



Research Article

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Students' Challenges in Online Learning Engagement

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Abstract

The purpose of this study is to analyze the involvement of students in the learning process in online platforms to understand more about the advantages and disadvantages of this process as well as its challenges in general and of foreign language students in the master degree programme in particular. The information gathered from 50 respondents through the questionnaire is analyzed through the computer program SPSS 25 in order to obtain a more complete and professional analysis. The questionnaires were filled out by the foreign language students in the master degree programme at Aleksander Moisiu University, Durres - Albania during the period January - March 2022. The findings of the paper prove that online learning experience depends mainly on online learning activities, reading and writing during online courses, tests and evaluations; student engagement in online learning depends mainly on activities that are performed during the process of online learning, in addition to the writing and reading process of the foreign language; the employment status of foreign language students studying in the master programme has influenced the educational process developed on online platforms; and students' inclusion in the educational process on the online platform has an impact on their academic level.

Keywords: online learning, engagement, foreign language students, advantages, disadvantages

1. Introduction

All institutions and schools around the world converted from in-person instruction to online versions as a result of the COVID-19 pandemic. Online education thus replaced all other forms of instruction. Both students and teachers found it difficult to adjust to the quick shift to online learning. Finding a dependable wi-fi connection, setting up a home office in a private, quiet, and well-lit space, and learning to work around the schedules of your family and/or housemates were some of the technical issues with online learning. However, there was also an emotional cost for many teachers and students because, with online learning, there was little feedback provided and some students felt alone and unmotivated. Students were less engaged when there was no physical interaction between professors and students.

This study takes into account student perspectives in order to identify what factors support or hinder students' comfort with taking online courses, to better create future online learning

opportunities. In fact, students' opinions about online learning do not reflect what they are actually learning.

The improvement of students' involvement with their educational activities is a crucial topic in online learning. Although "student engagement" has received a lot of attention in the literature since the middle of the 1990s, it has recently come to the forefront of discussions about how to improve learning and teaching in higher education, dominating meeting agendas and the themes of conferences on campuses all over the world. There may be concerns about the high drop-out rates in online courses that are the source of this interest. It is commonly accepted that enhanced productivity and learning outcomes are associated with engagement and affect (Alrashidi et al., 2016). Some studies reveal that in order to maximize the student experience and improve learning outcomes, student development, and the performance and reputation of the institution, both students and their institutions must spend time, effort, and other pertinent resources. This is known as student engagement.

Three dimensions are identified by Fredricks et al. in 2004.

1. Participation in behaviors: Students that are behaviorally engaged often follow behavioral expectations, such as attendance and participation, and show no signs of acting out or negatively.
2. Emotional connection: Students that participate emotionally show affective responses like interest, delight, or a sense of community.
3. Participation of the mind: Students who are cognitively engaged will be invested in their education, strive to go above and beyond expectations, and enjoy a challenge.

This article surveys various studies published on behalf of student engagement with different forms of technologies during 2008-2020. An important part of this study, in addition to the general analysis to understand and analyze the current situation of the experience in online learning, including here all the elements of this process, is also the analysis of two research questions and two hypotheses with the aim of drawing accurate conclusions and recommendations:

Hypothesis 1: Online learning experience is mostly influenced by Online learning activities, Reading and writing for each online course and tests.

Hypothesis 2: Student engagement in online learning is mainly related to Online learning activities as well as Reading and writing during online courses.

Research question no. 1: Has employment status influenced the online learning experience of foreign language master's students?

Research question no. 2: Does student engagement in online learning affect their academic level and where is this impact most noticeable?

2. Literature Review

Researchers measure, analyze, and present student engagement in online learning by providing an in-depth analysis through a literature review. (Hollister et al., 2022) conducted a survey of 187 undergraduate students at a large public research institution focused on course structure, interpersonal interaction, and academic resources and found that seventy-two percent of students said that low engagement during lectures hurt their online learning experience, and the remaining students said that they attended fewer live lectures. The majority of students stated that they had difficulty managing their coursework pace and maintaining connections with their peers and instructors. However, students' perceptions of their teachers were positive. Engagement in behavior means learning activities active responses shown through taking part, being persistent, and conducting oneself in a positive manner. It is one of three widely accepted elements of student engagement. Deep learning, self-regulation, and understanding are signs of cognitive engagement, which involves mental effort in learning tasks. Emotional involvement in learning activities is known as affective engagement, which is demonstrated by positive responses to the learning environment, classmates, teachers, and a sense of community. (Mandernach, 2015)

The first interactions foster a vibrant feeling of community, preventing alienation and boredom (Martin & Bolliger, 2018). Activities in groups, evaluation of peers, and communication online through socials, rooms of chat, and boards that deal with discussion are features that encourage student-student interactions in online learning settings (Tess, 2013).

These digital communication channels foster student relationships in the absence of face-to-face interactions (Harrell, 2008).

When more of the course grade was based on discussions, according to a survey of 1,406 university students conducted by Shea, Fredericksen, Pickett, et al. (2001) students taking asynchronous online courses claimed to be more satisfied and to have learned more. This is probably because discussions encouraged more interactions between students and instructors.

In another study, it was noted that students who graduated by taking online courses reported peer interactions as the least of the most crucial factors in sustaining the engagement of students, and for them, involvement meant participating more in courses that had group activities, icebreakers, and online communication tools (Martin & Bolliger, 2018).

The graduate students taking online courses identified student-instructor interactions as the most significant of the three types of interactions in the Martin and Bolliger (2018) study, which is consistent with earlier research that found students value peer interactions more than student-instructor interactions for promoting engagement (Swan & Shih, 2005).

Any engagement a student has with the course material is considered a student-content interaction. Using materials of the curriculum and activities in the classroom incorporating real scenarios causes reflection and deeper meaning, multimedia guiding materials, and those things that give students free choice in the content or the format of the activity, and all these are qualities shown to increase engagement of students with the course (Martin & Bolliger, 2018)

Some technical barriers, such as lack of access and unstable internet, can create major problems with opportunities to be properly educated, especially for lower socioeconomic backgrounds. In order to participate in student-content interactions in online learning, students must be able to use a variety of technologies.

Quality, design, complexity, relevance, level of necessary collaboration, and usage of technology might affect the kinds of interactions a student may have during curriculum or activities, which may have an impact on their engagement (Almarghani & Mijatovic, 2017)

Student engagement is directly associated with attendance, grades, overall achievement, and school success, according to Alrashidi et al. (2016); obstacles in adulthood include health and career (Grønberg, 2013). Instruction from the teacher and learning exercises have an impact on student involvement (Heemskerk et al., 2020).

3. Methodology

This study refers to the use of the questionnaire as a technique which provides quick and real information. Moreover, its analysis allows us to understand the real problems of this process organized on the online platforms, as well as let us compare it with other processes or even draw valuable conclusions that can serve as reference points in the future.

The information gathered through the questionnaire was analyzed through the computer program SPSS 25 in order to obtain a more complete and professional analysis. The questionnaires were filled out by the foreign language students in the master degree programme at Aleksander Moisiu University, Durres during the period January - March 2022, interviewing some of them face to face but also using the Google form platform for the purpose of ensuring quick information.

3.1 Research instruments

In addition to the analysis of literature review, part of this study is also the analysis of the questionnaire which consists of seven sections.

Section I: provides information about respondents' age, gender, location and/or employment status;

Section II: measures the involvement of students in the learning process in online platforms;

Section III: refers mainly to the interaction between students during the online learning process and is measured by 3 questions with Likert scale (1. Never to 5. Always);

Section IV: measures respondents' activity, which is mainly related to their mental activity in the online learning process and it is measured by 8 questions with Likert scale;

Section V: refers to learning courses mainly related to writing and reading during online learning; *Section VI:* brings information about tests and their evaluations as part of the learning process and consists of 4 questions;

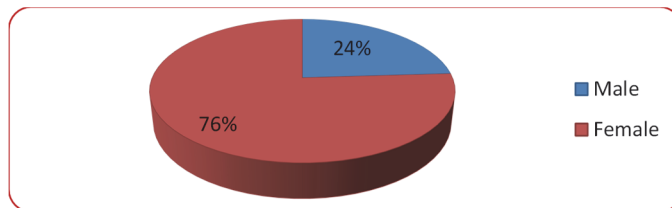
Section VII: evaluates the online learning experience. This section, in addition to the questions measured with the Likert scale, also consists of open questions, which ensure a direct opinion of the respondents.

3.2 Participants

The sample of our study is made up by 50 respondents, foreign language students in the master degree programme at Aleksander Moisiu University, Durres during the period January - March 2022.

3.2.1 Students' distribution by gender

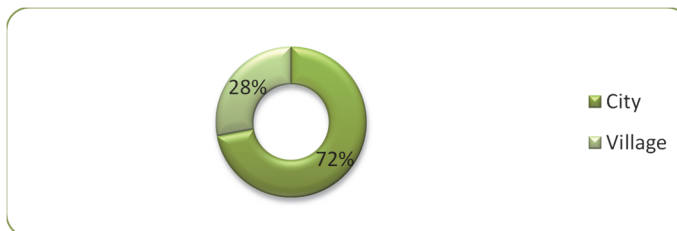
The information in this study is obtained from interviews with questionnaires of 50 foreign language students in the master degree programme at Aleksander Moisiu University, Durres where most of them with 76% are females and 24% are males (Graph 1).



Graph 1. Gender

3.2.2 Students' distribution by location

On the other hand, a significant part of them are students who live in the city, represented by 72%, including Durresi, Tirana, Bulqiza, Kavaja, Lushnja, etc. and the rest who come from rural areas such as Sukth, Qerret, Larushk, Kocaj, etc. (Graph 2).



Graph 2. Location

3.2.3 Students' distribution by age

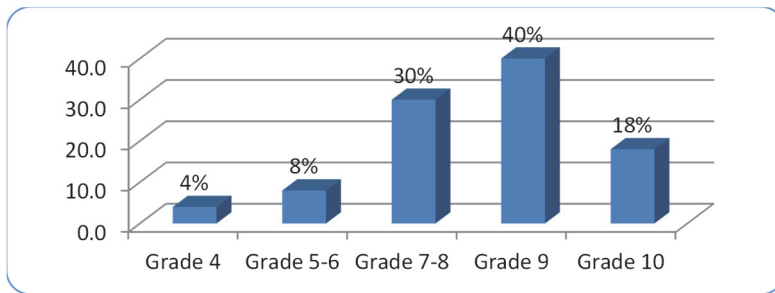
Data in the following table show that respondents' minimum age is 22 and the maximum is 37, calculating an average age of 27 years old (Table 1).

Table 1. Descriptive Statistics of Age

	Number	Minimum	Maximum	Mean	Std. Deviation
Age	50	22	37	27	5,043

3.2.4 Students' distribution by grades

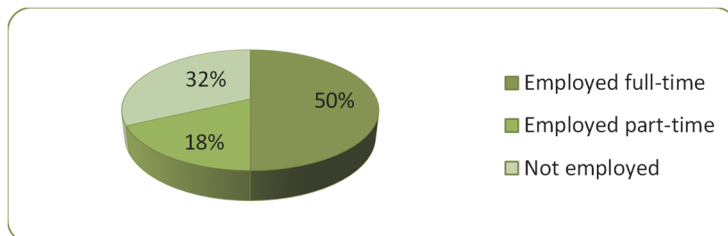
Question - What have most of your grades been up to now this academic year? Most of the respondents represented by 40%, stated that their academic level is at Grade 9, followed by 30% that their academic level is at Grade 7-8 and the other 18% are at Grade 10. The rest declare that they are at Grade 5-6 and Grade 4 level, respectively with 8% and 4% (Graph 3).



Graph 3. What have most of your grades been up to now this academic year?

3.2.5 Students' distribution by employment status

Taking into consideration the fact that classes have been developed on different online platforms, as well as the economic difficulties created by the global situation, some of the respondents have had the opportunity to be employed in order to provide incomes for themselves or even for their families. So when they are asked - Which is your current employment status?, it comes out that 50% of them are employed full time, while the rest is divided between students who are partially employed, i.e. part-time, and those who are not employed, respectively represented by 18% and 32% (Graph 4).



Graph 4. Current employment status

3.3 Statistical model

The analysis of this study refers to the following statistical model:

Independent variables are:

- Online interaction with other students;
- Online learning activities / mental activities;
- Reading and writing for each online course;
- Tests and evaluations.

Depended variables are:

- Online learning experience;
- Student engagement in online learning.

3.4 Factorial weights

To analyze these hypotheses and research questions, we first look at the factorial weights and their Alpha coefficients. The factorial weights measured by the Principal Component Analysis method of the independent variables are as follows: The data show that all of the questions have a value greater than 0.4 and all are kept in the analysis while their Cronbach Alpha Coefficient is 0.698.

Table 2: Extraction of online interaction with other students

	Extraction
How often have you worked with other students in projects?	0,516
How often have you tutored or taught other students?	0,898
How often have you had regular communication with other students on matters unrelated to the course? (May pertain to work, family, race, religion, political beliefs, etc.)	0,464

Extraction Method: Principal Component Analysis

The factorial weights of the independent variable *online learning activities* presented in the table below are kept in the analysis since their values are all greater than 0.4. The value of their Alpha coefficient is 0.815.

Table 3: Extraction of online learning activities / mental activities

	Extraction
How often have you participated in online class discussions (including through email, list-serve, and chat groups)?	0,803
How often have you made a class presentation online?	0,908
How often have you visited the online library resources (databases, e-books, etc.) for information to meet class assignments?	0,736
How often have you visited the online library resources (databases, e-books, etc.) for additional reading materials not related to class assignments?	0,785
How much has your online coursework emphasized MEMORIZING facts, ideas, or methods from you courses and readings?	0,841
How much has your online coursework emphasized APPLYING theories or concepts to practical problems or in new situations?	0,851

Extraction Method: Principal Component Analysis

Furthermore, the factorial weights of the independent variable *reading and writing for each online course* are all greater than 0.4, while their Alpha coefficient has a value of 0.891 (Table3).

Table 4: Extraction of reading and writing for each online course

	Extraction
What is the approximate number of assigned textbooks to read?	0,909
What is the approximate number of assigned articles to read?	0,909

Extraction Method: Principal Component Analysis

The data below show that this variable questions have greater weights than 0.4, while having an Alpha value of 0.338.

Table 5: Extraction of tests and evaluations

	Extraction
To what extent have the tests and examinations challenged you to do your best work?	0,801
To what extent have other evaluations challenged you to do your best work?	0,560
To what extent have been advantages in online examinations?	0,837
To what extent have been disadvantages in online examinations?	0,963

Similarly, we analyze the factorial weights and Alpha coefficients for two dependent variables *online learning experience* and *student engagement* in online learning.

The factorial weights of the dependent variable *online learning experience* are all greater than 0.4 with the exception of the first question (0.378) and the Alpha value for the remaining questions has a value of 0.974.

Table 6: Extraction of online learning experience

	Extraction
How much has your online learning experience helped you to acquire job or work-related knowledge or skills?	0,378
How much has your online learning experience helped you to write clearly and effectively?	0,941
How much has your online learning experience helped you to speak clearly and effectively?	0,884
How much has your online learning experience helped you to think critically and analytically?	0,897
How much has your online learning experience helped you to analyze quantitative problems?	0,738
How much has your online learning experience helped you to use computing and information technology?	0,765
How much has your online learning experience helped you to work effectively with others?	0,941
How much has your online learning experience helped you to learn effectively on your own?	0,774
How much has your online learning experience helped you to solve complex real-world problems?	0,862

Regarding the factorial weights of the other dependent variable, it is evident that except for the fourth question that has a value lower than 0.4, all the other questions follow further analysis, calculating that their Alpha value is 0.800 (Table 7).

Table 7: Extraction of student engagement in online learning

	Extraction
How often have you discussed ideas from your readings or class notes with your instructor?	0,767
How often have you discussed grades or assignments with an instructor?	0,668
How often have you received prompt feedback from your instructor on your course performance?	0,603
How often have you worked harder than you thought you could to meet an instructor's standards or expectations?	0,384

3.5 The main hypothesis of the study

Hypothesis 1: Online learning experience is mostly influenced by Online learning activities, Reading and writing for each online course and tests.

First, we look at the correlation between the independent variables in order to analyze if there is an interaction between them which can affect the correlation with the dependent variables. For this reason, we analyze the multicollinearity between them in the table below, from where it can be seen that the coefficients of correlation between them are within values that are allowed [-0.7:+0.7].

Table 8: Coorelation coefficients of indipendent variables

	Online interaction with other students	Online learning activities / mental activities	Reading and writing for each online course	Tests and evaluations
Online interaction with other students	1			
Online learning activities / mental activities	0,212	1		
Reading and writing for each online course;	,504**	,387**	1	
Tests and evaluations	0,003	0,033	,513**	1

** Correlation is significant at the 0.01 level (2-tailed).

After this analysis, we build the multiple linear regression where we initially analyze the data of the variance analysis (ANOVA) which shows that for df (4:45) and F=21,563 we get Sg.=0.000<0.05 value, which shows a sense in talking about the correlation of these variables.

Table 9: ANOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21,357	4	5,339	21,563	,000 ^b
	Residual	11,143	45	0,248		
	Total	32,500	49			

a. Dependent Variable: online learning experience

b. Predictors: (Constant), Online interaction with other students; Online learning activities / mental activities; Reading and writing for each online course; Tests and evaluations.

From the following data, the table shows out of four independent variables, three of them entering into correlation with the dependent variable *online learning experience* since the values of their coefficients Sig. are smaller than 0.05 and therefore the multiple linear regression equation has the following form:

$$(\text{Online learning experience}) = 2.049 + 0.755 (\text{Online learning activities / mental activities}) + 0.235 (\text{Reading and writing for each online course}) - 0.585 (\text{Tests and evaluations})$$

Table 10: Multivariable linear regression

	R Square	Adjusted R Square	t	Sig.
(Constant)	0,657	0,627	3,738	0,001
Online interaction with other students			-1,008	0,319
Online learning activities / mental activities			7,060	0,000
Reading and writing for each online course			1,991	0,053
Tests and evaluations			-3,424	0,001

It can be seen from the equation that two of the β coefficients are positive, even the value of the coefficient of the independent variable *Online learning activities / mental activities* has a greater value

than the value of the coefficient of the other independent variable *Reading and writing for each online course*, which shows that the influence of the variable *Online learning activities / mental activities* is greater in relation to *Online learning activities*. While the value of the β coefficient of the third independent variable is -0.585 , which shows that the increase in test difficulty automatically brings a negative impact on the evaluation (concept) of the online learning experience, as expected since the distance in the learning process increases obviously the degree of difficulty and therefore is associated with a negative impact on this type of experience. On the other hand, these three factors have a significant impact on the change in the value of the variance of the dependent variable *online learning experience*, since the value of Adjusted R Square= 62.7% (Table 10).

Hypothesis 2: Student engagement in online learning is mainly related to Online learning activities as well as Reading and writing during online courses.

We turn back again to the construction of the analysis of the multiple linear regression equation which derives the value of Sig. in the ANOVA analysis of $0.000 < 0.05$, and this allows us to state a sense in talking about a significant correlation of the the independent variables and the dependent variable student engagement in online learning.

Table 11: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39,046	4	9,761	19,756	,000 ^b
	Residual	22,234	45	0,494		
	Total	61,280	49			

a. Dependent Variable: student engagement in online learning

b. Predictors: (Constant), Online interaction with other students; Online learning activities / mental activities; Reading and writing for each online course; Tests and evaluations

We construct the multiple linear equation referring to the coefficients of Sig. which form is:
 $(Student\ engagement\ in\ online\ learning) = -0.227 + 0.045 (Online\ learning\ activities\ / \ mental\ activities) + 0.838 (Reading\ and\ writing\ for\ each\ online\ course)$

Table 12: Multivariable linear regression

	R Square	Adjusted R Square	t	Sig.
(Constant)	0,637	0,605	-0,293	0,771
Online interaction with other students			0,415	0,680
Online learning activities / mental activities			5,549	0,000
Reading and writing for each online course			2,883	0,006
Tests and evaluations			-0,911	0,367

The equation shows that only two independent variables are correlated with the dependent variable *student engagement in online learning*, even both of these β coefficients have positive values, which shows that their influence is positive on the dependent variable, i.e. their increase positively affects the dependent variable. From the value of the β coefficients, it can be seen that the variable *Reading and writing during online course* has a greater impact than the other variable *Online learning activities / mental activities* since its value is greater.

Referring to the coefficient of determination R^2 , it is observed that its value in this correlation is 60.5% , a significant value, therefore we can confirm that *Student engagement in online learning* depends mainly on the activities that take place during the online learning process, as well as the writing process and reading in the foreign language.

3.6 Research questions

Research question no. 1: Has employment status influenced the online learning experience of foreign language master's students?

We refer to the analysis through the Chi Square test in order to provide an answer to this research question. Referring to the below data, Asymptotic Significance value (2-sided), according to the Pearson coefficient, is $0.010 < 0.05$, which shows that there is statistically a significant correlation between them. So, the employment status of foreign language master's students has influenced the educational process developed on online platforms.

Table 13: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13,314 ^a	4	0,010
Likelihood Ratio	15,941	4	0,003
Linear-by-Linear Association	3,170	1	0,075
N of Valid Cases	50		

Research question no. 2: Does student engagement in online learning affect their academic level and where is this impact most noticeable?

To get the answer to this question, we firstly analyze whether or not this engagement of students has an impact on the educational process developed on the online platforms. For this reason, we first refer to the analysis of the Chi Square Test. From this analysis, according to table 23, it can be seen that the value of Asymptotic Significance (2-sided) is $0.004 < 0.05$, thus indicating a sense in taling about significant correlation of the two variables. After this analysis, we see where this influence is most visible. For this purpose, we refer to the analysis through the ANOVA and the multiple comparison test of means.

Table 14: Chi-Square Tests

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22,525 ^a	8	0,004
Likelihood Ratio	24,445	8	0,002
Linear-by-Linear Association	0,747	1	0,388
N of Valid Cases	50		

The table below shows that the value of Sig.=0.05, so it makes sense to discuss a statistically significant difference related to the academic level and their engagement in the online learning procedure.

Table 15: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	15,067	4	3,767	2,459	0,05
Within Groups	68,933	45	1,532		
Total	84,000	49			

But where is this difference more visible? To get the answer to this question, we refer to the Post HoC analysis through the Tukey Test, the multiple comparison test of the mean. From this test it is

observed that the only visible differences in the comparison of the averages between them are between the academic level Grade 5-6 and Grade 9 as well as between the academic level Grade 7-8 and Grade 5-6 since the respective values of Sig. are 0.038 and 0.037 (Table 25).

Table 16: Multiple Comparisons

Multiple Comparisons						
Tukey HSD					95% Confidence Interval	
(I) What have most of your grades been up to now this academic year?		Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Grade 4	Grade 5-6	2,000	1,072	0,350	-1,05	5,05
	Grade 7-8	-0,067	0,932	1,000	-2,71	2,58
	Grade 9	0,000	0,918	1,000	-2,61	2,61
	Grade 10	0,333	0,968	0,997	-2,42	3,08
Grade 5-6	Grade 4	-2,000	1,072	0,350	-5,05	1,05
	Grade 7-8	-2,067*	0,696	0,037	-4,05	-0,09
	Grade 9	-2,000*	0,678	0,038	-3,93	-0,07
	Grade 10	-1,667	0,744	0,184	-3,78	0,45
Grade 7-8	Grade 4	0,067	0,932	1,000	-2,58	2,71
	Grade 5-6	2,067*	0,696	0,037	0,09	4,05
	Grade 9	0,067	0,423	1,000	-1,13	1,27
	Grade 10	0,400	0,522	0,939	-1,08	1,88
Grade 9	Grade 4	0,000	0,918	1,000	-2,61	2,61
	Grade 5-6	2,000*	0,678	0,038	0,07	3,93
	Grade 7-8	-0,067	0,423	1,000	-1,27	1,13
	Grade 10	0,333	0,497	0,962	-1,08	1,74
Grade 10	Grade 4	-0,333	0,968	0,997	-3,08	2,42
	Grade 5-6	1,667	0,744	0,184	-0,45	3,78
	Grade 7-8	-0,400	0,522	0,939	-1,88	1,08
	Grade 9	-0,333	0,497	0,962	-1,74	1,08

*. The mean difference is significant at the 0.05 level.

4. Discussion on the Findings Based on Quantitative Data

Regarding the involvement of master students in the educational process in online platforms, this process is measured with the following questions: Referring to the question, - How often have you discussed ideas from your readings or class notes with your instructor?, most of them 44% expressed that this discussion happened almost always, followed by another 24% who stated that this happened several times, while for the rest these habits related to reading or work in the class were rarely developed or even in the worst case never. When it comes to the discussion of grades or assignments with an instructor, 44% have got positive evaluation expressing that they have often discussed during the online learning process, even 16% of them have stated that this has always happened, but on the other hand, for the other 32%, the discussion has been rarely or never for 24% of them. How often have you received prompt feedback from your instructor on your course performance? has been another question directed to the respondents, from which we find out that 60% of them admit that they have had immediate feedback and 60% of them declare that they have worked harder to meet an instructor's standards or expectations; whereas for 16% of the respondents it has only been a few times of feedback (Table 17).

Table 17: Evaluation regarding student engagement in online learning

	Never	Rarely	Sometimes	Often	Always	Total
How often have you discussed ideas from your readings or class notes with your instructor?	16,0	16,0	24,0	36,0	8,0	100,0
How often have you discussed grades or assignments with an instructor?	24,0	8,0	24,0	28,0	16,0	100,0
How often have you received prompt feedback from your instructor on your course performance?	0,0	24,0	16,0	34,0	26,0	100,0
How often have you worked harder than you thought you could to meet an instructor's standards or expectations?	0,0	8,0	32,0	16,0	44,0	100,0

Important in the difficult process of online learning is not only the communication with the professors but also the communication among the students as it would happen if the learning process will take place with physical presence, therefore this assessment is measured with the following questions. It can be seen from this analysis that 40% of these students have stated that they have almost always communicated with other students during the online learning process, even when asked - How often have you tutored or taught other students? 48% of them admitted that this happened always or often. On the other hand, 24% of them stated that this never happened and only 10% admitted that they tutored or taught other students only a few times. (Table 18).

Table 18: Evaluation regarding online interaction with other students

	Never	Rarely	Sometimes	Often	Always	Total
How often have you worked with other students in projects?	18,0	16,0	26,0	40,0	0,0	100,0
How often have you tutored or taught other students?	24,0	18,0	10,0	32,0	16,0	100,0
How often have you had regular communication with other students on matters unrelated to the course? (May pertain to work, family, race, religion, political beliefs, etc.)	8,0	16,0	16,0	36,0	24,0	100,0

Taking into account the activities organized during online classes, it comes out that 80% of the respondents have often or very often been participating in different online activities during the teaching/learning process, whereas unfortunately 10% of the respondents state that their communication through online activities has never happened. It is noticed from the data that 64% admit online class presentation is done often, 18% sometimes and the rest state that is never done, which leads to difficulties and deep gaps that are in most of the cases irreparable. On the other side the question - How often have you visited the online library resources (databases, e-books, etc.) for information to meet class assignments?, it is responded that it has often happened 48% and the others 18% state that never and sometimes. This trend of answers is noticed even in their participation in library resources (databases, e-books, etc.) for additional reading materials not related to class assignments. - How much has your online coursework emphasized MEMORIZING facts, ideas, or methods from you courses and readings? It comes out that 36% of the respondents think that this has sometimes happened whereas 64% declare that it has often happened. Moreover, 80% of the students state that online coursework emphasized APPLYING theories or concepts to practical problems, it is accepted that often happens during online learning and for the rest 20% sometimes (Table 19).

Table 19: Evaluation for online learning activities

	Never	Sometimes	Often	Very often	Total
How often have you participated in online class discussions (including through email, list-serve, and chat groups)?	10,0	10,0	28,0	52,0	100,0

	Never	Sometimes	Often	Very often	Total
How often have you made a class presentation online?	18,0	18,0	54,0	10,0	100,0
How often have you visited the online library resources (databases, e-books, etc.) for information to meet class assignments?	18,0	34,0	20,0	28,0	100,0
How often have you visited the online library resources (databases, e-books, etc.) for additional reading materials not related to class assignments?	26,0	34,0	20,0	20,0	100,0
How much has your online coursework emphasized MEMORIZING facts, ideas, or methods from you courses and readings?	0,0	36,0	46,0	18,0	100,0
How much has your online coursework emphasized APPLYING theories or concepts to practical problems or in new situations?	0,0	20,0	36,0	44,0	100,0

In the teaching process of a foreign language, in addition to general elements of the process, special importance is also given to the process of reading and writing. Thus, when asked how these elements are evaluated, respondents' opinion is as follows: regarding the approximate number of assigned textbooks to read, most of them, represented by 46%, stated that this number is between 4 and 6, followed by another 28% who declare that this number varies from 1 to 3. On the other hand, the approximate number of assigned articles to read varies as follows: 36% of the students stated that this number varies between 4 and 6, 30% belong to grouping between 1 and 3 and the rest with 34% belong to the grouping between 7 and 9 or even more than 10 articles (Table 20).

Table 20: Evaluation regarding reading and writing for each online courses

	Between 1-3	Between 4 – 6	Between 7 - 9	10 or More	Total
What is the approximate number of assigned textbooks to read?	28,0	46,0	18,0	8,0	100,0
What is the approximate number of assigned articles to read?	30,0	36,0	16,0	18,0	100,0

To what extent have the tests and evaluations challenged you to do your best work? A little more than half of the respondents, 54%, state that this motivates them somehow, while the other 36% admit that this has an excessive effect on them to work even harder. On one hand, the advantages in online examinations, 28% of them admit that this fact happens on average, and for another 46%, their assessment is that the impact is very large. On the other hand, 58% of the students admit that the impact is considerable regarding other evaluations that challenged them to do their best work. Disadvantages in online examinations have agreed that more than only 24% of students at a time that for the other 40% these disadvantages are at an average level and only for the other 18% this impact is very low (Table 21).

Table 21: Evaluation regarding tests and evaluations

	Very little	Quite a bit	Somehow	Very much	Total
To what extent have the tests and examinations challenged you to do your best work?	0	10,0	54,0	36,0	100,0
To what extent have other evaluations challenged you to do your best work?	0	18,0	24,0	58,0	100,0
To what extent have been advantages in online examinations?	0	26,0	28,0	46,0	100,0
To what extent have been disadvantages in online examinations?	18,0	18,0	40,0	24,0	100,0

Respondents that were part of this study show their online learning experience answering the following questions: - How much has your online learning experience helped you to acquire job or

work-related knowledge or skills? A considerable part of them, represented by 36%, express that this experience has helped them a lot, followed by another 24% who state that online experience has helped them somewhat, while the rest of them declare that this experience helped them a little or not at all. As for this experience regarding writing accurately and effectively, only 18% of them said that this experience helped them a lot, another 44% said that this help was on average level and for 38% of others help in writing correctly through the online platform has been very little. Their opinion about reading is almost the same, while regarding online learning experience helping them to think critically and analytically, their opinions are divided like this, for 44% of them this help has been very important and valuable and for 48% of others this experience has not been valuable, and they also think that the online learning platform has not been valuable to analyze quantitative problems. For 36% of the students, online learning helped them to use computing and information technology, and they also say that online learning helps them to learn effectively on their own. Question - How much has your online learning experience helped you to solve complex real-world problems? Only 28% of them have expressed that online learning has helped them very much, while for the majority of them, represented by another 46%, this experience has not been valuable at all. Online learning experience to learn effectively on their own is recognized as having a significant impact for 36% and for the other 42% this help is at an average level (Table 22).

Table 22: Evaluation regarding online learning experience

	None	Very little	Somehow	Very much	No answer	Total
How much has your online learning experience helped you to acquire job or work-related knowledge or skills?	12,0	18,0	24,0	36,0	10,0	100,0
How much has your online learning experience helped you to write clearly and effectively?	0,0	38,0	44,0	18,0	0,0	100,0
How much has your online learning experience helped you to speak clearly and effectively?	0,0	30,0	34,0	36,0	0,0	100,0
How much has your online learning experience helped you to think critically and analytically?	0,0	48,0	8,0	44,0	0,0	100,0
How much has your online learning experience helped you to analyze quantitative problems?	0,0	48,0	16,0	28,0	8,0	100,0
How much has your online learning experience helped you to use computing and information technology?	0,0	22,0	34,0	36,0	8,0	100,0
How much has your online learning experience helped you to work effectively with others?	0,0	46,0	36,0	18,0	0,0	100,0
How much has your online learning experience helped you to learn effectively on your own?	0,0	22,0	42,0	36,0	0,0	100,0
How much has your online learning experience helped you to solve complex real-world problems?	0,0	46,0	26,0	28,0	0,0	100,0

Teaching on online platforms has been accompanied by advantages and disadvantages with difficulty or even ease at the same time for a considerable period. Thus, some of the main challenges that were highlighted by the interviewed students regarding the learning process on the online platforms are: online learning “doesn't help students in writing clearly, it affects health issues, brings connection problems, the lack of physical communication with each other or with the lecturers through lack of interaction or in the worst of cases providing general concepts only. On the other hand, online learning methodology is accompanied by misunderstanding or face to face discussions and communication etc. (Table 23)

Table 23: Main disadvantages of online learning

Doesn't help students in writing clearly	Face to face collaboration / discussion
Health Issues	Connection problems
Doesn't help students in writing clearly	Internet access
No interest	Forgetting answer questions
Lack of interaction	In online learning can't do activities
Not writing in the board	Lack of socializing skills
Misunderstanding	Limited time
Providing general concepts only	

In addition, it is visible from the analysis that there are also advantages of online learning such as: cost reduction, gives possibilities to students who work, students learn quickly etc. (Table 24).

Table 24: Main advantages of online learning

Is a good way for student that are in work	Learning remote
Reduced costs	Develop self-motivation
Learn computer	Flexible time table
Learn quick	You can read online from so many books
It's effective on learning	Help them to improve language
Free time	Be close to your family

Regarding the effectiveness of online learning, students have mainly evaluated Winning time, Full participation, structured lesson or short lesson-plan, as well as shortening the distance to receive this service without the need for physical presence, etc. (Table 25).

Table 25: Effectiveness of online learning

Distance
Winning time
Concentration
Full participation
Increased flexibility and learning opportunities:
Learning opportunities
Structured lesson
Short lesson-plan,
You can read online from so many books

5. Conclusion and Recommendations

- Online learning experience depends mainly on online learning activities, reading and writing during online courses, tests and evaluations;
- Student engagement in online learning depends mainly on activities that are performed during the process of online learning, in addition to the writing and reading process of the foreign language.
- The employment status of foreign language students studying in the master programme has influenced the educational process developed on online platforms.
- Students' inclusion in the educational process on the online platform has an impact on their academic level.

5.1 Recommendations

1. It is recommended to have more interaction between the actors involved (student - professor, student - student, etc.) in the educational process on online platforms in order to reduce the risk of creating gaps in the learning process;
2. It is advisable to find new and innovative methods in order to make online learning more attractive and effective for students;
3. It is suggested to have the stimulation of online learning to increase efficiency in the learning process.

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