

To all my beloved ones.

Hakima

I dedictate this work to my lovely family for their support and encouragement.

To my beloved best friends Hamza and Chahira and my binominal Hakima.

To my beloved classmates Thanina, Yasmine, Ghiles, and Katia.

Abderrahmane

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Abstract

The present work deals with teachers' practices to enhance students' involvement in online English courses. Through this research, we strive to investigate the practices and strategies used by English teachers in the department of Economics at Mouloud Mammeri University of Tizi-Ouzou to increase students' engagement during online English courses. As for the second aim, it attempts to examine the students' perception about the influence of behavioral, cognitive, and emotional engagement on the students' academic success and achievement during online English courses. In order to conduct our study and reach the aims mentioned before, we have adopted the mixed-methods approach which combines both the quantitative and the qualitative methods for data collection and data analysis. Two main tools are used to collect the data needed to accomplish our work; a questionnaire administered to fifty (50) first-year Economics students at MMUTO, and an interview which is conducted with three (03) English teachers in the department of Economics at MMUTO. This study is based on Kearsley Grey's and Shneiderman Ben's Framework for Technology- Based Teaching and Learning. The findings obtained from the questionnaire indicate that first-year students perceive that behavioral, cognitive, and emotional engagement influence positively their students' learning and achievement during online English learning. Besides, the results of the interview indicate that English teachers in the department of Economics at MMUTO use different strategies to enhance their students' engagement during online English classes, and they are those proposed by Kearsley and Shneiderman.

Key words: Students' Engagement, Behavioral, Cognitive, and Emotional Engagement, Online Learning, Technology.

List of Abbreviations

- **CL** : Collaborative Learning.
- **EFL**: English as a Foreign Language.
- **Hp** : Hypothesis.
- **ICT** : Information and Communication Technology.
- **MMUTO**: Mouloud Mammeri University of Tizi-Ouzou.
- **PBA** : Project- Based Approach.
- **Q** : Question.
- **QCA** : Qualitative Content Analysis.
- **QA** : Quantitative Analysis.
- **SRL** : Self-Regulated Learning.

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General Introduction

➤ **Statement of the Problem**

Language is a means of communication in all aspects of life. It is used to express and share our ideas, feelings, and thoughts with others. English is one of these languages; indeed, it is considered as being the most commonly spoken language throughout the world, that is a global language. Nowadays, it has become very crucial for everyone to learn English, and no one can argue or ignore its importance as it is used in different domains such as medicine, engineering, mass internet, and education. Crystal (2000) and Nunan (2001) state that ‘the spread of English provided unlimited access to the modern world of science, information and communication technology (ICT), money, power, international communication, and intercultural understanding as well as entertainment and many more fields’ (cited in Rintaningrum et al,2015:253). In Algeria, English is considered as being the second foreign language, and it is obligatory taught throughout the primary, middle, secondary schools and universities as well as in some military and economic institutions.

In the process of teaching, involving students during the lectures is very crucial and seen as an important factor in promoting their learning. However, teachers face a big challenge in involving their students in both face-to-face and online learning. Indeed, students’ involvement and strategies to increase their involvement have been the topic of interest of many researchers. Broadly speaking, the focus of this study is on how teachers make their students involved during their online English courses. As we know, technology plays a significant role in education, and its emergence has facilitated students’ learning; hence, many universities offer online courses. Dabbagh and Bannan-Ritland (2005) define online learning as ‘an open and distributed learning atmosphere that utilizes the pedagogical tools which are enabled by Internet and Web technologies to assist learning and knowledge building through meaningful interaction’ (cited in Manoharan et al, 2022:28). Therefore, we cannot ignore the big role that distance learning plays in higher education. In distance learning, the teacher and the learner are physically

separated from each other, and from support staff. This way of teaching makes the process of engaging or involving students during different lectures more difficult and challenging (Ross, 2010).

Few studies have been conducted on students' involvement. Among these investigations, we find a work conducted by Berrahoui (2013) entitled "Promoting Academic Involvement in EFL Context through the Positive Emotions Engendered from Teacher-Student Interactions: The Case of Third Year Secondary School Students". The main objective of this study was to investigate the relationship between positive emotions and teacher-student interactions in increasing students' involvement in the process of learning. The major finding of the study was that building a positive relationship between students and teachers leads to positive emotions, and as a result, it promotes students' involvement.

Another dissertation about online learning was submitted by Nait Ramdane (2015) entitled "Teachers' Attitudes and Motivation Towards E-Learning. The Case of the Department of English at Mouloud Mammeri University of Tizi-Ouzou". The main findings of this dissertation indicated that the majority of teachers in the department of English do not use online learning at the current time, but they have a positive attitude towards incorporating e-learning and accept its integration into the educational process.

In addition, another work was conducted by Ben Mammar and Saad Saoud (2022) in the department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO); it is entitled "Students' Involvement in the Mixed-Ability Class: An Analysis of EFL First Year Learners' and Teachers' Views in Chahid 16 Secondary School at Bordj BouArreridj". The main aim of this study was to investigate the EFL students' and teachers' views toward the involvement of learners in a heterogeneous class. The major result of this work was that EFL learners and teachers have a positive attitude toward students' involvement in a heterogeneous

class and agreed on the fact that students' involvement is important in the mixed-ability class. At the international level, we can also mention a work conducted by Fatima Afzal and Lynn Crawford (2022) at the university of Sydney, Australia; it is entitled "Student's Perception of Engagement in Online Project Management Education and its Impact on Performance: The Mediating Role of Self-Motivation". Its main objectives are to identify the factors that influence student engagement, in addition, to examine the impact of students' engagement on their performance, as well as to investigate the role of self-motivation on engagement and performance.

However, to our knowledge, no research has precisely endeavored to deal with the issue of teachers' practices to increase students' involvement in online English courses. The lack of studies on this subject and its importance in developing students' learning encouraged us to deal with this topic.

➤ **Aims and Significance of the Study**

The main aim of the present dissertation is to investigate first-year students' involvement during online English lectures in the department of Economics at MMUTO during the academic year 2022-2023. The objective of this study is twofold. First, it aims at investigating the techniques and practices used by English teachers to increase the involvement of their students during online English lectures. Second, it seeks to determine the influence of behavioral, cognitive, and emotional engagement on first-year students' online learning achievement in the same department and university.

This study is important for the learners as it tackles their needs in enhancing their engagement and subsequently promoting their academic performance. It is also significant for teachers as it provides them some useful practices to help their students involve during the online English courses and facilitates the process of teaching. The results of this study

contribute to the field of education and it can serve as a spring board for those who want to go further in area of study.

➤ **Research Questions and Hypotheses**

In order to achieve the previously mentioned objectives, this study is an attempt to provide answers to the following questions;

Q1: What are the strategies and practices followed by teachers to enhance first-year students' involvement in online English courses in the department of Economics at MMUTO?

Q2: What is first-year students' perception of the influence of behavioral, cognitive and emotional engagement on their online learning achievement in the department of Economics at MMUTO?

In order to answer these questions, we advance the following hypotheses:

Hp1: During online English courses, teachers use different strategies to increase students' involvement such as collaborative learning, project-based approach, and working on authentic material.

Hp2: First-year students in the department of Economics perceive that behavioral, cognitive, and emotional engagement promote positively their online learning achievement at MMUTO.

➤ **Research Techniques and Methodology**

For the sake of empirically investigating the above-mentioned issue, we opted for a mixed- methods approach which combined the quantitative and qualitative methods for data collection and data analysis.

To investigate the topic, the data are gathered using two main instruments: a questionnaire and an interview. A questionnaire is addressed to first year students in the

department of Economics at MMUTO to investigate the influence of behavioral, cognitive, and emotional engagement on their online' learning achievement, and the interview addressed to teachers is used to collect data about their practices to enhance students' involvement in online English courses.

➤ **Structure of the Dissertation**

The general structure of the dissertation follows the traditional simple model. It is composed of a General Introduction, four chapters and a General Conclusion. The “**General Introduction**” deals with the topic of investigation in general, the aims and significance of the study, research questions and hypotheses, research techniques and methodology and the structure of the dissertation. The first chapter is entitled “**Review of the Literature**”. It reviews the main theoretical foundations related to the topic of investigation involving definitions of the key concepts and terms. The second chapter is called “**Research Design and Methodology**” in which the procedures of data collection and data analysis is presented. The third chapter is named “**Presentation of the Findings**”, which displays the results of the investigation by using categorizations and different graphical forms such as tables, pie charts, and graphs. The fourth chapter entitled “**Discussions of the Findings**” intends to discuss the outcomes provided in the previous chapter trying to provide answers to the research questions. The dissertation ends with a “**General Conclusion**” which provides an overall summary of the whole work.



Review of the Literature

Introduction

The present chapter is theoretical; it attempts to review the main concepts and theoretical framework related to our research. It is divided into three main sections. First, it defines the concept of students' involvement, students' engagement, its different dimensions, the indicators of each of them, as well as its importance in students' academic achievement. The second section introduces the notion of online learning and explain its relation to the engagement of students. The third and last section is devoted to the theoretical framework on which this study is based.

I. Students' Engagement

I.1. Definition of Students' Involvement

According to Oxford Advanced Learners' Dictionaries (2023), the word involvement (in/with something) refers to 'the act of giving a lot of time and attention to something you care about'; its synonym is: "participation". The notion of student involvement has been defined by many researchers such as Astin (1999:519) who declares that involvement is related to 'the investment of physical and psychological energy in various objects'. Through this definition, we understand that students' involvement requires physical as well as mental energy in learning. In order to get a better understanding of what a term involvement means, Astin in his article entitled "Student Involvement: A Development Theory for Higher Education" has provided different terms that have the same meaning with the word involvement such as "engage in", "get in for", "take up", "participate in", and "devote oneself to" and so on. Evans et al (1998:2) argue that 'much research by Astin revolves around the impact of student involvement on student outcomes in college, and his essential assertion is that students must be actively engaged in their surroundings in order to learn and grow in college'. We may understand from this

definition that Astin connects involvement to students' learning, and in order to promote the latter, they should participate and engage actively in campuses.

Astin (1999) differentiates between students according to their levels of involvement. He considers those who consecrate a lot of energy and time in studying, interact with their mates and faculty members and have active participation in students' organizations as having a high level of engagement, whereas those who do not participate in extracurricular activities, isolate themselves from their friends and faculty members, ignore their studies, and do not devote a considerable time on campus as having a low level of engagement .

I.2. Definition of Students' Engagement

In higher education, students' engagement is considered as a buzzword, and without any doubt as being very crucial in achievement and learning (Kahu,2013). Many definitions of the concept of students' engagement were provided by psychologists, educators, and researchers. Generally speaking, students' engagement is related to students' motivation, and how much they are willing to learn. In this context, Bomia et al (1997:294) consider student engagement as 'students' willingness, desire, and compulsion to participate in, and be successful in the learning process'.

According to Kuh (2003:25), students' engagement is 'the time and energy students devote to educationally sound activities inside and outside of the classroom, and the policies and practices that institutions use to induce students to take part in these activities'. Through this definition, we understand that engagement is measured through the active participation of students in learning activities, as well as the need to the interaction between time and effort that students and institutions consecrate to accomplish their activities in studies. It is well defined and explained by Kuh et al (2005/2010):

The first is the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success. The second is the ways the institution allocates resources and organizes learning opportunities and services to induce students to participate in and benefit from such activities (cited in Barkley, 2010:5).

In addition, it is said that one of the best indicators of students' learning achievement is their engagement in school activities; in other word, student engagement and their academic success are interrelated. Thus, Darling-Hammond et al (2008) claim that students' engagement leads to students' academic achievement and performance. In the same line, Krause and Coates (2008:493) share the same view by stating that student engagement is related to 'the extent to which students are engaging in activities that higher research has shown to be linked with high-quality learning outcomes'. Students' engagement has three important types: behavioral, cognitive, and emotional.

I.2.1. Types of Students' Engagement

I.2.1.1. Definition of Behavioral Engagement and its Indicators

The concept of behavioral engagement refers to the 'interactions with the academic setting that are active, goal driven, flexible constructive, and persistent' (Hughes, Wu, & West ,2011; Martin, 2008; Skinner Pitzer, 2012. cited in González, 2015:870). It means that this type of engagement is related to actions demonstrated by students while learning such as persistence, setting goals, participate with academic settings. Another definition was provided by Trowler (2010) who declared that behavioral engagement is the involvement of students in their learning and the extent to which they respond and comply with behavioral norms, like regular attendance and participation as well as avoiding negative conduct. Fredricks et al (2004) share the same view as Trowler by claiming that 'student engagement's behavioral aspect consists of positive conduct (non-disruptive behaviors or following stated rules)' (cited in Nkomo et al., 2021:10).

Some indicators of students' behavioral engagement are: classroom attendance, active participation in school -related activities, the amount of effort and time consecrated to learning

and so on. In addition, Hughes et al, (2011), Martin (2008) and Pitzer (2012) cited some indicators of behavioral engagement in academic context such as: paying attention, concentration, working hard, devoting effort and time to studying, attendance, involvement, and follow classroom rules and norms (cited in González et al.,2015).

I.2.1.2. Definition of Cognitive Engagement and its Indicators

Cognitive engagement is another dimension or type of students' engagement; it is also called "intellectual engagement". Generally speaking, cognitive engagement refers to the students' willingness in the process of learning. It is defined by Rotgans and Shmidt (2011:467) as 'the extent to which students are willing and able to take on the learning task at hand'. Another definition has been provided by Clarke (2002) who said that students' thinking while engaged in school related-activities is crucial in cognitive engagement; that is to say, students' cognitive engagement requires a mental energy that make students active learners, and they think about tasks and activities provided by their teachers.

In this regard, in order to better understand the notion of cognitive engagement, some indicators of the latter are illustrated as follows: self- regulation strategies, concentration, effort, deep thinking, and asking for more explanation if there is something ambiguous, and so on. It is highlighted by Lawson and Lawson (2013) that 'some activities and strategies indicative of cognitive engagement are thinking profoundly about complex concepts, asking questions to clarify ideas or concepts they fail to understand, reading more than assigned materials, and using cognitive, self-regulating, metacognitive strategies'(cited in González et al.,2015:870). It means that students who are active in their learning, think critically, asking for clarifications when something is not clear, participate in extracurricular activities, and use self-regulated strategies or skills are cognitively engaged.

I.2.1.3. Definition of Emotional Engagement and Its Indicators

This type is also called “affective engagement”. Broadly speaking, emotional engagement is related to students’ emotions and feelings towards their schools, peers, and teachers. According to Jones and Thomas (2012:5), ‘social engagement is the interaction between students, peers, and instructors that positively contributes to students’ overall learning experiences’. Moreover, Martin (2011) claims that social engagement involves communication with instructors as well as participation in learning activities. We understand from these definitions that communication and interaction between students and their classmates, their teachers, and the faculty members is necessary to form a positive academic performance.

Sense of belonging to school, students’ attitudes, values, interests, interaction with peers and teachers; are some examples of emotional engagement. They are highlighted and explained in the following definitions. Fredricks et al (2004) assert that emotional engagement is composed of positive and negative emotions demonstrated by students toward their peers, instructors, and faculty, in addition to students’ interests, values and attitudes. To better understand this type of engagement, Fredricks et al (2004) state that ‘students exhibiting emotional engagement have a sense of identification with and belonging to the school, value school outcomes, and feel as though they are supported by their peers and teachers’ (cited in Alrashidi et al, 2016:44).

I.3. The Importance of Students’ Engagement in Learning

‘Learning begins with student engagement’ is a statement provided by Shulman (2002, cited in Yatzak & Morties, 2016:89). Hargreaves (2006) who share the same view states that ‘without engagement, there is no deep learning’. These two statements reflect and stress the importance of student engagement, and to what extent it is beneficial and helpful in gaining knowledge and deep understanding, and then this leads to a successful academic achievement.

In other words, learning cannot occur without the engagement of students. Nicolas (2018) also argues that ‘student engagement is also considered as a prerequisite for acquiring knowledge and skills and is also a mediator of achievement and important life outcomes’ (cited in Mekki et al., 2022:15). That is to say, student’ engagement is correlated with academic success and performance; the more students engage and involve while learning, the more their learning increases. In addition, students who do not involve or disengage in their school activities are more likely to experience an academic failure (Willms,2003).

II. Online Learning

II.1. Definition of Online Learning

According to Ansong-Gyimah (2020) Online learning has become more and more popular, and nowadays a great number of universities tend to use it (cited in Moonma, 2021). It is used particularly in the COVID-19 pandemic when many universities decided to shift from the traditional learning to the online one for a long term (Peter et al.,2020; Saichaie,2020cited in Müller&Mildenberger,2021). In the United States, according to Allen and Seamna (2015), 3.2 million universities in 2005 were taking at least one online course, and the previous year has marked 2,3 million. There are many terms used to refer to “online learning”, according to Anderson and Elloumi (2004:4), they are ‘e-learning, internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, web-based learning, and distance teaching’.

Oblinger (2003) and Krause (2006) think that one of the main reasons that push and make students choose to learn in distance is the flexibility it offers to learners as well as being able to balance external commitments with their learning (cited in Redmond et al., 2018). In addition, Dhawan (2002:4) also share the same view by saying that ‘several arguments are associated with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long

learning, and policy are some of the arguments related to online pedagogy'. It is said that online mode of learning is easily accessible and can even reach to rural and remote areas. In his statement, he sheds light on the learners who live far from their schools, such as villages, by saying that online learning facilitates their studies and provides us with some advantages of online learning such as: accessibility, cost-effective, and flexibility.

Several definitions were provided by various researchers and educators. According to Anderson and Elloumi (2004:4), some of those researchers define online learning as instructional materials that are available in computers, whereas others, think that online learning is 'an innovative approach for delivering instruction to a remote audience, using the web as the medium'. Other researchers (Anderson & Elloumi, 2004; Dietinger, 2003; Wentling, Waight, Gallaher, Fleur, Wang & Kanfer, 2000) have provided another definition of the concept of online learning:

Today's definition for online learning not involves just the presentation and delivery of the materials using the web, also it involves the learner who use the internet to access learning material, interacts with the context, instructor and other learner. In addition, it involves the learning process which should be obtained support for the learner in order to acquire and construct knowledge and to grow from the learning experience (cited in Dag & Geçer 2009:864).

From this statement, we can understand that in order to online learning to occur, the learner needs to connect to internet, being active and participate with his mates as well as his teacher, without neglecting the importance of feeling supported to better acquire knowledge. The same view was reinforced by Dag and Geçer (2009:864) who declare that 'online learning can be defined as an approach to learning and teaching process that utilizes acquisition and usage of knowledge in an educational context by using primarily internet and communication technologies in collaboration'.

Therefore, according to Dhull and Arora (2017), online learning includes many technological tools which influence students' learning, such as emails, video and audio

conferences, internet and so on. In other words, online learning happens and occurs by the use of different technological devices, interactive tutorials, and different media.

Indeed, teachers and learners are both an essential part in online learning, and communication between them is crucial and obligatory in order to get better knowledge. This communication is divided into two main kinds that are explained as follows:

Communication between participants in distance learning in synchronous and asynchronous: synchronous communication allows participants to take part in learning at the same time. Feedback is immediate. Synchronous communication is realized by telecourses, teleconference, chats, etc. Asynchronous communication gives opportunity to learners to connect to the teacher or connect with each other at a convenient time and place. Asynchronous communication is realized by email, audio courses, discussion boards, etc (Kiryakova, 2009:30).

From this quotation, we can understand that in online learning, both learners and teachers communicate, which is necessary to reach better learning results. It occurs in two different ways: synchronous and asynchronous communication. Synchronous communication refers to the type of communication where learning occurs at the same time and setting; learners and teachers are required to be connected and participate in a particular lesson at the same time by using online tutorials and materials. In contrast, asynchronous communication is not restricted to time and setting, they are not obliged to be in the same place and setting; thus, they are free to learn whenever and wherever they want. According to Singh and Thurman (2019:289), online learning is ‘learning experiences in synchronous and asynchronous environments using different devices (e.g. Mobile phones, laptops, etc) with internet access’.

To conclude, due to the widespread of the technology, new methods of learning have emerged in education such online learning.

II.2. Students’ Engagement and Online Learning

A big interest in students’ engagement in online environments was given by many researchers in education thanks to the increase of interactive media in the late of the twentieth century (Kennedy,2002). It is obvious that many students face the issue of low level of

engagement in learning (Wang,2016); however, according to Chickering and Ehrmann, (1996:02) ‘active learning is also touted as a way to engage students in the online environment’. From this statement, we can understand that students, who are active in their learning, help them to better engage in online learning. Student engagement in online learning according to Wang (2016:2880) is ‘the engagement of students in the learning platform, including behavior engagement, cognitive engagement, and emotional engagement from three aspects’. Another definition was provided by Yang et al (2018:03) who state that ‘students’ devotion of time, energy, value, interest, attitude, learning strategy or even creative thinking in e-learning environments and the motivational and action processes elicited’.

Students’ engagement is very crucial in online courses; this idea is supported by Redmond et al (2018:186) who state that ‘the literature on engagement reinforces its importance in online teaching and learning’. Making learners involve in distance learning is seen as a challenge and a complicated process for the reason that they are physically separated from each other and from their educators (Bolliger& Halupa, 2018; Moore, Utshig et al., 2008 cited in Yilmaz and Banyard, 2020).

The relation between students’ engagement and online learning is explained as followed by Chen et al (2010) who claim that e-learning is associated with academic success. It promotes students critical thinking and active engagement due to the flexibility it offers for learners. From this explanation, we can understand that learning in distance gives opportunities to learners to engage actively in their learning, and as a result, it promotes their academic achievement and develop critical thinking. Some researchers made a comparison between the engagement of the learners in face-to-face learning and distance learning. They argue that students are more likely to involve in traditional environment rather than in online ones. Cho and Cho 2014 state that in e- learning, learners are less engaging comparing to face-to-face learning because the communication between them is reduced due to distance. The reason behind this is back to the

fact that the instructors and their learners are physically separated so that the process of communication is limited, as Leeds et al (2013) claim ‘distance between instructors and learners makes difficulty of rich communication that makes them participate persistently and efficiently in online learning, so they cannot continuously engage in online leaning’ (cited in Lee et al., 2019:01).

II.3. Role of Technology in Engaging Students in both Face-to-Face and Online Learning

II.3.1. Face-to-Face Learning

Technology plays a crucial role in making students engage and facilitate the process of learning. It can be defined as a machine that instructors and learners use in education in order to facilitate the process of learning and which makes them benefit a lot (Altun, 2015). Chen et al (2018) state that technology leads to positive students’ learning achievement, and it is considered as being a tool that makes them better interact and engage in their learning.

In addition, Abla and Fraumeni (2019) argue that there is an absolute and indisputable evidence that technology increases and promotes students’ engagement in learning. Moreover, without any doubt, we can say that technology plays an important role in education, and its uses leads to positive results and promote students’ achievement. According to Kahn et al., (2016:204 ‘Specific uses of educational technology have been seen to positively influence student engagement’. Altun (2015) also shares the same point of view as Kahn et al by stating that there is a strong evidence that the use of technology-base-instruction promotes the process of teaching and learning.

II.3.2. Online Learning

Technology is not just limited to help students boost their engagement in face-to-face learning, but also in online learning. According to Kahn et al (2016), many researches show that technology in education usefully support their engagement in online learning. The more students use technology, the more they increase their engagement, and the more their learning is promoted. This idea is strengthened by Chen et al (2010:204) and the National Survey of Student Engagement (NSSE) in the United States by claiming that ‘there is a positive relationship between the use of learning technology, student engagement and outcomes of learning’.

III. Theoretical Framework

III.1. Kearsley Grey’s and Shneiderman Ben’s Framework for Technology-Based Teaching and Learning

As every research study must rely on a theoretical framework, our present work is based on a plinth proposed by Kearsley Grey and Shneiderman Ben in 1998. It is called *Engagement Theory: A Framework for Technology-Based Teaching and Learning*. It reports different strategies used by teachers to boost students’ engagement in face-to-face and online learning.

As its name indicates, the engagement theory is a framework for technology-based learning and teaching; it is called so because the engagement can be facilitated by the use of technology. Its fundamental idea is that in order to increase students’ engagement in the field of education, students should work on collaboration with their mates, working on purposefully projects, and accomplish valuable tasks. Kearsley and Shneiderman (1998:20) explained the concept of engagement theory as follows:

Engagement theory is based upon the idea of creating successful collaborative teams that work on ambitious projects that are meaningful to someone outside the classroom. These components, summarized by Relate-Create-Donate, imply that learning activities: (1) Occur in a group context (i.e., collaborative teams); (2) are project-based; and (3) have an outside (authentic) focus.

The theory emphasizes also the role of behavioral, cognitive, and emotional engagement in promoting students' learning. In this regard, Kearsley and Shneiderman (1998) state that 'engagement theory holds that students that are involved and enmeshed intellectually, socially, and behaviorally leads to enhanced learning' (cited in Tomovic,2021:15). Therefore, the theory of engagement provides for teachers a number of practices and strategies to follow in classes; these practices are used to increase their students' engagement and are illustrated as follows:

III.1.1. Relate

Relate is the first principle found in the theory. According to Kearsley and Shneiderman (1998) in this principle, the instructors must involve their students in team efforts and collaboration with others, where they are going to have opportunities to communicate, plan, manage, and develop their social skills. Working in collaboration benefits students, by promoting their knowledge from different perspectives since they exchange their ideas with each other, and it also enhances their motivation to learn. Srinivas (2011) argues that 'in CL settings, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual framework, and are actively engaged' (cited in Lee et al., 2019:01).

III.1.2. Create

It is the second component in engagement theory. Creativity is the essence of this principle; learners here are not considered passive any more, they are not asked to just answering sterile textbook problems; however, they should actively learn; in such a way, they construct their own knowledge by working on purposeful activities or projects that should be emphasized

on a real problem (problem-based learning). With the use of this principle, they are going to develop a sense of ownership. Stivers (2010:03) declares that ‘PBL can be the spark in engaging learning experience’.

III.1.3. Donate

Donate is the third component of engagement theory. Its major premise is that students should conduct their work or projects with a real-world focus, they interact with a real-world client, or in other words; it should serve a third party with whom they realize the work. This way of learning makes students feel motivated to learn and increases their engagement.

III.2. Making Students Relate in Online Learning by the Use of Technology

Relate students in learning, as it is explained above, is making students study in groups. In online learning, according to Shneiderman and Kearsley (1998), the most crucial tool that is used to make students work in collaboration is the “E-mail”. He said that ‘it usually serves as the communication backbone for all activities’ (1998:21). Many other technological tools can be used as ways to make students work with each other such as web conference boards which help students get information, chat program and so on. Teachers in online learning need practice and training in arranging and organizing the collaborative activities so that they facilitate the students’ learning. Hence, the role of the teachers in online learning is a facilitator rather than any other role. An example of students’ collaboration in online learning in the English module in the department of English at MMUTO is asking them to review each other’s work.

III.3. Making Students Create in Online Learning by the Use of Technology

According to Kearsley and Shneiderman (1998), projects are important in this principle. Instructors first formulate groups composed of three students, suggest some topics so that students get an idea about possible projects that exist, give a brief explanation or descriptions

of past projects; besides, they should provide them with criteria to follow in realizing it. In online learning, the best way of realizing a project in collaboration is through the use of “Web” that is internet; it offers a sense of inspiration and a way to get and acquire information. An example of projects that students can conduct is asking them to produce an online textbook or encyclopedia for their lecture. Another example is to produce case studies in distance education and then put together in directory distance education. In this case, they are going to do their best since their work will be put up on the web and many people can read it.

III.4. Making Students Donate in Online Learning by the Use of Technology

According to Kearsley and Shneiderman (1998), making a project with an authentic focus is difficult for those who do not have experience since the instructor himself can be a student- client. By the use of technology, they can get access to people, groups and organizations. Indeed, they also state (1998:22) ‘Example of projects in realistic focus are; developing online systems for scheduling bus service and a television station, keeping records for scuba club, designing a student ride board organizing car pools, creating an accounting system for the physics department’. Indeed, Kearsley and Shneiderman (1998:23) declare that:

the role of engagement in the theory is to facilitate all aspects of engagement. The use of e-mail, online conferencing, web databases, groupware, and audio/videoconferencing significantly increases the extent and ease of interaction among all participants, as well as access to information. Technology provides an electronic learning environment that fosters the kind of creativity and communication needed to nourish engagement.

Conclusion

To sum up, the present chapter has dealt with the review of literature. It is devoted to the definitions of many concepts that are helpful to understand our dissertation such as students’ involvement, students’ engagement, students’ engagement type and the indicators of each type and its importance. Moreover, we provided some definitions of online learning, and how it is related to students’ engagement, then it tackled the role of technology in making students

engage. The last section is related to the explanation of the theoretical framework used in our research.



*Research Design and
Methodology*

Introduction

This chapter is methodological as its title indicates. It is designed to explain the techniques and the procedures of data collection and data analysis used in order to carry out our research. This chapter is divided into three parts. The first part describes the method used in our research and the context of the investigation as well as the participants of the study. The second part is about procedures of data collection where we identified the main tools used in order to investigate teachers' practices to increase students' involvement in English classes. The last part is about the procedures used in order to analyze the collected data.

I. Research Method

In order to conduct our research, we have used a mixed-methods research which combines quantitative and qualitative research instruments for data collection and data analysis. Tashakkori and Creswell (2007:4) define this method as 'research in which the investigator collects and analyzes data, integrates the findings and draws interferences using both quantitative and qualitative approaches or methods in a single study or a program of inquiry'. This means that in one study an investigator can use both quantitative and qualitative methods to collect, analyze, and interpret the data gathered. The reason behind choosing this approach is that when using the mixed-method, the data gathered will be more credible, and it allows for a better understanding of the data contrary to the use of one single method.

II. Context and Participants of the Study

Our dissertation is conducted in the department of Economics at Mouloud Mammeri University of Tizi-Ouzou during the academic year 2022- 2023. The participants are fifty (50) first-year students who are selected randomly from a large population and three (03) English teachers teaching first-year students in the department of Economics.

III. Procedures of Data Collection

For the sake of the validity of our study, a number of instruments were adopted to collect the data which are a Questionnaire and an Interview.

III.1. Questionnaire

A questionnaire is a method used to collect data, and it is the first instrument used in our research. A questionnaire, according to Brown (2006:6), is ‘any instrument that presents respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers’. From this quotation, we can simply understand that a questionnaire is a range of questions asked to a specific population; it can be rather by ticking the right answer or by providing a full statement.

Our questionnaire is addressed to fifty (50) first-year students in the department of Economics at Mouloud Mammeri University of Tizi-Ouzou. It aims at investigating the students’ perception of the influence of behavioral, cognitive and emotional engagement on students’ online learning achievement. The questionnaire contains four (4) sections of twenty (20) questions. The first section is called “Students’ Profile”, the second section is entitled “Students’ Perception of the Influence of Behavioral Engagement on their Online Learning Achievement”, the third section is “Students’ Perception of the Influence of Cognitive Engagement on their Online Learning Achievement”, the last and fourth section is entitled “Students’ Perception of the Influence of Emotional/Affective Engagement on their Online Learning Achievement”. The purpose of choosing a questionnaire is that it helps us to save time and effort, get well organized answers, and collect large amount of data. In this regard, Krosnick (2018) and Malhotra (2006) state that ‘a questionnaire can ensure a faster and more accurate data collection process, and facilitate the data processing as well’ (cited in Taherdoost,2022:08).

Our questionnaire took place during Ramadan, we have distributed the questionnaires to the students on Sunday, 17th April 2023. We have translated the last into two languages which are French and Berber in order to make sure that first-year students in the department of Economics understood the questions and simplify them the process.

The following table summarizes the four sections of the questionnaire:

Section	Title	Number of questions	Goals of the questions
One	Students' Profile.	Two (2)	To get some personal information about our participants.
Two	Students' Perception of the Influence of Behavioral Engagement on their Online Learning Achievement	Eight (8)	To know how does behavioral engagement affect the students' online learning
Three	Students' Perception of the Influence of Cognitive Engagement on their Online Learning Achievement	Four (4)	To investigate whether cognitive engagement promotes students' online achievement
Four	Students' Perception of the Influence of Emotional/Affective Engagement on their Online Learning Achievement	Six (6)	To know students' perception of the effect of emotional engagement on their online achievement

Table (1) : Description of the Questionnaire

III.2. Interview

The second instrument used in our research is an interview. The purpose of this interview is to investigate the practices and techniques used by teachers to increase students' engagement in online English courses. Kvale (2006:484) defines an interview as 'a tool or an instrument for providing the interviewer with descriptions, narratives, and texts which the researcher then interprets and reports according to his or her research interests'.

An interview is a way of communicating which comprises two parties, an interviewer who is the person who asks questions about a specific matter or issue; the second party is an interviewee who is the one who responds to the questions. In this regard, Gilham (2000:01) defines an interview as 'a conversation where one person –the interviewer –is seeking the response for a particular purpose from the other person – the interviewee'.

Our interview took place in the department of Economics at MMUTO during the academic year 2022-2023. We have conducted three asynchronous online interviews with three teachers teaching English to first-year students. The number of the questions asked is eight (8) including open-ended questions and close-ended ones; the same list of questions is asked for all the teachers. Two out of the three teachers interviewed answered us via email, whereas the other ones sent us the answers via messenger. The interviews took place during Ramadan, exactly on Sunday, 2nd April 2023. Two of them sent us the answers after two days, whereas one of them replied on Thursday, 21st April 2023.

IV. Procedures of Data Analysis

This section, presents the methods implemented to analyze the collected data. It is divided into two parts. The first part deals with the analysis of quantitative data by using the rule of three, and the second part is called qualitative content analysis which is used to analyze the qualitative data.

IV.1. Quantitative Analysis

In order to analyze the close-ended questions, a quantitative method is used. A quantitative analysis is a method used to analyze the numbers or the information collected on a numerical scale. In this regard, Gay et al. (2012:7) state that quantitative research refers to ‘the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest’. In our research, we used this method to analyze the close-ended questions gathered from the questionnaire and the interview.

To calculate the percentages, we opted for the rule of three which is applied as follows:

$$X = \frac{Z \times 100}{Y}$$

X is the calculated percentage, Z is the value of the similar answers and Y is the

total number of the participants. Then the results, were presented in the form of diagrams, tables, and pie charts.

IV.2. Qualitative Content Analysis

Qualitative Content Analysis has been defined by Hsieh and Shannon (2005:1278) as ‘a research method for the subjective interpretation of the content of the text through systematic classification process of coding and identifying themes or patterns’. In contrast to the quantitative analysis, the qualitative content analysis (QCA) is used to analyze the data which require and need a kind of interpretation; thus, it is a non-statistical method, and it is used to analyze and interpret the information that cannot be transformed into numerical scale. In this dissertation, this method is used to analyze the open-ended questions gathered from the questionnaire and the interview. We have relied on four main thematic categories. First, Teachers’ views about Students’ Engagement and Online Learning. Second, Collaborative Learning as a Practice to Enhance Students’ Engagement During the Online English Courses. Third, Project-Based Learning as a

Practice to Enhance Students' Engagement during the Online English Courses. Forth, Authentic Focus as a Practice to Enhance Students' Engagement during the Online English Courses.

Conclusion

To sum up, this chapter has presented the research design and methodology adopted to carry out our research. It has described the instruments and procedures of data collection and data analysis. First, it has presented the research method as well as the context and the participants of the study. Second, it has described the instruments used to collect the data which are a questionnaire and an interview. Third, it has explained the procedures used to analyze the collected data which are: the quantitative analysis (QA) and the qualitative content analysis (QCA).



Presentation of the Findings

Introduction

This chapter, entitled “Presentation of the Findings” of our dissertation, which is devoted to the presentation and the analysis of the results gathered from the two instruments which are a questionnaire and an interview. The findings are presented in percentages and displayed in the form of tables, diagrams, and pie charts. It is divided into two parts; the first part deals with the presentation of the data gathered from the questionnaire administered to students, and the second one is concerned with the presentation of the findings of the teachers’ interview.

I. Presentation of the Results of the Questionnaire

Out of the sixty (60) questionnaires that have been administered, we have collected fifty (50). The number (50) represents the percentage of (100%).

I.1. Section One: Students’ Profile

Q1. What is your English level?

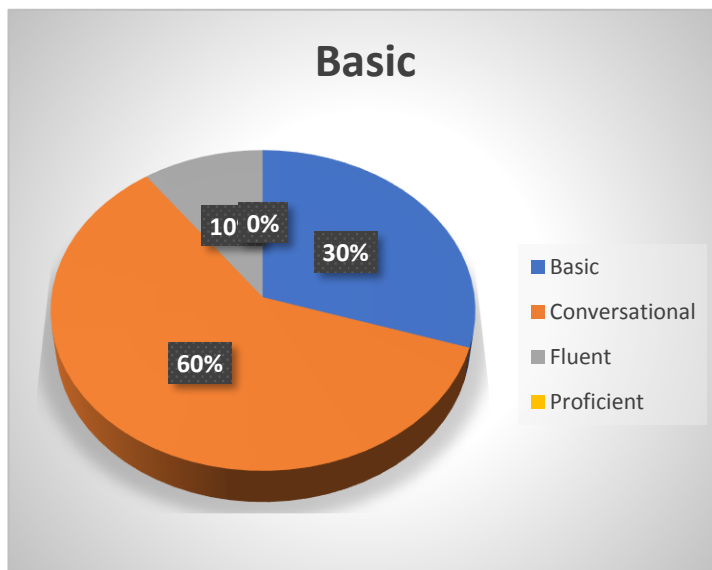


Diagram (1). Students’ Level in English

This diagram (1) show that first-year students in the department of Economics have different levels in English. The majority (60%) of them answered by “conversational”, (30%) of them answered by “basic”. Whereas, only (10%) of them said that there are fluent in English, and none of them is proficient.

Q2. How old are you?

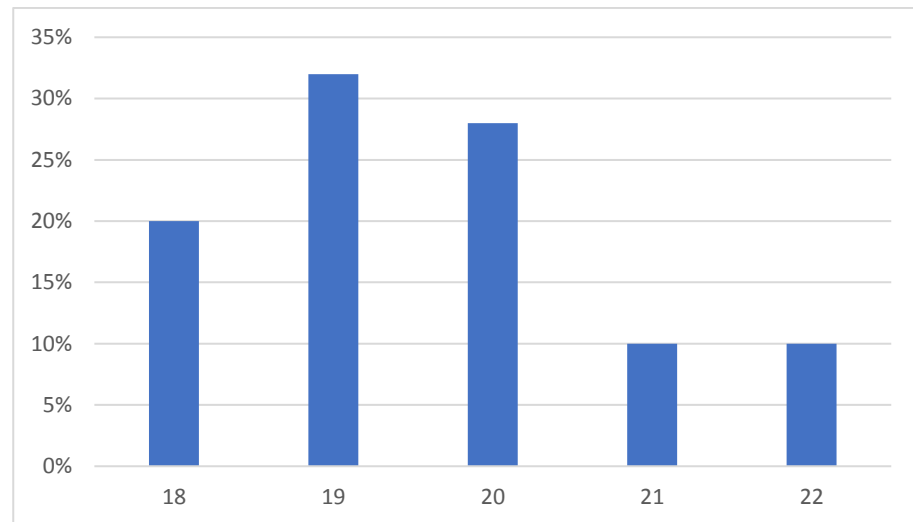


Diagram (2) : Students' Age

Diagram (2) shows that (20%) of the students are aged 18 years old, (32%) of them are 19 years-old, the students aged 20 years old represent (28%), whereas (10%) of them are 21 years-old, and the rest (10%) are 22 years old.

I.2. Section Two: Students’ Perception of the Influence of Behavioral Engagement on their Online Learning Achievement

Q3. Do you attend all your online English courses?

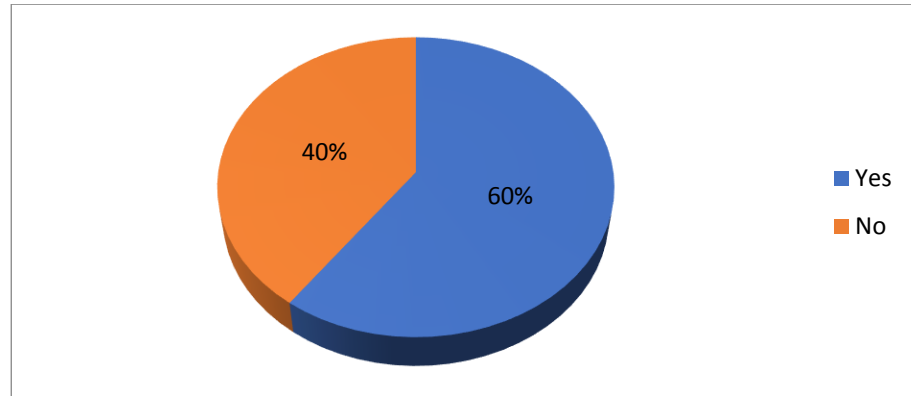


Diagram (3) : Students’ Attendance of English Online Courses

This question was asked in order to know whether students attend their online English courses or not. It is revealed from diagram (3) that (30) students, representing (60%), attend their online English courses, whereas (20) others (40%) do not.

Q4. Do you agree or disagree with the following statement: “To obtain high-quality academic outcomes, students are expected to attend the majority of classes”.

Options	Numbers of Participants	Percentage %
Agree	32	64%
Disagree	18	36%
Total	50	100%

Table (2): The Role of Attending Lectures on Students’ Learning Achievement

The students, in this question, were required to give their point of view about the effects of attending classes on students’ learning achievement. Table (2) indicates that the majority of

students (64%) agree with the fact that attending the majority of classes promotes students' learning, whereas (36%) of them disagree.

Q5. Do you think that participating in online group discussions (such as studying with your classmates) promoted learning?

This question was asked in order to know whether students see that participating in online group discussions enhances their learning.

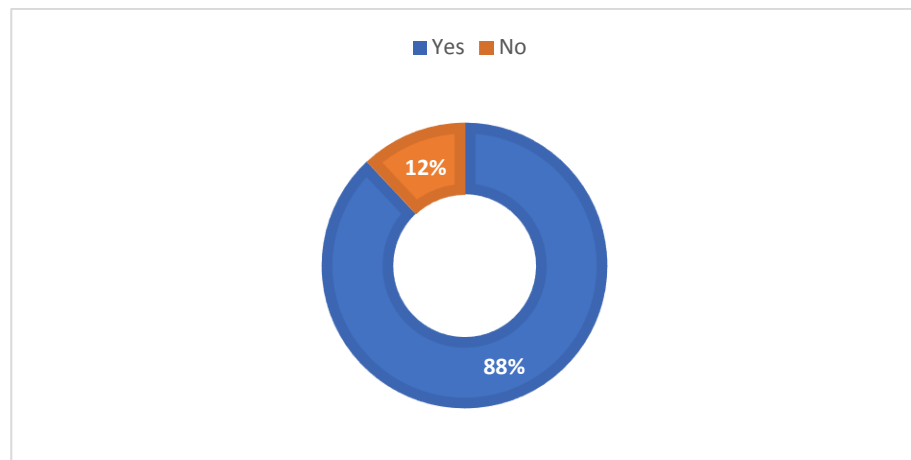


Diagram (4): Promoting Learning through Online Group Discussion

Diagram (4) above highlights that the majority of students (88%) think that when they work in groups their online learning enhances; hence, they said “yes”, while (12%) of them answered by not, so they think that their learning is not promoted thanks to the online group discussions.

Q6. During your online English courses, do you spend much time on studying?

This question was asked to know whether first-year students in the department of Economics devote a considerable time to learning during online English classes.

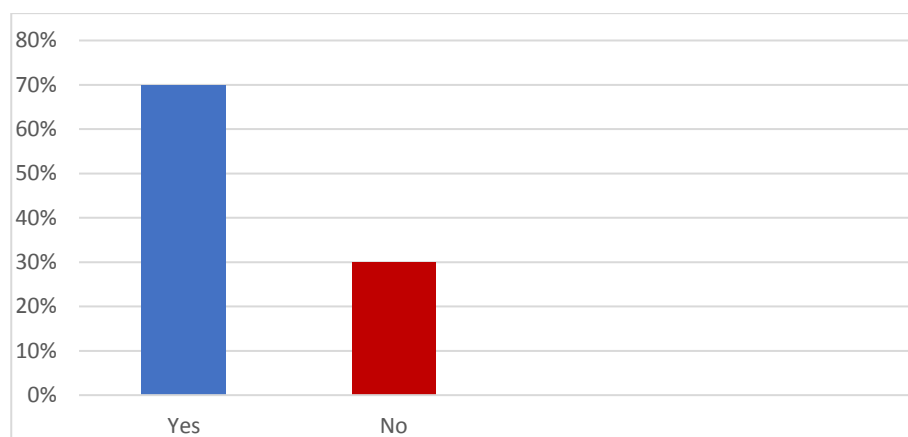


Diagram (5): Time Devoted to Learning in Online English Classes

Through the results displayed in diagram (5), it is shown that (35) students, representing (70%), answered by “yes”, they devote much time to leaning; however, (15) of them (30%) said “no”.

Q7. During your online English courses, do you devote a considerable effort to accomplish your academic assignments?

This sixth question was asked to know whether students devote a big effort to their studies or not during the online English classes.

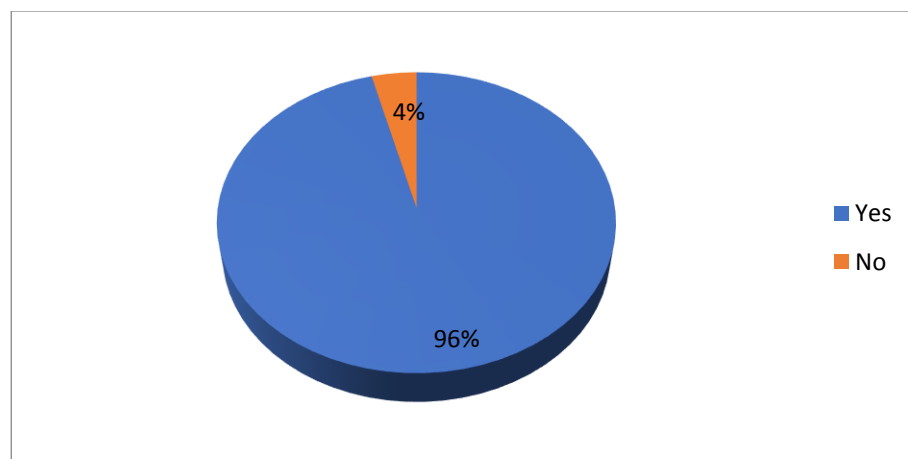


Diagram (6): Students' Effort during Online English Courses

From diagram (6), we notice that almost all the students (48), representing (96%), answered by “yes”, that is they make efforts to accomplish their academic assignments during the online English courses; however, only two (02) students (04%) answered by “no”.

Q8. How far do you agree with the following statement “The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and professional development”?

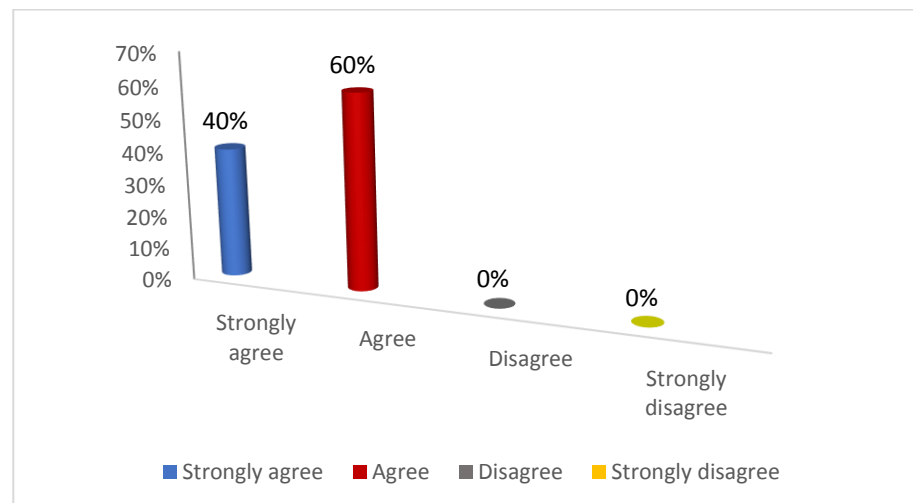


Diagram (7): Time and Energy as a Way of Promoting Students’ Learning

From diagram (7), we notice that (30) students, representing (60%), agree on the fact that time and effort devoted to education enhance their learning outcomes, and (20) students representing (40%) strongly agree with the statement. However, none of the students answered with “disagree” or “strongly disagree”.

Q9. Do you use different technological tools and platforms when studying online your English module?

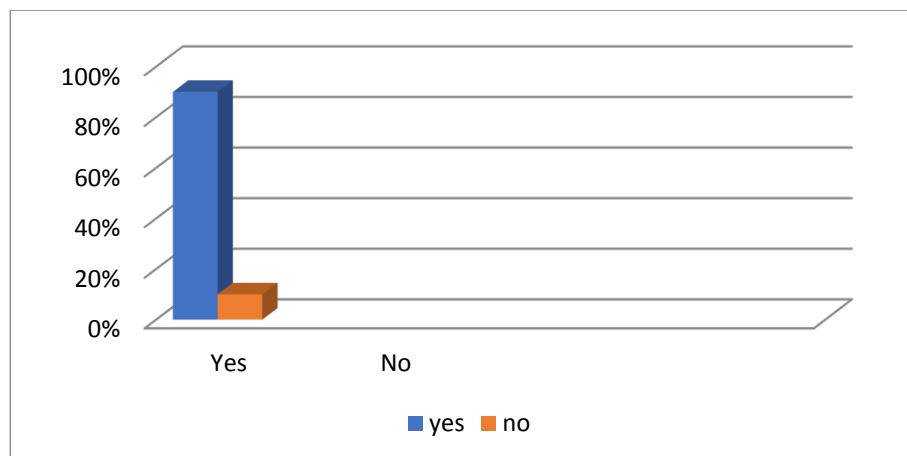


Diagram (8): Students’ Participation in Online Platforms by the Use of Different Technological Tools

The results shown in diagram (8) indicate that almost all the students (90%) participate in online platforms and use different technological tools, only (10%) of them answered by “no” which means that they do not participate in online platforms.

Q10: How important is participating in online platforms by the use of technological tools in enhancing your academic achievement?

Options	Numbers of Participants	Percentage %
Very important	18	36%
Important	24	48%
Slightly important	5	10%
Unimportant	3	6%
Total	50	100%

Table (3): The Importance of Students’ Participation in Online Platforms by Using Technological Tools

As indicated in table (3), the majority of students (48%) see that participating in online platforms is important for promoting their online learning, and (36%) of the students answered

by “very important”. Only (10%) of them see that this way of learning is “slightly important” in promoting their online learning achievement. The minority (6%) of them said “unimportant”.

I.3. Section Tree: Students’ Perception of The Influence of Cognitive Engagement on their Online Learning Achievement

Q11. During the learning process, how often do you ask questions?

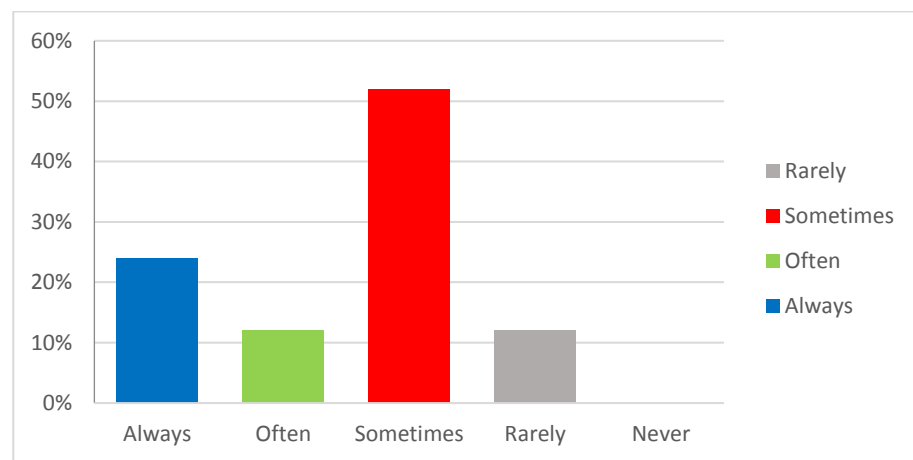


Diagram (9): Frequency of Asking Questions

The first question in the second section was asked to know how often the students ask questions during online English courses. As indicated in diagram (9), the answers of the participants show that (12) students (24%) always ask questions, while (06) students (12%) ask questions often. The majority of the students (26), representing (52%), are sometimes asking questions; (6) students (12%) reveal that they ask questions rarely while none of them answered by “never”.

Q12. Does motivation enhance your online English learning?

Options	Participants	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

Table (4): Students’ Motivation in Promoting Online English Learning

The results demonstrated in table (4) indicate that almost all the students (90%) view that motivation enhances their online English courses, while only (10%) of them answered by “no”.

Q13. Are self-regulated strategies useful in promoting your online learning?

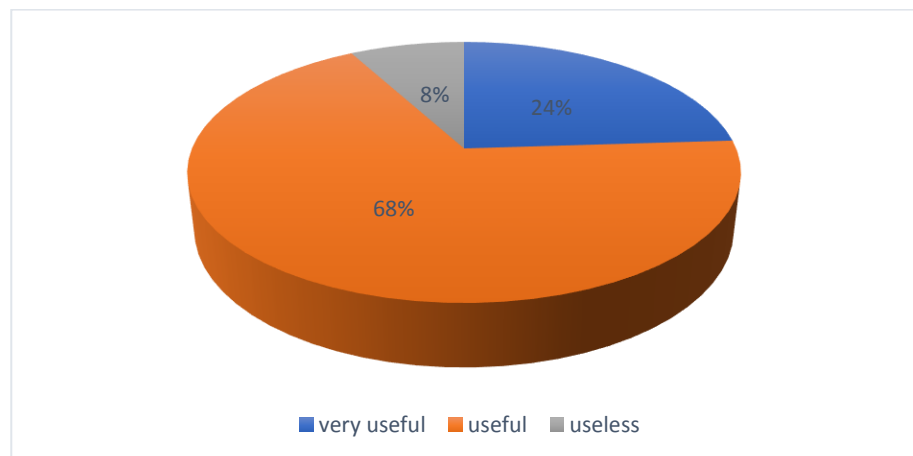


Diagram (10): Students’ Views about Self-Regulated Strategies in Promoting their Online Learning

According to the results displayed in the diagram (10), the majority of students (34) representing (68%) see that self-regulated strategies are useful in promoting their learning, whereas (12) students (24%) answered by “very useful”, only (4) (8%) of them think that this strategy is useless.

Q14. Do you think critically during your online English courses?

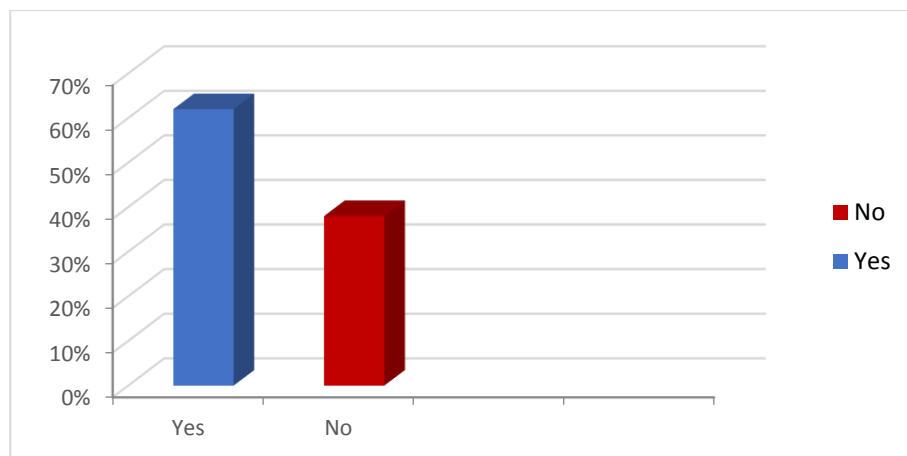


Diagram (11): Students' Critical Thinking

From diagram (11), we notice that (31) students representing (62%) think critically, while the minority (19) representing (38%) affirms that they do not question everything.

I.4. Section Four: Students' Perception of The Influence of Emotional / Affective Engagement on their Online Learning Achievement

Q15. Is being confident to learn and do well in the online English courses helpful for you to increase your learning?

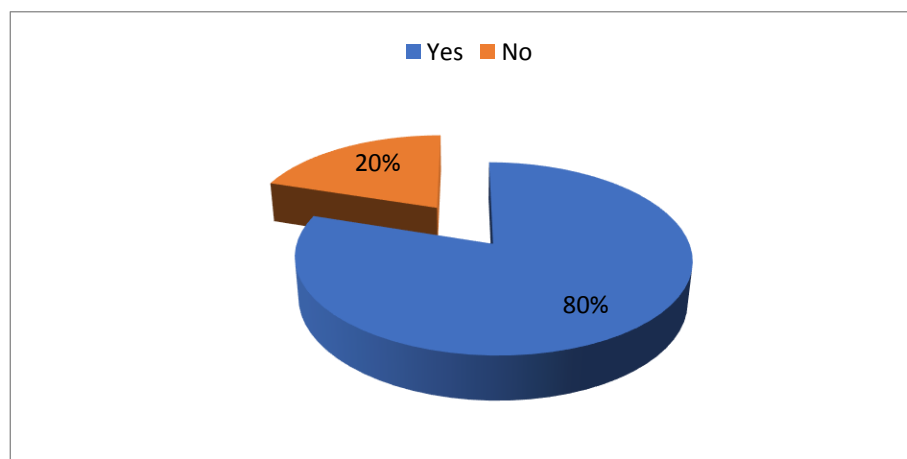


Diagram (12): The Role of Self-Confidence in Students' Online Learning Achievement

According to the results displayed in diagram (12), the majority of the students (40) representing (80%) answered by yes, that is being confident leads to academic success, while

only (10) students representing (20%) view that self-confidence does not influence their online learning.

Q16. Do you enjoy your online English courses?

Options	Number of Participants	Percentage %
Yes	36	72%
No	14	28%
Total	50	100%

Table (5): Students' Enjoyment of Online English Courses

From table (5), we can deduce that (36) students out of (50) representing (72%) enjoy their online English courses, while (14) students (28%) answered by “no”, that is they do not like online English courses.

Q17. How is your relationship with your classmates?

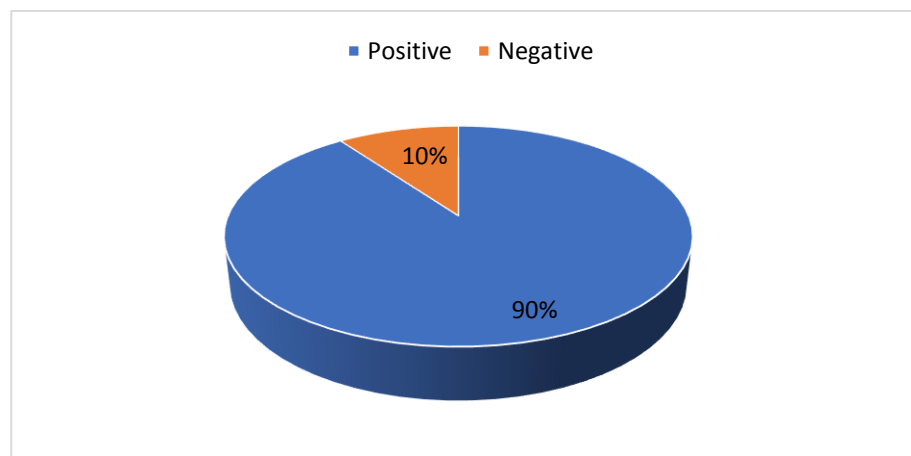


Diagram (13): Description of the Students' Relationship with Each Other

This question was asked to investigate the relationship between students, whether it is positive or negative. It is revealed in diagram (13) that the majority (90%) of the students answered by “positive”, while the minority (10%) of them answered by “negative”.

Q18. Do you think that building a positive relationship with your English teacher is beneficial for your academic achievement?



Diagram (14): Students' Views about the Benefits of Building a Positive Relationship with their English Teachers in their Learning

Diagram (14) indicates that almost all the students (48) representing (96%) think that building a positive relationship with their English teachers helps them to enhance their learning achievement, while only two (2) students (4%) answered by “no”.

Q19. Have you ever experienced any of the following emotions?

We have asked this question to investigate whether the students have ever felt bored, anxious, and frustrated.

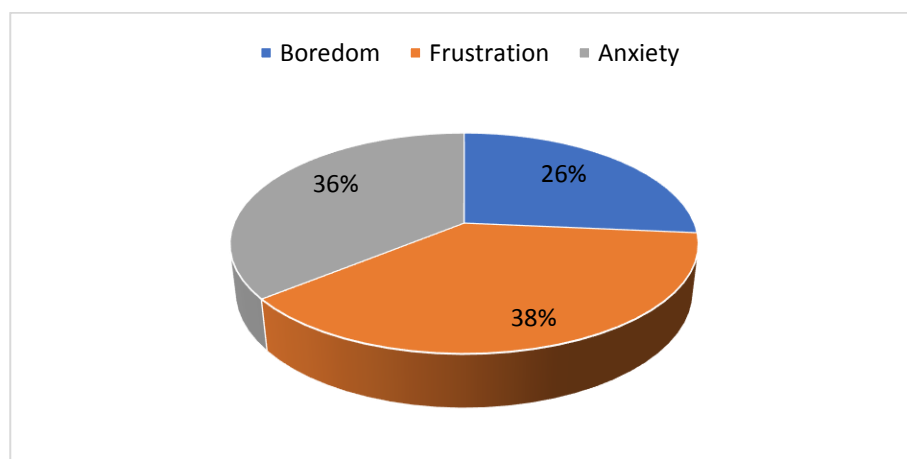


Diagram (15): Students' Experiencing of Some Emotions

We deduce from diagram (15) that students representing (38%) experienced “frustration”, (18) students (36%) have experienced “anxiety”, while “boredom” has been experienced by (13) students that is (26%).

Q20. According to you, how do those feelings influence your academic success?

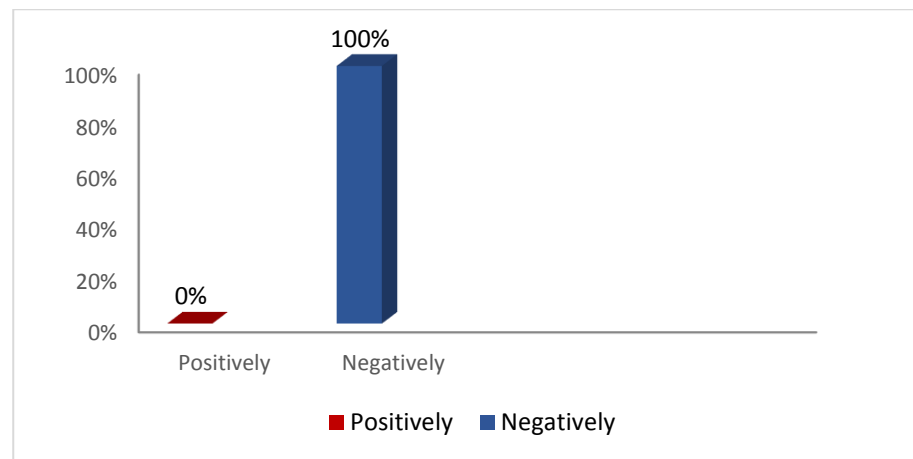


Diagram (16): The Influence of boredom, anxiety, and frustration on Students Online Learning

This question was asked to know whether the feelings mentioned previously have a positive or a negative influence on students’ learning. As it is displayed in diagram (16), all the students (50) representing (100%) think that those feelings influence their learning negatively; none of them answered by “positively”.

II. Presentation of the Results of the Interview

Question one: What is students’ engagement?

The reason behind asking this question is to investigate whether first-year English teachers in the department of Economics have a deep knowledge of students’ engagement or they have not. Each of them gave as a brief and clear definition of students’ engagement, they all agreed on the fact that students’ engagement is related to behaviors, motivation, willingness,

and actions performed by them in order to study. Based on the results of the teachers' answers, it is clear that all of them have a significant knowledge about students' engagement by providing a brief and overall definition of this concept.

Question two: What is students' engagement during online English courses?

This question has been asked in an attempt to ascertain the teachers' knowledge concerning students' engagement in online learning. According to the results, all the teachers interviewed have a deep knowledge of what students' engagement in online learning means. They all said that students' engagement in online learning needs to be connected and use different technological tools to occur, as the first interviewee said 'during the online courses, students' engagement can be traced by their capacity to interact with one another through the use of social platforms and technological devices'. The second one said that 'students' engagement in e-learning refers to the use of technological devices during the lectures'.

Question three: What is the importance of students' engagement during online English courses?

This question seeks to discover whether the English teachers in the department of Economics perceive students' engagement as an important concept of learning during online courses or do not. It is clear from the results obtained from the three interviewees that all of them are aware of the importance of students' engagement during the online learning process. They agreed on the fact that making students engage during their online courses helps them to achieve better results and promote their learning. The first interviewee said that 'I believe that it is of extreme importance for we cannot ensure a process of learning of a language with the absence of students' engagement'. As for the second interviewee, she answered by saying that 'I think that students' engagement in online learning is very important for enhancing their

academic performance'. As for the third teacher, he said that 'I see that engagement during the online learning is very important in developing English skills and competences'.

Question four: Do you use different strategies to get your students engaged in online English courses? If yes, can you cite some of those practices?

As for this question, our concern is to investigate whether first-year English teachers in the department of Economics use different techniques and strategies to make their students engage during the online courses, and to provide us with a variety of examples of those strategies. Based on the results, it is clear that all the three teachers interviewed answered "yes". Additionally, all of them gave us examples of those strategies, one of them mentioned us online discussions, using open-ended tasks and projects, give learners opportunities to plan and design lessons, the other one mentioned Moodle as a basic tool used to make his learners to engage during the online English courses 'we usually use Moodle to study online', she said also that she schedule meeting on Google Meet 'I also schedule meetings on Google Meet'. The last one mentioned us collaborative method, online discussions, he said that 'I even organize collaborative works, online discussions and sometimes give them projects to work on'.

Additionally, they all agreed on the fact that in order to make learners involve during the English courses, it is important to use different strategies and techniques to attract their attention especially when it is online because there is no face-to-face contact.

Question five: How can the use of technology such as emails, online courses, and internet enhance online students' engagement?

This question aims at investigating the role of technological tools in increasing students learning achievement. It is clear from the teachers' answers that technology is very crucial in promoting students' online learning; they all share the same view and agreed on this fact. The first teacher stated that 'Technology plays an important role in engaging students behaviorally,

emotionally and cognitively’. As another teacher answered by saying that ‘technology is a blessing once one knows how to use it’. As for the third teacher, he said that ‘emails, online courses, internet are all technological tools which help students being active in their learning’.

Question six: Do you give your students opportunities to work in collaboration (pairs or groups) during online English courses? If yes, can you explain how?

The purpose of asking this question is to see whether teachers of English in the department of Economics at MMUTO make their students work in collaboration during online English courses. All three teachers said “yes”; they encourage their students to work in collaboration, and all of them recognize the importance of group work in engaging students, as well as they claim that it helps promoting learning. For example, the first interviewee said that ‘I cannot ignore the role of collaboration in making students engage and participate and helps them to enhance their academic’. In addition, the second interviewee said that ‘I can confirm from my own experience with my students that this way of teaching increases their engagement’. The third interviewee explained that ‘collaboration is one of the best methods that a teacher can use to make students engage and involved in their learning’.

Question seven: During online English courses, do you ask your students to work together on an ambitious project? In other words, do you engage your students in solving a real-world problem by asking a real complex question? If yes, please explain more?

Concerning this question, its aim is to investigate whether teachers of English in the department of Economics at MMUTO use project-based learning as a way of engaging their students during the online learning process. The first teacher said “no” and he justified his answer by saying that this type of activities requires a lot of time and there is not enough time to do so. The second one answered by “yes” and explained by giving a clear example of those projects, she said that ‘I believe we do. Financial Banking and Insurance students for instance

were asked to create an online video about the main elements needed to create a bank'. As for the third interviewee, he answered by "yes" and, when it comes to explanation, he said that 'I asked them to write an illustrated book about the different concepts related to economics in the Algerian business enterprise'.

Question eight: During the online English courses, do you guide your students to take up projects focused on the needs of an outside and authentic focus, that is a third party such as (students' group, government agencies, schools, or local organizations)? If yes, can you explain how?

For the last question, we have asked it to see whether teachers ask their students to work on projects with an authentic focus such as government agencies, local organization and so on. One out of three teachers answered by "no", that is he does not use this method of teaching for the reason of the lack of time, while the two others said "yes".

For the first teacher, he said that no, I do not give my students projects to work on and this is due to the lack of time, but he affirmed that this method is effective and important in enhancing students' academic performance and achievement. However, as for the second teacher, she answered by yes, she saw that it is very important to implement project-based learning when teaching online courses, because in this way the students are going to develop their competences. She gave us an example which is as follow 'I ask my learners to choose any local bank in Algeria, go there, watch the workers and try to develop a service marketing mix'. Same thing for the third teacher, he answered by yes; The last one answered by yes, 'I almost of the time ask my students to find any private company in Algeria, get in touch with them and write a reportage about the main steps to follow for creating a business companies and their inner workings'. At the end, we can notice clearly from the answers of the teachers interviewed

that this method of teaching (organizing projects which serve a third party) is crucial for their learning and engagement.

Conclusion

To conclude, the present chapter has provided the different results obtained from the two data collection tools. The first one is a questionnaire which is administered to first-year students in the department of Economics at MMUTO, the results are displayed under the form of pie charts, graphs, and tables, and each result is followed by a short explanation in the form of a paragraph. The second one is an interview administered to (03) English teachers in the department of Economics at MMUTO. The data obtained from the interview are presented in paragraphs. Those finding are to be discussed in the following chapter which is called “Discussion of the Findings”.



Discussion of the Findings

Introduction

This chapter is called “Discussion of the Findings”; as its title indicates, its aim is to clarify, discuss, and interpret the results obtained from the questionnaire administered to first-year students in the department of Economics at MMUTO as well as the results obtained from the interview that we have conducted with three teachers of English in the same department. The results are analyzed and interpreted to confirm or refute the hypotheses advanced in the General Introduction.

I. Discussion of the Results Obtained from the Questionnaire

1.1. Students’ Perception of The Influence of Behavioral Engagement on their Online Learning Achievement

Based on the results displayed in the previous chapter, it appears that the majority of first-year students of Economics (60%) attend and take part in online English courses (See diagram 3). Accordingly, since the majority of first-year Economics students participate in online English courses, this means that they are aware of the importance of attendance during their online learning. It is important to mention that, in recent years, online learning has become popular in higher education, and it is considered as being an important factor in students’ achievement in universities. Online courses, students’ learning achievement is affected by attendance. As far as our investigation is concerned, we have asked the learners about their views concerning the influence of attending online lectures on their academic success. The results demonstrate that the majority of students (64%) agree on the fact that attending the majority of courses enhances their learning achievement while thirty-six percent (36%) of them disagree with the statement (See Table 2). In fact, the same result has been found in the study

of Kupezynski et al (2011) who showed that students' online learning academic performance and engagement are promoted through their presence and attendance.

Generally, online discussions are seen to be an efficient and helpful way of engaging learners in learning. They boost learners' communication and critical thinking, develop their intellectual and interpersonal competencies, increase their interaction, and as a result, enhance their learning in general. Considering that online learning is increased through online group discussions, as assumed by Aderibigbe et al., (2021), Bass (2014), Head (2014) that 'the online discussion forum recognized as a means to promote students' learning' (Cited in Aderibigbe,2011:01). Therefore, we have investigated students' opinions about the influence of participation in online group discussions in promoting their academic performance. The results revealed that almost all the learners (88%) think that participation enhances their learning (Diagram 4). This way of learning gives students opportunities to exchange and share ideas which develop their learning. The results go hand in hand with Kearsley and Shneiderman's Theory of Engagement (1998) which emphasized the importance of collaboration in learning by the use of technology in boosting students' engagement.

Integrating technology into the learning process enhances students' motivation and involvement, and promotes their academic performance positively. Indeed, technology has an important role in creating an enjoyable atmosphere thanks to the flexibility it offers to students. The findings of the study show that almost all first-year Economics students (90%) at MMUTO participate in online platforms using different technological tools. Therefore, the majority view that participating in online platforms by the use of technological tools promotes their learning, and only (06%) of them answered by unimportant (See Table 3). This means that first-year students in the department of Economics have a deep knowledge of the role of ICT in developing their learning. This corroborates the idea suggested by Richey et al, (2008) who state that 'learning and teaching with the help of technological tools is an organized way of

conceptualization the execution and evolution of the education system' (cited in Ain et al., 2019:02). It means that students' learning is promoted by the use of technological tools.

Furthermore, considering that time and effort correlated with students' engagement; that is to say, the more students spend more time studying and devote considerable effort, the more their engagement and academic performance are enhanced. As it is shown in Diagram 5, the majority of the learners (70%) claim that they spend much time on studying. Concerning the effort and energy they devote to their learning, almost all the respondents (96%) answered by "yes"; that is to say, they dedicate a considerable effort to learning (See Diagram 6).

In an attempt to investigate the influence of these variables (time and effort) on students' learning achievement, we have asked the students whether they agree or disagree with the fact that when they devote considerable time and effort to studying, their academic performance and achievement enhances. The results reveal that the majority of students agree and strongly agree with the statement, which means that all the learners are well-informed and conscious about the importance and relevance of time and energy in developing their academic achievement. In this context, Beaudoin (2002) stated that 'self-reported time spent logged in to a class positively influence students' perceptions of learning even when the students were not visibly participating by posting messages, participating in synchronous discussions' (cited in Kupczynski et al., 2011:143). Indeed, with the same line, (Goh et al. (2017), Morris et al. (2005) claim that 'as students make a reasonable time and effort to participate in online learning activities and tasks actively, they build effective online learning experiences that improve their learning performances' (cited in Kokoç, 2019:05). We can understand from this quote that when learners consecrate a lot of time and energy to learning they are going to learn more and develop different skills and competences; as a result, their online academic performance increases.

1.2. Students' Perception of the Influence of Cognitive Engagement on their Online Learning Achievement

Concerning question (01) in the second section of the questionnaire, it is asked in order to see how often first-year students in the department of Economics ask for clarification during online English courses. It is important to mention that a question, according to Hunkins (1995:114), is 'a complex linguistic structure designed to engage individuals cognitively and effectively in processing particular content'. In this regard, asking a question is of extreme importance in the students' learning and teaching process; it develops effectively the students' cognitive engagement and their learning. It also helps them to better solve their learning problems, develop their critical thinking, and motivates them to learn. As for the teachers, it guides them through the students' questions to know what is missing. Therefore, the result of this question demonstrates that the majority of the respondents state that they are asking questions, and none of them answered by "*never*" (See Diagram 9).

Another technique used to develop students online' learning is motivation. It has received a big attention in learning, and much research has been conducted on it. It is seen as a crucial predictor of students' academic success. In this context, Berg et al. (2001) declare that 'student motivation has been shown to influence student attitudes and achievement in a distance learning environment' (cited in Robert & Dyer, 2005:14). Therefore, the analysis of the learners' answers concerning their opinions about the importance of motivation in the process of online learning revealed that almost all the students (90%) think that motivation enhances their online learning (See table 4). Since the majority of the students view motivation as important in developing their online academic achievement, so they are knowledgeable about its important role in online learning. The students' view is supported by Keller (2008) who said that 'student motivation is considered a crucial factor for success in online learning' (cited in

Harnett, 2016:01). We can understand from this statement that one of the predictors of students' online learning achievement and success is motivation. According to Harnett (2016), motivation is seen as an essential and requisite element in developing students' academic performance and achievement in online learning.

One of the indicators of cognitive engagement is critical thinking. It is a term associated with higher mental thinking. According to Scriven and Paul (2003), students' critical thinking is the students' ability to solve, synthesize, evaluate, and analyze issues related to learning. Diagram (11) shows that (68%) of first-year students in the department of Economics think that critical thinking enhances their online learning. In this regard, Carmichael and Farrell (2012) state that 'critical thinking is considered as an attribute in online learning environments, to be owned by the professional learners and for sustainable learning; hence, learners are able to synthesize and evaluate sources of knowledge and to integrate with social-networking based learning' (cited in Tathahira,2020:83). We may understand from this statement that critical thinking is not a simple concept; however, it is an important element which gives students opportunities to develop some learning competences and skills such as evaluation, synthesis, and easily using the technological tools. Hence, these competences develop students' online learning achievement. In the same perspective, Bates and Poole (2003) declare that 'the importance of critical thinking skills is a vital factor of the effectiveness of interaction and discussion in online learning settings' (cited in Alkandari,2022:335).

For further investigation about the influence of students' cognitive engagement on online learning achievement, we have asked a question to the learners to see their views about self-regulation strategies in relation to their learning. The issue of self-regulated strategies is highlighted with the spread of online learning; it includes self-monitoring, setting goals, self-evaluation, planning, and time management. Jansen et al. (2017), Kocdaret al. (2018) and Lee, (2015) state that 'studies on distance learning have shown that self-regulation is the main

contributor to students' success and satisfaction with online courses' (Cited in Sason & Kellerman, 2021:482). It is said that learners with higher self-regulated strategies are seen to better perform and succeed in their studies when learning in distance (Boelens et al., 2017). In this context, the results obtained from this question show that almost all the students questioned think that self-regulated strategies are useful in making their online learning increase, whereas only (8%) of the learners said that it is "useless". Since (92%) think that these strategies are useful (See Diagram 10), we can deduce that they have knowledge about self-regulated strategies and are aware of its importance in promoting their online learning. The results are confirmed by Lim et al. (2020) and Zalli et al. (2019) who state that:

SRL skills are considered essential in the context of online learning because students who acquire the ability to regulate various learning strategies are likely to have a greater chance of success, feel satisfied in online or blended learning contexts, and also have greater overall satisfaction in learning (cited in Mahmud & German, 2021).

In the same context, they added that one of the variables that affect students' online satisfaction and academic achievement is self-regulated strategies.

1.3. Students' Perception of the Influence of Emotional/Affective Engagement on their Online Learning Achievement

Self-confidence is one of the indicators of emotional engagement. Bandura (1997:3), in his Social Learning Theory, has defined self-efficacy as 'an individual's belief that he/she is able to complete a given activity'. In other words, when students believe in themselves, they are more likely to accomplish a particular assignment. Self-confidence refers to students' conviction about their abilities to better perform and carry on their studies. In an attempt to investigate whether first-year students in the department of Economics at MMUTO view that self-confidence develop their online learning or not, the results obtained from the respondents show that the majority (80%) of students answered by "yes" (See diagram 12). In this regard, the students' views go hand in hand with Landrum' view (2020) who said that being confident

while studying online is considered as one of the powerful and strongest positive indicators of students' online satisfaction and success. It means that students' online learning is positively affected by self-confidence; hence, self-confidence helps students not only to get knowledge in a specific module, but it is also highly demanded and important to reach online learning goals (Kaleci & Akleman, 2019).

Furthermore, building positive relationships between students and with their teachers is one component of online emotional students' engagement. Students' relationship with each other is of extreme importance in motivating them to learn and promote their academic performance. The results show that students share a positive relationship with each. This corroborates the idea highlighted by Kuo et al (2013) who claim that 'in order to perform well in online learning environments students must interact with instructor, peers, and content' (cited in Tseng et al., 2022:289) This statement means that communication and interaction which occurred between student-student, student-teacher, and student-content help students to better exchange and share ideas and develop their academic achievement in online learning. Moreover, from the data obtained from question (18), we can deduce that students think that sharing a positive relationship with their English teachers promotes their online learning performance (See diagram 14). In this regard, Sun and Shi (2022) state that 'friendly teacher-student relationships benefit online foreign language learning' (cited in Fan & Tian 2022:03). This statement stresses the vital role which a positive relationship between learners and teachers plays in developing students' online learning performance.

Academic emotions can affect students' learning. They can be divided into positive such as enjoyment and hope, and negative ones such as anxiety and boredom. Hence, the majority (72%) of first-year Economics students enjoy their online English courses, whereas (28%) of them do not (See table 5). In addition, many studies have been conducted on the influence of boredom, anxiety, and stress on students' online learning performance and engagement. From

the results obtained from the questionnaire, it seems that (38%) of students feel frustration, (36%) of them have experienced anxiety, whereas (26%) students feel bored while taking online English courses. All the students (100%) think that these emotions reduce their learning and influence it negatively (See diagram 16). In the same vein, Lautenbach and Randell (2002) state that there are many factors that influence students' learning achievement negatively like anxiety, stress, and lack of motivation. Debowska et al (2020) state that 'several recent studies that are investigating the drawbacks of an exclusive online education found that stress is a serious issue that negatively affects academic performance' (cited in Fan & Tian, 2022:03). That is to say, these emotions influence negatively students' online courses because they are sometimes afraid of making mistakes, feel shy, and lost their enthusiasm and interest to learn.

To conclude, in Kearsley and Shneiderman's Engagement Theory (1998), the students' behavioral, cognitive, and emotional engagement were correlated with academic success in learning. Indeed, the results obtained from the students' questionnaire show that first-year students in the department of Economics view that these types of engagement promote their online learning.

II. *Discussion of the Results Obtained from the Interview*

The second data collection tool used in our research study is an interview. It is conducted with three (03) English teachers in the department of Economics at MMUTO. It is conducted in order to investigate the practices and strategies followed by these teachers to enhance students' online learning engagement.

II.1. *Teachers' views about Students' Engagement and Online Learning*

As it was stated in the first chapter, students' engagement refers to 'students' willingness, desire, and compulsion to participate in, and be successful in the learning process' (Bomia et al., 1997:294). Therefore, from the results of this study, we notice that all the teachers

define students' engagement as the students' behaviors during the learning process such as: attention, curiosity, motivation, and willingness to learn. For instance, all the teachers agreed on the role which those variables play in students' engagement; in other words, they have a deep knowledge about this concept. Interestingly, one of them affirms that students' engagement is related to their willingness, effort, and time devoted to learning. In this regard, Kuh (2003:25) define students' engagement as 'the time and energy students devote to educationally sound activities inside and outside of the classroom, and the policies and practices that institutions use to induce students to take part in these activities'

Moreover, we have also asked the teachers to give us definitions of students' engagement during online English courses, and all the teachers agreed on the fact that students' engagement in online learning occurs by the use of technological tools. In attempt to investigate the importance of this concept on students' online learning, the first teacher said that 'we cannot ensure a process of learning without engaging students', the second one said that 'I think that students' engagement in online learning is very important for enhancing their academic performance'. As for the third one, he answered by saying that 'I see that engagement during the online learning is very important in developing English skills and competences', from the results obtained, we can clearly notice that all the first-year English teachers in the department of Economics at MMUTO interviewed are aware of the important role that students' engagement plays in enhancing students online learning outcomes and performance. This collaborates with Guo et al. (2022) who state that 'an increasing number of studies reveal that engagement in online learning significantly predicts the improvement on students' proficiency in the target language' (cited in Fan & Tian2022:2). In addition, it is said that one of the most effective predictors of online learning success is students' engagement (Coates, 2006; Jung & Lee, 2018; Soffer & Cohen, 2019; Xu et al., 2020 cited in Wang et al., 2022).

The findings of the work show that the three teachers interviewed used different techniques and strategies to make students engage during the online English courses; two out of three teachers interviewed mention some of them such as encouraging them, motivating them, involving them in online discussions, giving them projects to work on, and providing them with positive feedback. The other one cites the platforms which are used to help his students engage like Moodle and organizing meetings on Google Meet. This idea was highlighted by Revere and Kovach (2011) and Robinson and Hallinger (2008) who said that:

the use of new but well-established technologies, such as discussion boards, chat sessions, blogs, wikis, group tasks, Twitter, Skype, YouTube, and Ning networks, to foster student engagement through course design and technology integration. These technologies are also used for effective social-networking activities in online active learning for increasing student engagement (cited in Martin & Bolliger, 2018:208).

All the interviewed teachers agreed on the important role that technological tools play in students' learning. Interestingly, they think that using technological tools promotes students' learning and engagement in a positive way, makes them engage behaviorally, cognitively, and emotionally. In this vein, they confirmed the idea by saying that it enhances students' learning engagement and achievement. This idea was also supported by Kearsley and Shniederman's Theory of Engagement (1998), on which our work is based, as they state that technology can facilitate and boost the engagement of learners.

II.2. Collaborative Learning as a Practice to Enhance Students' Engagement During the Online English Courses

Collaborative learning has emerged in the last decade as an important method of learning which enhances students' thinking skills. It is defined as gathering students to work with each other. From the results obtained, it is shown that all the teachers use the collaborative approach during online learning. Each one of them use different ways of making their work together, one of them blogging platforms, online debates, ice breakers, and online games. As for the another one, she divides her students into small groups and then lets them work on

workshops, and this way is very useful. For the last one, he uses online group discussions. In addition, we investigated the importance of this approach on students' online learning engagement and achievement, and the results obtained showed that all the three interviewed teachers agreed on the importance it has in promoting students' engagement and achievement. In this vein, Abedin et al. (2010); Oliveira et al. (2011) state that 'there is broad consensus in the literature that, for effective online learning to occur, it is ultimately important to create a community of learners, wherein the quantity and quality of interactions promote student engagement'(cited in Tomas et al.,2015:82). In other words, organizing small groups in the online learning process enhances students' engagement. In this context, based on the theory of engagement, Kearsley and Shiederman (1998) state that collaboration is one of the main ways which makes students engage in learning activities, and technology can facilitate and boost their interaction.

II.3. Project-Based Learning as a Practice to Enhance Students' Engagement during the Online English Courses

The results also denote that two out of three teachers interviewed implement project-based approach during their process of teaching online English courses. The other interviewee who said "no", justified his answer by saying that there is not enough time to do so. Giving students projects to work on is seen as one of the best methods of teaching since it enhances students' critical thinking, communication competences, solving real problems, and increasing autonomy. It can be organized online or offline. Two teachers gave us an example of the projects given to their students. The first one asks his students to create an online video where they are going to explain the main concepts needed to create a bank. The other one said that I ask my students to write an illustrated book about different economics' concepts that exist in the Algerian business enterprise. We can clearly deduce from the answers that English teachers in the department of Economics at MMUTO ask their students to work on meaningful projects

which make them engage and at the same time benefit their learning. According to Koparan and Guven (2014), students' engagement is related to project-based learning even if those projects are conducted online, that is the two concepts are interrelated. Moreover, Wang et al (2001) in their research state that 'student engagement in project-based learning online gained deeper content knowledge and higher-level problem-solving skills through discussing project goals and designing strategies and solutions with group members' (cited in Lou & Macgregor, 2004:422).

II.4. Authentic Focus as a Practice to Enhance Students' Engagement during the Online English Courses

The results obtained from the last question in the interview show that the first teacher interviewed does not encourage his students to work with a third party and authentic focus, he said that 'we do not really have enough time for doing so'. In contrast, two out of three of them encourage their students to work on projects which serve an authentic focus. When we asked them for giving examples, one of them said that she asks her students to go to a local bank by their choice, interact with the workers and develop a service marketing mix, and the other one said that he asks his students to choose any private company in Algeria, go there, and write a reportage about the main steps to follow in order to create a business company and their inner workings. From the answers, we can understand that the English teachers in the department of Economics at MMUTO encourage their students to work on projects that serve a third party and an authentic focus such as: Algerian companies, Business enterprises. Kearsley and Sheiderman (1998) state that 'doing authentic projects provides a higher level of satisfaction to students than working on artificial problems, since they can see the outcomes/impact of their work on people and organizations'.

Conclusion

This chapter discussed and interpreted the results obtained from the two research tools used in our dissertation. The first part has discussed the results obtained from the questionnaire administered to first-year students in the department of Economics at MMUTO. The second part is related to the discussion of the results obtained from the interview conducted with English teachers in the same department. Moreover, relying on the literature review and the *Engagement Theory: A Framework for Technology-Based Teaching and Learning* on which our work is based, the discussion of the findings provides us with clear answers for the questions asked in the general introduction, and confirmed the two suggested hypotheses. The first hypothesis is confirmed; that is teachers use collaborative learning method, project-based approach, as well as asks their students to conduct projects with authentic focus to make them engage during the online English courses. In addition, concerning the second hypothesis which states that behavioral, cognitive, and emotional engagement influence positively students' online learning achievement is also confirmed.



General Conclusion

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General Conclusion

The present dissertation investigates the teachers' practices to enhance students' engagement in online English courses in the department of Economics at MMUTO. It consists of two main objectives. As for the first objective, it sought to investigate the practices and strategies implemented by first-year English teachers in the department of Economics at MMUTO in order to enhance students' engagement during online English courses; the second objective seeks to investigate whether behavioral, cognitive, and emotional engagement during the online English courses promote students' academic achievement.

In order to attain the mentioned objectives, we have relied on Kearsley Grey's and Shneiderman Ben's Framework for Technology- Based Teaching and Learning who suggested some practices to enhance students' engagement during online learning by the use of technology. Examples of these practices are the use of collaborative learning, implementing project-based approach, which serves a third party and authentic focus. The theory also emphasizes the role of behavioral, cognitive, and emotional engagement in promoting students' online learning achievement.

In order to answer the research questions and confirm or refute the hypotheses advanced in the General Introduction, a mixed-method approach combining quantitative and qualitative methods is used to gather and analyze the data. For the analysis of the quantitative data obtained from the questionnaire, we have opted for the rule of three. Concerning the analysis of the qualitative data obtained from the interview, we have opted for Qualitative Content Analysis (QCA).

Fifty (50) first year students in the department of Economics at MMUTO were selected randomly to answer our questionnaire which consists of twenty (20) questions. Besides, to reinforce the validity of our data collection, we have opted for a second tool which is an interview consisting of eight (08) questions.

General Conclusion

The results obtained from the questionnaire demonstrate that first-year students in the department of Economics at MMUTO perceive that behavioral, cognitive, and emotional engagement promote their online learning achievement which confirms the second hypothesis of our research study. Moreover, the findings from the interview reveal that first-year English teachers in the department of Economics make use of different practices and strategies to enhance students' engagement during the online learning; these practices are collaboration, implementing meaningful projects, and encouraging students to work on projects which serve a third party and authentic focus. Hence, the first hypothesis is also confirmed. The teachers have also used different strategies such as providing students with feedback, motivating and encouraging them to learn, organizing online group discussions, giving them projects to work on, and using different technological tools.

To conclude, the findings of our dissertation have hopefully contributed to the field of research in general. Our study encountered some limitations. The first limitation is the lack of teachers participating in our study, only three out of seven English teachers teaching first-year Economics students have responded to our interview. The second limitation is that there are only fifty students who answered our questionnaire.

This dissertation can provide some suggestions for further investigations; our study is limited to the department of Economics, other investigations are possible in other departments or in secondary schools. Another suggestion is to deal with difficulties and challenges faced by EFL students' while involving in online English courses.



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Appendices

Questionnaire

Dear students,

The present questionnaire is a tool used as a part of our research entitled "**The Analysis of Teachers' Practices and Students' Perception of the Influence of Engagement on their Online Learning Achievement in the Department of Economics at Mouloud Mammeri University of Tizi Ouzou**". It seeks to investigate the influence of behavioral, cognitive, and emotional engagement on first year students' online learning achievement.

In order to achieve this aim, you are kindly requested to answer the questions bellow by ticking (✓) the right answer or providing a full statement where necessary. Your answers will be precious for the completion of this work.

❖ **Section one: Students' Profile**

Q1. What is your English level?

- | | | | |
|-------------------|--------------------------|---------------|--------------------------|
| a) Basic | <input type="checkbox"/> | c) fluent | <input type="checkbox"/> |
| b) Conversational | <input type="checkbox"/> | d) Proficient | <input type="checkbox"/> |

Q2. How old are you?

.....years old.

❖ **Section two: Students' Perception of the Influence of Behavioral Engagement on their Online Learning Achievement:**

Q3. Do you attend all your online English courses?

- | | |
|--------|--------------------------|
| a) Yes | <input type="checkbox"/> |
| b) No | <input type="checkbox"/> |

Q4. Do you agree or disagree with the following statement:” **To obtain high-quality academic outcomes, students are expected to attend the majority of classes**”.

- | | |
|-------------|--------------------------|
| a) Agree | <input type="checkbox"/> |
| b) Disagree | <input type="checkbox"/> |

Appendix 01

Q5. Do you think that participating in online group discussions (such as studying with your classmates) promoted learning?

- a) Yes
- b) No

Q6. During your online English courses, do you spend much time on studying?

- a) Yes
- b) No

Q7. During your online English courses, do you devote a considerable effort to accomplish your academic assignments?

- a) Yes
- b) No

Q8. How far do you agree with the following statement **“The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and professional development”**?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Q9. Do you use different technological tools and platforms when studying online your English module?

- a) Yes
- b) No

Q10. How important is participating in online platforms by the use of technological tools in enhancing your academic achievement?

- a) Very important
- b) Important
- c) Slightly important
- d) Unimportant

Appendix 01

a) Positive

b) Negative

Q18. Do you think that building a positive relationship with your English teacher is beneficial for your academic achievement?

a) Yes

b) No

Q19. Do you have ever experienced any of the following emotions?

a) Boredom

b) Frustration

c) Anxiety

Q20. According to you how do those feelings influence your academic success?

a) Positively

b) Negatively

Thank you very much for your collaboration!

Interview

Dear teachers;

This interview is a part of our research which seeks to investigate the teachers' practices to increase students' involvement during the online English classes in the department of Economics at MMUTO. The findings of the current research will be used for academic purpose and will be kept anonymous. Thank you in advance for your answers.

Q1. What is students' engagement?

Q2. What is students' engagement during the online English courses?

Q3. What is the importance of students' engagement during the online English courses?

Q4. Do you use different strategies to get your students engage in online English courses?

If yes, can you cite some of those practices?

Q5. How can the use of technology such as emails, online courses, internet... enhance online students' engagement?

Q6. Do you give your students opportunities to work in collaboration (pairs or groups) during the online English courses?

If yes, can you explain how?

Q7. During the online English courses, do you ask your students to work together on an ambitious project? In other words, do you engage your students in solving a real-world problem by asking a real complex question?

If yes, please explain more?

Q8. During the online English courses, do you guide your students to take up projects focused on the needs of an outside and authentic focus, that is a third party such as (students' group, government agencies, schools, local organizations)?

If yes, can you explain how

Interview transcription:

Interviewer: What is students' engagement?

Interviewee one: students' engagement is the extent to which students show attention, curiosity, optimism and interest in the subject or the material that they are being taught.

Interviewee two: students engagement refers to the behaviors demonstrated and exhibited by students during the learning process such as: attention, motivation, desire, performance in their activities, and the quality of the participation in their learning

Interviewer three: students' engagement refers to students' willingness to learn and the extent to which they devote time and effort to accomplish their academic assignments.

Interviewer: What is students' engagement during the online English courses?

Interviewee one: during the online courses, students' engagement can be traced by their capacity to interact with one another through the use of social platforms and technological devices. This interaction usually takes place during the online workshops or the scheduled videoconferences.

Interviewee two: students' engagement in e-learning refers to the use of technological devices during the lectures to help them better engage with each other and the materials.

Interviewee three: online learning promotes students learning, and allows for them to actively engage, students' engagement in online learning means that students learn through the use of technological tools and different platforms such as: emails, videos chat, videoconferences...

Interviewer: What is the importance of students' engagement during the online English courses?

Interviewee one: I believe that it is of extreme importance for we cannot ensure a process of learning of a language with the absence of students' engagement and its most natural atmosphere which is verbal atmosphere which is verbal communication. Therefore, I always attempt to put my students within an active space of communication to obtain both the needed linguistic baggage and the necessary social tools to properly perform a communicative action.

Interviewee two: as I have mentioned before students' engagement in online learning occurs by the use of technological devices; with the help of these devices and platforms students will have more and better opportunities to involve and engage in their learning. As a result, I think that students' engagement in online learning is very important for enhancing their academic performance.

Interviewee three: in order for learners to achieve a higher academic performance, they have to interact and engage in courses, especially when it comes to learning a language. I see that engagement during the online learning is very important in developing English skills and competences.

Interviewer: do you use different strategies to get your students engage in online English courses? If yes, can you cite some of those practices?

Interviewee one: yes, as teachers, therefore, our job is to help learners see the relevance in content they may not find inherently interesting. Here are some practical tips and activities to help making students engage during the online learning process: hold regular discussions to find out what your learners think and believe about different topics, invite learners to contribute their own materials to the course, encourage learners to make connections between the material

and their own lives, use open-ended tasks and projects, give learners opportunities to plan and design lessons...

Interviewee two: yes, we usually use Moodle to study online. Therefore, this platform helps us to have access to a variety of activities. I usually use workshops to permit students to work with one another and build up a particular assignment. This activity constructs a creative space for problem solving. On the other hand, I also schedule meetings on Google Meet, where we usually discuss our lessons, have open debates and even watch documentaries together. Concerning the lesson, I usually submit them in a written and visual form to better attract students.

Interviewee three: yes, as I have mentioned before, students' engagement is a very important aspect to take into consideration in promoting students' learning, hence as a teacher, I use some strategies to make my students involved such as: motivating them to accomplish their assignments and give them positive feedback even though their answers are not correct. In addition, I even organize collaborative works, online discussions and sometimes give them projects to work on.

Interviewer: how can the use of technology such as emails, online courses, internet... enhance online students' engagement?

Interviewee one: Technology plays an important role in engaging students behaviorally, emotionally and cognitively, in addition, students have more opportunities to communicate with instructors, collaborate with peers, and participate in the learning process.

Interviewee two: technology is a blessing once one knows how to use it. I would say that it helped in a way or another enhance their level of interaction and engagement by creating a sense of safety and freedom. After all, students are indeed at home in their safe space and this somehow would loosen up things a little bit.

Interviewee three: emails, online courses, internet are all technological tools which help students being active in their learning since it offers opportunities to better engage with the learning materials anytime and anywhere. It is of extreme importance and lead to positive learning outcomes.

Interviewer: do you give your students opportunities to work in collaboration (pairs or groups) during the online English courses? If yes, can you explain how?

Interviewee one: yes, as a teacher, I cannot ignore the role of collaboration in making students engage and participate and helps them to enhance their academic performance; I use generally a blogging platform to create a classroom newspaper, online debates, ice breakers, online games...

Interviewee two: yes, as I have explained before, students work in workshops in a multiple of chances. For instance, once we were dealing with a lesson on advertising, students were required to choose a product, build an advertising plan and present it by the end of the session all in small groups. All of this process was held meanwhile in an online meeting. As a result, I can confirm from my own experience with my students that this way of teaching increases their engagement.

Interviewee three: yes, collaboration is one of the best methods that a teacher can use to make students engage and involved in their learning. For example, I use online group discussions to make my students engage and almost all my students enjoy it; their learning increases.

Interviewer: during the online English courses, do you ask your students to work together on an ambitious project? In other words, do you engage your students in solving a real-world problem by asking a real complex question? If yes, please explain more?

Interviewee one: no, we do not give them projects because we do not have enough time, and as we know that such tasks require a lot of time for doing them.

Interviewee two: yes, I believe we do. Financial Banking and Insurance students for instance were asked to create an online video about the main elements needed to create a bank. Most of their works were presented serious concerns about some vital issues we find in Algerian field banking.

Interviewee three: yes, for the projects I asked my students to work on, I try my best to be meaningful for them and their learning environments, for example, I asked them to write an illustrated book about the different concepts related to economics in the Algerian business enterprise.

Interviewer: during the online English courses, do you guide your students to take up projects focused on the needs of an outside and authentic focus, that is a third party such explain how

Interviewee one: no, we do not. Making students work on projects which are based on authentic focus is important for their learning engagement as well as for promoting their academic performance. However, we do not really have enough time for doing so.

Interviewee two: I always advise my students to aim higher and never forget the fact that they are researchers before being students. As an example of these authentic projects, I ask my learners to choose any local bank in Algeria, go there, watch the workers and try to develop a service marketing mix. Nevertheless, unfortunately we, most of time do not receive the same level of seriousness from the behalf of these outside forces.

Interviewee three: yes, as a teacher I really agree on the importance of this method in helping students better engage in their learning, I almost of the time ask my students to find any private company in Algeria, get in touch with them and write a reportage about the main steps to follow for creating a business companies and their inner workings.