers are skilled in their use of technology in teaching.	1	2	3	4	5
17	Motivating because I can finally live in my home town, with my friends, family.	1	2	3	4	5
18	It is hard to keep up in online education	1	2	3	4	5
19	Overall, I am content with the online education.	1	2	3	4	5
20	It's like you don't get education, it's just self-study.	1	2	3	4	5

19. What would increase your engagement in online education? (in Turkish or English)

20. In this study, both questionnaire and interview techniques are used to collect data. If you want to volunteer, I would like to do an online interview that will take about 10-15 minutes. In this interview, you will not be asked for credentials and your answers will remain anonymous. In the study, you will not be asked personal questions that may bother you, and you can end the interview at any time. I can contact you if you add your contact information (e-mail address or phone number).

21. University *

- GÜMÜŞHANE UNIVERSITY
- KARADENİZ TECHNICAL UNIVERSITY

22. I am a (SadeceKTÜöğrencileridolduracak) Yalnızcabirşikküişaretleyin.

- Regular Student
- Evening Student

23. Age *

Appendix 1: (Continue)

24. Gender *

- ☐ Male
- ☐ Female

25. Class *

- ☐ Prep-school
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

26. AGNO - Şuanki not ortalamanız *

Appendix 2: Turkish Version of Interview Questions

The message sent to the students who volunteered for semi-structured interview:

Merhaba,

Ben KTÜ DELL Yüksek Lisans Öğrencisi Ayşenur KÖR. Öğrencilerin online eğitimde derslere katılımı üzerine bir anket çalışması yapmıştım (studentengagement). Bu ankette röportaja katılmak istediğinize dair bilgi vermişsiniz. Bu röportajda sizden kimlik bilgisi istenmeyecek ve cevaplarınız anonim kalacaktır. Çalışmada sizleri rahatsız edebilecek kişisel sorular sorulmayacak olup istediğiniz zaman röportaja son verebilirsiniz. Röportajda sizlere belli sorular sorulacak olup en fazla 15-20 dakika sürecektir. Müsait olduğunuz bir zamanda sizi aramak isterim. Çalışmama katılarak destek verdiğiniz için şimdiden teşekkür ederim.

1. Online eğitim hakkında ne düşünüyorsun?

- A. Senin için olumlu /olumsuz yönleri neler? Karşılaştığın zorluklar neler?
- B. Online eğitimi faydalı/yeterli buluyor musun?
- C. Online eğitimi iyileştirmek için ne yapılabilir?
- D. Online eğitimde kendine ne derece motive hissediyorsun?
- E. Senin için en büyük motivasyon kaynağı nedir?
- F. Online derslerden zevk alıyor musun?
- G. Online derslere girer misin? Hayırsa neden?
- H. Aktif katılım gösterir misin? Evet/Hayır neden?
- İ. Neden okuyorsun? Motivasyonun/amacın nedir? Kişisel amaçların ve kariyer planın nedir?

2. Online eğitimde katılımın/bağlılığın nasıl ve ne derece derslerle meşgul oluyorsun?

- A. Sence katılım/bağlılık (engagement) nedir? / Bu tanıma uygun davranıyor musun (engaged?)?
- B. Bu katılımını etkileyen temel faktörler neler?
- C. Katılımın/bağlılığın hangi koşullar sağlansa artardı?
- D. Katılımında hocalarının / arkadaşlarının /sistemin etkisi nedir?
- E. Ödevlerini yapar mısın? Neden? Ödev yapmaktaki motivasyon kaynağın nedir?/ En çok hangi ödevleri yapmaktan zevk alıyorsun?
- F. Grup/ takım çalışmalarınız var mı? Varsa ne derece katılmaktan hoşlanıyorsun? Seni motive ediyor mu? Yoksa olmasını ister miydin?
- G. Arkadaşlarınla ve hocalarınla iletişimin/etkileşimin nasıl? Bu senin derse olan ilgini ne derece etkiliyor?
- H. İyi bir not almak senin için ne derece önemli? Yoksa dersi geçmek yeterli mi?

Appendix 2: (Continue)

- İ. Performansını beğeniyor musun? Daha iyisini yapabilirim diyor musun?
- J. Ders sırasında ne yapıyorsun? Odaklanmada zorlanır mısın?
- K. Not alır mısın? / Ders tekrarı yapar mısın? / Haftada ne kadar zaman ayırıyorsun ders çalışmaya?

3. Demografik sorular

- A. Çalışıyor musun? Ailesel sorumlulukların var mı?
- B. Cinsiyet/Yaş/Sınıf/GPA/Okul

***Eklemek istediğin, benimle paylaşmak istediğin başka bir deneyimin / fikrin var mı?



Appendix 3: English Version of Interview Questions

The message sent to the students who volunteered for semi-structured interview:

Hello there,

I am Ayşenur KÖR, a graduate student at KTÜ DELL. I conducted a survey on students' engagement in online education. In this questionnaire, you have given information that you want to participate in the semi-structured interview. In this interview, you will not be asked for identification and your answers will remain anonymous. Personal questions that may disturb you will not be asked in the study, and you can end the interview at any time. In the interview, you will be asked certain questions and it will take 15-20 minutes at most. I would like to call you when you are free. Thank you in advance for your support by participating in my study.

1. What do you think about online education?

- A. What are the positive/negative aspects for you? What difficulties did you encounter?
- B. Do you find online education useful/sufficient?
- C. What can be done to improve online education?
- D. How motivated do you feel in online education?
- E. What is the biggest motivation source for you?
- F. Do you enjoy online classes?
- G. Do you attend online classes? If no, why?
- H. Do you participate actively in online classes? Yes/No, why?
- I. Why do you study at this department? What is your motivation/purpose? What are your personal goals and career plan?

2. How is your engagement in online education and to what extent do you engage in lessons?

- A. What do you think is engagement? / Do you fit this description?
- B. What are the main factors affecting this engagement?
- C. What conditions would increase your engagement?
- D. What is the influence of his teachers/friends/system on your engagement?
- E. Do you do your homework? Why is that? What is your motivation for doing homework? / Which homework do you enjoy doing the most?
- F. Do you have group/team work? If yes, to what extent do you like to participate? Does it motivate you? Or would you like it to be?
- G. How do you communicate/interact with your friends and instructors? To what extent does this affect your interest in the lesson?
- H. How important is getting a good grade for you? Or is it enough to pass the course?

Appendix 3: (Continue)

I. Do you like your performance? Are you saying you can do better?

J. What do you do during a live class? Do you have trouble in focusing?

K. Do you take notes? / Will you repeat the lesson? / How much time do you spend per week studying?

3. Demographic questions

A. Are you working? Do you have family responsibilities?

B. Gender/Age/Class/GPA/School

***Do you have any other experience/idea that you would like to add or share with me?

CURRICULUM VITAE

Ayşenur KÖR.. He graduated from IMKB 75. Year Boarding Regional Primary School in 2009, Tefik Serdar High School in 2012, and Çankaya University – Faculty of Art and Sciences, Department of Translation and Interpreting Studies in 2017. She started master`s Degree in 2018 at Karadeniz Technical University – Institute of Social Sciences Department of Western Languages and Literature. She is currently a research assistant at Gümüşhane University – Faculty of Letters Department of English Language and Literature.

KÖR is single and speaks English.