THE IMPACT OF ONLINE EDUCATION ON STUDENTS' PARTICIPATION IN FOREIGN LANGUAGE CLASSES IN A TOURISM AND HOTEL MANAGEMENT HIGHSCHOOL

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MASTER OF ARTS THESIS

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İstanbul
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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

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DEDICATION

I would like to express my most profound appreciation to my thesis supervisor Asst. Prof. Hakan Dilman for his continuous support, constructive feedback, and patience. I feel privileged and lucky to have conducted this study with him.

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Last but not least, I am truly thankful for having my dear sister Serpil Uzuner in my life. Her supportive feedback encouraged me to pursue my dreams and finish my dissertation.

Sibel Dağdelen

March, 2022

ÖZ

ÇEVRİMİÇİ EĞİTİMİN TURİZM VE OTEL İŞLETMECİLİĞİ LİSESİNDEKİ ÖĞRENCİLERİN YABANCI DİL DERSLERİNE KATILIM SÜRECİNE ETKİSİ

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Bu çalışmada; çevrimiçi eğitimin turizm ve otel işletmeciliği meslek lisesindeki öğrencilerin yabancı dil derslerine katılım süreçlerine etkisi incelenmiştir.

Amaç doğrultusunda Web 2.0 araçları ile zenginleştirilmiş interaktif uygulamalar ve sosyal medyadan faydalanılarak düzenlenen etkinlikler, Kocaelli ilindeki bir turizm ve otel işletmeciliği meslek lisesinin 34 öğrencisine; Covid-19 pandemisi sırasında zorunlu olarak geçilen uzaktan eğitim sürecinde 10 hafta boyunca uygulanarak, öğrencilerin derse dikkatlerinin çekilmesi ve katılımlarının sağlanması çalışılmıştır. Uygulama sonrasında öğrenciler ile online görüşmeler yapılarak kayıt altına alınmıştır. Elde edilen verilere içerik analizi ve betimsel analiz uygulanmıştır.

Araştırma sonucunda; araştırmaya katılan öğrencilere göre çevrimiçi derslerin olumlu yönleri sırasıyla; güzel, eğlenceli ve yararlı olması, öğretmenlerin yüksek çaba göstermeleri, öğretici/eğitici olması, verimli olması ve son olarak anlaşılır olmasıdır. Çevrimiçi yabancı dil derslerinin olumsuz yönleri ise sırasıyla; güç olması ve etkileşimsiz olması, disiplinsizlik, internet sıkıntısı ve verimsiz olmasıdır. Araştırmada; Web 2.0 destekli interaktif tasarlanan yabancı dil derslerinin öğrencilerin ilgisini çektiği ve derslere olan katılım düzeylerini artırdığı saptanmıştır.

Anahtar Sözcükler: 1.Yabancı Dil Öğretimi, 2. İngilizce Öğretimi, 3. Çevrimiçi Eğitim, 4. Çevrimiçi Ders Devamsızlığı 5. Çevrimiçi Derse Katılım.

ABSTRACT

THE IMPACT OF ONLINE EDUCATION ON STUDENTS' PARTICIPATION IN FOREIGN LANGUAGE CLASSES IN A TOURISM AND HOTEL MANAGEMENT HIGHSCHOOL

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The impact of online education on students' attendance to foreign language classes in a Tourism and Hotel Management Vocational High School was investigated in this study.

In line with the purpose, the activities organized using interactive applications and social media enriched with Web 2.0 tools were attended by 34 students of a Tourism and Hotel Management Vocational High School in Kocaeli; during the emergency online education period due to the Covid-19 pandemic. The activities were applied for ten weeks to attract students' attention to the lesson and ensure their attendance. Following the application, the students were asked open-ended questions and conducted online interviews. All the data was recorded and transcribed for analysis. The data were subjected to content analysis and descriptive analysis.

As a result of the research, the positive aspects of online courses, according to the students who participated in the study, are as follows: being sufficient, fun, and valuable, teachers' high effort, being instructive/educational, efficient, and finally comprehensible. The negative aspects of online foreign language courses are lack of interaction, indiscipline, internet shortage, and inefficiency. According to the study's findings, foreign language classes designed with Web 2.0 interactive tools attract students' interest and raise their attendance to the lessons.

Keywords: 1. Foreign Language Teaching, 2. English Language Teaching, 3. Online Education, 4. Online Class Attendance, 5. Online Class Participation.

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ABBREVIATIONS

ELT **:** English Language Teaching

MONE **:** Ministry of National Education

ERE **:** Emergency Remote Education

SIOI **:** Synchronous Interactive Online Instruction

EBA **:** Education Information Network

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CHAPTER 1. INTRODUCTION

With the outbreak of Coronavirus Disease (COVID-19) in 2020, the global education systems have been concerned about the continuity of education which was interrupted by unplanned closures of schools. Due to the pandemic, online teaching, a significant phenomenon among educators and learners, has become a serious global issue.

Because of the lockdown in many countries, a new movement in education emerged, and online learning has become the new normal for education worldwide. In more than one hundred countries, schools have been closed because of the pandemic, and over one billion students were displaced as a result of COVID-19 school closures (Onyema, 2020).

It is still unclear how long this situation will last. There seems to be no alternative other than online education for the continuity of education. To reduce the adverse effects of school closures and provide educational opportunities for all students, precautions should be taken to provide online education for all. Many educators have started using online technologies in teaching, and as a result, online education has become inevitable for all kinds of schools (UNESCO, 2020).

In this sense, a switch from the school environment to the digital environment has become inevitable. Most countries have developed different methods to continue education via various digital platforms. To abate the spread of the COVID-19 pandemic to schools, the Republic of Turkey Ministry of National Education (MONE) has switched the education process from traditional face-to-face education to distance learning via online platforms and TV broadcast on Digital Education Platform (EBA) from elementary to highschools (MEB, 2020). EBA TV broadcasted all the curriculum on TV channels for all class levels, and online synchronous teaching has begun to take over face-to-face lessons. It has been the first time for educators to teach online and engage in distance learning. As a result, a new education period, unfamiliar to most stakeholders, has begun.

The subject of this research examines the online learning environment of synchronous online learning, which reveals a sudden situation that teachers and students have faced, unique to the Covid-19 pandemic period. It refers to a situation that teachers and students probably experienced for the first time in their lives.

Online education has almost become a nationwide educational experiment in Turkey, and indeed globally, in response to the sudden disruption of face-to-face instruction. Hence this experimental period may offer opportunities for English language teachers to take a closer look at online teaching with fresh eyes and revitalize their teaching repertoire (Pu, 2020). In this sense, online education will be discussed in the context of its place within this unique period.

1.1. Statement of the Problem

Teaching and learning a foreign language is a challenging, usually essential occupation that almost affects everyone. Among the foreign languages taught and learned globally, English is one of the most widely studied languages. It is defined as a tool for educational, scientific, and technological advances. Kılıçkaya (2009) emphasizes this feature of the English language and recommends teaching English so that learners will be able to communicate across cultures. Therefore, foreign language education is crucial for everyone.

Foreign language education is also necessary for the tourism education of high school students. It is an indispensable component of the tourism education curriculum. Because of the significance of English lessons in tourism education, they should be delivered through well-designed lectures. (Zahedpisheh, Abu bakar, & Saffari, 2017).

However, with the onset of the Covid 19 pandemic, foreign language lessons, like all courses, began to be taught online in high schools due to the school closures. This online education process has resulted in some issues. One of them is that students do not attend online classes. Recent observations of the researcher support this. Therefore, this study investigates online foreign language instruction in terms of class attendance problems by offering ways to attract students to attend lessons more.

1.2. Purpose of the Study

Experiences on students' attendance to the online classes during the Covid-19 pandemic make us find ways of increasing students' attendance to lessons. Considering the aspect above**,** this study mainly aims to describe the essence of the reasons why the majority of the students do not attend online foreign language classes and to find ways of attracting students' interest and enhancing their motivation to attend online language classes. Furthermore, the study aims to find ways how to increase learners' participation in online classes as well as trying to prepare an effective online foreign language course design.

1.3. Research Questions

In order to realize the objectives mentioned above, three questions given below will be answered.

1. What are the positive and negative opinions of the high school students participating in the research about online foreign language lessons?

2. According to the high school students participating in the research, what are the reasons for the less attendance to online foreign language classes?

3. According to the high school students who participated in the research, how should online lessons be designed and processed to increase interest in foreign language lessons?

1.4. Significance of the Study

Online foreign language education is an increasingly popular and valuable teaching method that has been in use for many years. However, after the spread of the Covid-19 epidemic resulting in school closures, its use has become compulsory in all kinds of educational institutions worldwide. The increase in virtual communication types due to the pandemic manifests itself in educational environments. Since face-to-face education is suspended for an unknown period on these days, online learning and teaching have been accepted as the new normal way of education since the beginning of the pandemic.

Modern teaching philosophy actively encourages the incorporation of technology to facilitate optimal teaching delivery across all subjects. This is especially important for those who are teaching a new language, as these technological tools can foster greater understanding in situations where a language barrier would otherwise be an impediment (Kawinkoonlasate, 2020).

In this regard, online education is an essential tool that enhances learning through technology (Ahmadi, 2018). Since the delivery of foreign language classes continues online, it is crucial that teachers and students get the maximum benefit from this type of educational process.

However, when class attendance reports were examined, it was noticed by the researcher that the majority of the students studying at a vocational tourism high school do not attend online lessons. Existing research, however, supports the evidence that attending classes positively and significantly impacts learners' academic performance. Moreover, according to the 2008 UNESCO report, Information and Communication Technologies (ICTs) are pivotal for the education process and useful in increasing class attendance levels (Zorio-Grima & Merello, 2020).

Therefore, it is significant to shed some light on the students' attendance problems in online lessons to increase attendance levels and students' active participation during lessons. Furthermore, it is important to find out what contributes to the attendance problems in online foreign language classes. The pandemic is continuing, and, inevitably, online education will probably be part of schooling in the following years. Therefore, it is also essential whether using different strategies and techniques helps increase students' attendance to online lessons.

1.5. Assumptions

It was assumed that the students gave sincere and correct answers to the questions asked in the research. Another assumption is the similarity of participants' foreign language level within the study. Finally, the Ministry of Education and school administrators are supportive of this study.

1.6. Hypothesis

When the attendance rates were investigated, it was determined that the majority of the students did not attend online classes. Below are some observations that the researcher has noticed about online foreign language classes so far;

- Attendance rates to online classes is low.
- Interactive activities attract students's interest.
- There is no obligation to attend online classes.
- Students do not find online classes interesting enough.
- Students hesitate to participate actively during online classes.
- Some students believe that online classes start too early in the morning.

Depending on the observations the researcher's hypotheses regarding attendance and participation in online classes are as follows:

Hypothesis 1: Students have positive attitudes towards foreign language lessons designed with online interactive activities.

Hypothesis 2: Online foreign language lessons designed with interactive activities increase student participation.

Hypothesis 3: There are various reasons for the low participation in online foreign language classes.

1.7. Limitations

There can be some limitations of this study. To begin, the scope of this research is limited to 34 students. A second limitation stems from individual differences. The findings are generalized by gathering data from individuals. Because learning a foreign language is learner-specific, generalizing the study's conclusions is difficult. Furthermore, the study was conducted entirely online, with no face-to-face interaction. Hence, face-to-face discussions could have helped to establish a more pleasant atmosphere. Lastly, the study's length (10 weeks) could be an additional limitation.

CHAPTER 2. LITERATURE REVIEW

2.1. Online Learning

Although classrooms and educational institutions are built to bring people together in established learning patterns, new technologies allow education to be conducted even when people are separated in time and space dimensions (Conrad, 2002). Thus, providing education and training opportunities everywhere has emerged with technological developments. Accessing information, especially with the widespread use of the internet, has been an important development in using technology in education. Internet and technology created a new educational environment for students and teachers (Doğan & Koçak, 2020). The rapid improvement of ICT technologies paved the way for online learning even more (Jabeen & Thomas, 2015).

Today, technology is so prevalent that it is an indispensable aspect of every part of human life. It has been employed in education for many years, especially in learning and teaching foreign languages. According to Blake (2008), all language professionals should become familiar with the potential benefits of incorporating technology into their instruction. The most common use of technology is observed in the field of online education.

It is challenging to develop a general definition for online learning because various terminologies have been used interchangeably for online learning, such as e-learning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, and web-based learning. The literature of online learning exhibits many definitions reflecting the diversity of practice and associate technologies. Carliner (1999 cited in Ally, 2004) defines online learning as educational material that is presented on a computer, while Khan (1997 cited in Ally, 2004) defines it as an innovative approach for delivering instruction to a remote audience using the Web as the medium. Benson (2002), Carliner (2004), and Conrad (2002) define online learning as access to learning experiences via the use of some technology. However, Ally (2004) asserts that online learning is not just the Web's presentation and materials delivery. He argues in favor of that the learner and the learning process should be the focus of online learning by defining online learning as:

> the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, to acquire knowledge, to construct personal meaning, and to grow from the learning experience (Ally 2004).

The term distance learning is also used to refer to online learning. However, Carliner (2004) identifies online learning as a form of distance learning. According to United States Distance Learning Association, distance learning is regarded as any type of instructional situation in which teachers and students are separated by time or location. Instruction through television programs can be an example of distance learning where there is no interaction between the learner and teacher. In contrast, online learning requires supportive resources that are available through a computer.

Many authors favour online learning not only by its accessibility but also by its flexibility and ability to promote different interactions (Ally, 2004; Hiltz & Turoff, 2005; Oblinger & Oblinger, 2005). Hiltz and Turoff (2005) discuss the relationship between online learning and distance learning, and like Benson (2002), they assert that online learning is a modern and upgraded version of distance learning. Some argue that online learning is a form of distance education where learners and teachers are separated from each other and communicate via computer-mediated communication. Moore (1973) defines distance education as an innovation in learning methodology in which learning behaviors and teaching behaviors are executed apart so that the interaction between the teacher and students must be held through technological devices.

All the authors mentioned above agree that there is a relationship between distance learning and online learning, but they reflect uncertainty in their description of the terms. The common aspects of all these referred terms signify that the learner is at a distance from the instructor, that different forms of technology such as computers or mobile phones are used to access the learning materials, and that technology is used to interact with the instructor or other learners. The term ‘online learning’ will be used throughout this study to refer to any kind of learning environment supported with computers, smartphones, the internet, and Web 2.0 technology use.

2.2. Online Foreign Language Learning

The attraction of online education immediately found its way into foreign language education. Therefore, as in many fields, online learning has brought about radical changes in foreign language teaching by eliminating traditional learning and teaching practices (Eraslan & Arslan, 2019). In this way, teachers and students were introduced to practical and helpful teaching and learning opportunities.

With the introduction of computers and the availability of multimedia computing and the Internet, foreign language instruction has become a prominent issue among language teachers throughout the world (Yang, 2010). The use of computers in language education has led to the emergence of a specific field called computer-assisted language learning (CALL) (Blake, 2011; Guan, 2014 cited in Eraslan & Arslan, 2019). With the introduction of Web 1.0 technology as a primary step for improving computer and Internet-based activities, online learning attracted many language learners. Web 1.0 technologies provided one-way communication without any interaction with the user where the content was learned passively (Aşıksoy, 2018). But, the introduction of Web 2.0 technologies enabled learners to actively participate in the lessons interacting with the instructors and learning materials through various kinds of Web 2.0 tools (McCarroll & Curran, 2013). Some of the tools will be presented in the following sections of this study. It is useful to examine the theory of CALL for a deeper understanding of online learning since the integration of computers and the internet will be a significant component of foreign language learning in 21st-century education.

2.2.1. 21st Century Integrative CALL

Computers have been in use for language teaching since the 1960s. Technologically, computer networking has developed at such a pace that it enables interactive human communication. Computer networking facilitates access not only to information and data but also to other people (Yang, 2010).

Both theoretical and technological developments are the basis of new approaches to CALL. Theoretically, within the authentic discourse communities, meaningful interaction is emphasized. Warschauer (2000) divides the history of CALL into three

main stages in which each stage represents a certain level of technology and a specific pedagogical approach. The three stages of CALL are shown in the table below.

Table 1. The three stages of CALL

Stage	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	Twenty-first Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and internet
Teaching paradigm	Grammar-translation & audio-lingual	Communicative language teaching	Content-based, instruction
View of language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Sociocognitive (developed in social interaction)
Principal use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	Fluency	Agency

Source: Kern and Warschauer, 2000

As shown in the table, Internet and multimedia are the most essential requirements of the 21st century Integrative CALL. Integrative CALL aims to integrate various skills such as listening, reading, writing, speaking, and technology use into the language learning process. Language is viewed from the socio-cognitive perspective, where the principal of learning a foreign language is agency. The principle use of computers shifts from drill and practice and communicative exercises to authentic discourse. The learner uses different technological tools in the language learning process independent of time and place instead of visiting a language lab at a specific time for isolated study (Warschauer & Healey, 1998). The principal role of computers in socio-cognitive frameworks is to provide alternative contexts for social interaction, facilitate access to existing discourse communities, and create new ones. A shift from learners' interaction with computers to interact with other people via the computer is the basis of socio-cognitive approaches.

2.3. Online Language Learning Environments

Another feature of CALL is its learning settings, namely learning environments. As a language learning environment, online instruction has begun to get the same traction that other disciplines have had for nearly two decades (Goodfellow & Lamy, 2009; Lamy & Hampel, 2007; Meskill & Anthony, 2010 cited in Blake, 2011). According to Allen, Seaman, and Garrett (2007), for a course to be called online, more than 80% of a course's content should be delivered through information and communication tools (ICTs). The table below illustrates the prototypical course classifications and the proportions of online parts of the different learning and teaching environments. Face-to-face interaction is excluded in the delivery of the online course instruction. This is described as "wholly" online learning by some researchers (Oblinger, Oblinger, & Lippincot, 2005).

Table 2. Types of courses

Proportion of Content Delivered Online	Type of Cource	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to %29	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-toface meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Source: Allen, Seaman and Garrett's, 2007: 5

There are two methods in online education for the delivery of the lessons; synchronous and asynchronous. In synchronic online classes, learning/teaching take place simultaneously, but the teacher and students are in different locations (Perveen, 2016). Some tools are used in synchronous lessons, such as virtual classrooms, webinars, and video conferencing (Nurieva & Garaeva, 2020). This is also called online video

conferencing. Students and teachers can interact using Zoom, Skype, Webex, etc., which are software programs used in synchronous or 'real-time' communication. Synchronic type exhibits two critical components: interactions and time.

For Khan (2006), the synchronous type is the learner's interaction with a teacher through the Internet in real-time. In the asynchronous kind of distance learning, there is no communication between the teacher and student simultaneously.

2.3.1. Synchronous Interactive Online Instruction

Synchronous interactive online instruction (SIOI) overcomes location and distance barriers by allowing the instructor to highlight or accentuate elements of the course content in real-time.

Of course, time is a consideration in the delivery of synchronous education, as it necessitates that all participants be present simultaneously, limiting the time flexibility of a conventional online class. According to Acosta-Tello's (2015) experience, if the SIOI sessions are appropriately structured and scheduled, most students will make an effort to attend because the input, interaction, and feedback are valuable. The instructor's enthusiasm is easily conveyed through the synchronous platform, engaging students and emulating the ambiance of a traditional classroom, which is still the most familiar venue for most teachers and a place for instant feedback and learning for students.

The use of a synchronous platform necessitates a certain amount of technical ability on the side of both the instructor and the learner. Conferencing software like Class Live Pro, Blackboard Collaborate, and Elluminate Live has been around for a long time. Participants, particularly the teacher, must master a variety of tools on the synchronous platform, including the presentation window for displaying course content; the video window for viewing the speaker; tools to allow students to speak and be seen during the session; participant list of names; chatbox for students to write their questions/comments; polling/survey tool; raised hand tool; and the ability to record a session so that it may be preserved and accessed later.

2.3.2. Practical Implications for SIOI

Synchronous online sessions allow the instructor to clarify, emphasize, and facilitate discussion about complex concepts in the course. In addition, the instructor draws links between topics and provides fresh research and materials that are relevant to the class. SIOI sessions should be focused, relevant to the course, and offer teachers an opportunity to elaborate on an academic subject (Moore et al., 2009 cited in Acosta-Tello, 2015).

Visual input is easily achieved with interactive PowerPoint (PPT) presentations, but it is critical to supplement the PPT with a live-running commentary. PPT slides should feature as few words as possible, as well as visuals or a background. Video clips or website visits may be included in the SIOI. The entire session should be interspersed with course-related issues debated online, polling questions, pop quizzes (session-specific), and informal surveys.

Effective SIOI sessions conclude with a summary and time set aside for students to ask questions about the session or the course in general, with all questions being answered in real-time.

On the other hand, meeting face-to-face online generates a sense of connection with the instructor. In addition, it fosters a sense of community with other members of the class, further engaging and inspiring the student (Moore, Sener , & Fetzner, 2009). As a result, SIOI sessions focus on content and structure, with instructor conversation thrown in for good measure. They also encourage student involvement. It is critical to plan ahead of time. The success of the SIOI live session is strongly dependent on the lecturer's preparation before the session and his ability to connect the session to topics relevant to the students' learning (Ward, Peters, & Shelley, 2010).

2.4. Emergency Remote Education

Due to the Covid-19 pandemic, there has been a remarkable shift in teaching and learning environments where learners and teachers were separated physically out of their schools. Different countries denoted the educational practices during the pandemic with various terms such as distance education, e-learning, online education, homeschooling,

etc. Yet, these terms do not adequately describe the educational practice during the interruption of face-to-face education, which can better be described as emergency remote education (ERE).

The different terms used in different countries indicate variations of distance education as a generic term, while ERE is entirely different in its nature in that it is an obligation, not an option. While distance education is a planned activity with a theoretical ground, ERE is an unplanned activity about surviving in a time of crisis (Bozkurt et al., 2020).

To better understand emergency remote education and distinguish it from distance education, it is necessary to review it. Distance education is defined as

> any educational process in which all or most of the teaching is conducted by someone removed in space and/or time from the learner, with the effect that all or most of the communication between teachers and learners is through an artificial medium, either electronic or print (UNESCO, 2002, p. 22).

Nonetheless, distance education is more than just a physical separation of learners and teachers; it's also a pedagogical construct. (Moore, 1997, p. 22).

On the contrary, ERE is far from having a pedagogical construct and lacks an educational theory. ERE implies a sudden educational model that the whole world experiences for the first time.

2.4.1. Emergency Remote Education In Turkey

When the first case emerged in Turkey in March 2020, schools were temporarily closed, and approximately 25 million students were affected by this epidemic. According to UNESCO (2020) data, the number of students affected by school closures in Turkey is given below.

Table 3. Student population affected by the interruption of education with Covid-19 in Turkey

Total affected students		24.901.925	
Pre-school	632.944	693.179	1.326.123
Primary education	2.421.515	2.550.915	4.972.430
Secondary Education	5.450.541	5.953.844	11.404.385
Higher Education	3.312.880	3.886.107	7.198.987

Source: Unesco, 2020a

The Covid-19 pandemic has shown us all that the education systems currently carried out in the world and our country do not have the infrastructure to maintain continuity under all circumstances (Bozkurt ve Sharma, 2020). Countries had to switch to distance education urgently to compensate for this destruction in the education sector and ensure the continuity of education (Bozkurt, 2020). This sudden transition involved students, teachers, and parents without any training or resources. With this instant distance education plan realized at all levels, the lessons took place in online environments, synchronously or asynchronously. The teacher had to continue his professional development using online environments (Unicef, 2020b).

The emergency action plans of public and private schools worked differently during the ERE period in Turkey. Public schools operated through EBA TV, while private schools created their own action plan and ensured the continuity of education with the practices they deemed appropriate.

2.4.1.1. EBA National Online Learning Platform

EBA (Education Information Network), one of the most used resources in the distance education process in public schools in Turkey, was designed by the General Directorate of Innovation and Educational Technologies to support teachers and students with e-content is one of the most important elements of the FATİH (Increasing Opportunities Technology Improvement Movement) project. With the national FATİH project, opportunity in education is intended to be used in the delivery of educational

settings to ensure equality of information technology tools in education. In line with this project Ministry of National Education (MONE) established EBA to use information technology tools in education. EBA was first introduced in the 2011-2012 academic year. It served as a digital education portal to assist learners and teachers. This portal provides various learning materials such as curriculum-based videos, e-books, tests, and activities to learners from preschool to the high school level (Özer, 2020). With the emergence of an extraordinary condition caused by the Covid-19 pandemic, the system started to be used extensively by all levels of national education institutions to continue education.

During the ERE period, another possibility to bring teachers and students together in a virtual environment synchronously is the "EBA Live Classroom" application. Teachers can assign their online lessons personally through EBA or Zoom platforms in the EBA Live Classroom application. Teachers and students are provided in the virtual environment at the time specified for the lesson (MEB, 2020). In this period, to ensure equal opportunity, taking into account teachers and students who do not have internet infrastructure, MONE has agreed with all GSM operators in Turkey on Internet service up to 8 GB to solve any problems that may arise.

2.4.2. Attendance in Synchronous Online Classes

Synchronous interactive online instruction (SIOI), of course, will only be effective if students attend the lesson. The student must believe that investing an hour of his or her time is really important to him as a learner. Studies have shown that there is a positive relationship between class participation and academic performance. It has been reported that low participation rates affect academic achievement negatively (Demir & Akman Karabeyoğlu, 2016).

Many factors affect student achievement directly and indirectly at the secondary educational level. According to the results of the research carried out by Can (2020), it is observed that participation in synchronous online lessons during the pandemic is low in secondary schools. The reading rates of the announcements prior to the activities sent by the researcher were higher than the participation rates. This shows that other factors affect students' participation in activities (Can, 2020).

2.4.2.1. Attendance rates in Turkey

According to the Distance Education Monitoring and Evaluation Report of the Ministry of National Education in the 2020 Global Epidemic Period, when the status of participating in online classes over EBA during the distance education process is examined, 76% of the students stated that they attended live classes, while 24% responded that they did not participate in live classes. In this setting, 23.6 % of the students in the study attended all of their classes, 53.3 % attended some of their lessons, 11.6 % did not attend live sessions despite having access to the internet, and 7.1 % did not use the internet. They did not attend the live lessons because they did not have access to it, and 4.4% stated that there were no live lessons (MEB, 2020).

Education and Science Workers' Union in Turkey conducted a survey with 3743 teachers in order to find out the views of teachers on distance education. According to the results of the survey, the teachers stated that they saw only eight out of 40 students in the lesson when they opened the screen for the lesson.

2.5. The Importance of Parents Roles in ERE

The closure of schools has brought unprecedented challenges to teachers and students as well as parents (UNESCO, 2020). All countries organized practices to support communication among teachers, school administrators, students, and parents. Pandemic has forced educators and parents to solve problems, communicate, cooperate, and be active during school closures. Students who spent most of their time at home during school closures have been psychologically affected as their daily routines have been disrupted. As a result, negative emotions such as fear, anxiety, sadness, anger, etc. were triggered (Yılmaz, Güner, Mutlu, & Arın Yılmaz, 2020). It can be said that the Covid-19 pandemic brought new life experiences into play both in students' and parents' lives. The lack of social interaction and guidance led to the loss of well-being and learning disparities among students. At this point, parents played an important role by assisting their children in online learning activities. The socio-economic status of parents was of great importance in the ability to assist their children to attend and participate in online lessons. Parents with higher education were more supportive in creating a beneficial learning environment at home. The lack of guidance affected students' attendance and

engagement in online lessons (European Comission, 2020). The fact that families need to take more care of their children has emerged during ERE (Arıcı, 2021).

Disengagement among some students, instructors, and parents was caused by uninteresting learning materials and a lack of supervision and structure for learning and assessment. Online learning resources and information, according to respondents, need to be more relevant, dynamic, and simple to use. Respondents also believe that these resources should give relevant labor market skills, be of high quality, and be recognized by national governments (European Comission, 2020)

Williams and Ritter (2020, cited in Yılmaz, Güner, Mutlu, & Arın Yılmaz, 2020), most parents have to show their children how to study and teach their lessons (math, science, English, etc.). Still, parents under stress due to the epidemic are not able able to cooperate with their children, to do anything to make it easier for students to learn and therefore withdraw from their education. They have expressed that they are afraid of what they will say about when life will return to normal. As a result, uncertainties regarding the students and parents further increase their anxiety levels.

The importance of a good learning environment at home for children's acquisition of core abilities has been well demonstrated (UNESCO, 2020). With the COVID-19 school closures, the value of learning at home has been emphasized, even more, increasing the need of parents and caregivers in supporting children's learning.

2.6. Digital Tools for Online Learning

In the classroom, at home, and around the world, digital tools and technology such as Zoom, Web 2.0 tools, etc., provide additional venues for students to interact and reflect on their language development for enjoyment, enrichment, and advancement.

The advantages of combining technology with language learning are not new, but they are well known. “Computers seem to realize the dream of every language teacher - to bring the language and culture as close and as authentically as possible to students in the classroom” (Kramsch & Andersen, 1999). Fast forward more than a decade, and the potential of digital technologies is astonishing, giving platforms for learning opportunities that closely reflect and, in some cases, reproduce actual experiences students have in their

local and global communities. Computer-mediated interactions provide authentic learning environments where students can practice L2 pragmatics while interacting with others in real-life situations (Eslami, Mirzaei, & Dini, 2015). Students that are actively interested in their study are critical to their success.

The Zoom platform, for example, has been one of the most commonly used digital tools throughout the ERE period. It is a video online conferencing solution that runs on the cloud. Web conferencing, online meetings with up to 1000 video participants and 10,000 viewers, group chat, and session recording are all available. Some of the primary features are HD video and HD voice, group texting, full-screen view, simultaneous screen sharing, breakout rooms, and whiteboarding. Furthermore, Zoom video conferencing is reliable and capable of supporting long video calls.

According to a study conducted by Nurieva & Garaeva (2020), zoom-based remote learning appears to be a viable alternative to traditional education. The usage of the Zoom platform in distance study of foreign languages allows students to form and develop their language skills. According to the study results, students cited the Zoom platform's ease of installation, excellent audio and video quality, and lack of connection drop-out as advantages. In addition, the results reveal that students are more likely to attend Zoom-based remote learning classes than traditional classes. Reliable connection, simultaneous screen share, virtual background, active speaker view, desktop and application sharing, private and group chat, the option "Raise hand," and breakout rooms were among the benefits mentioned by the professors.

At the same time, Zoom-based distance learning faces numerous issues, including organizational difficulties, a lack of student initiative, and the true anonymity of students' provided materials. As a result, Zoom-based distance learning can be an effective tool for students to improve their language skills. However, its effectiveness is contingent on a number of elements, including students' and teachers' digital literacy, the establishment of meaningful contact among all distant course participants, the absence of technological challenges, an acceptable teaching style, and organizational issues (Nurieva & Garaeva, 2020).

2.6.1. Web 2.0 Tools in Online Learning

Web 2.0 technologies provide rich resources and environments for both educators and students in English learning and teaching processes. Web 2.0 technology is recommended for usage in the field of education because it allows users to communicate, interact, share information, have simple access to information, create, save, and share content, and evaluate and visualize their work (Kutlutürk & Akbayrak, 2013). Web 2.0 tools not only provide a natural setting for language acquisition and collaboration, but they also assist in teaching in a way that allows students to take charge of their own learning. Students' listening, reading, speaking, pronunciation, and vocabulary improve as a result of using Web 2.0 applications (Kavaliauskienė & Anusienė, 2011).

Within all its benefits, Web 2.0 environments utilized in language learning enable students to take control of their own learning and tailor it to their specific needs (Thomas, 2009). Positive results have been reported in the literature for Web 2.0 tools in foreign language learning environments, including improvements in students' attitudes, motivations, self-esteem, and goals toward the target language, as well as benefits to targeted language skills and foreign language learning being facilitated and accelerated (Barrot, 2016). Web 2.0 tools can improve the connection between teacher-learner and learner-learner in educational processes by providing more affluent settings, thanks to their capabilities. Web 2.0 environments add capabilities like multimedia sharing, tagging, and social page marking to the learning experience (Özer & Kıyıcı, 2017). People can learn new things outside of the classroom via Web 2.0's virtual platforms. Individuals can understand and communicate their thoughts at their own pace and according to their preferences in these settings. Furthermore, users have the ability to socialize in these settings (Lee & McLoughlin, 2007). Students who use Web 2.0 tools go from information consumers to information producers (Huffman, 2006). Cockrane (2014) asserts that students use their sensory organs to participate in the educational environment, which allows them to acquire persistent information and develop cognitively. Because the students use Web 2.0 tools to create products, the outcomes of their efforts are visible. Students can create their own dynamic, innovative, and flexible learning environments using Web 2.0 resources (Cochrane, 2014). Moreover, Web 2.0 tools enable students to collaborate with multiple venues for learning activities since they provide interactive

spaces (Newland & Byles, 2013). Students have access to the most recent information (Rahimi, Van den Berg, & Veen, 2015). They inspire students to become technologically literate, active and involved members of society. As a result, they help students to get a head start on their careers following graduation (Lu, Lai, & Law, 2010).

The most significant benefit of Web 2.0 tools is that teachers and students may exchange information with others worldwide. Projects, surroundings, ideas, and relationships are the core ingredients exchanged, and individuals convert into an active community of students who question the source and develop new information. They also improve students' motivation to participate in activities involving the goods that they have created using these various web tools, and they transform students into an active group that investigates the source and generates new knowledge (Huffman, 2017; Lu, Lai, & Law, 2010). Studies on the impact of Web 2.0 technologies on foreign language acquisition have discovered that the tools have a beneficial effect on students' attitudes and incentives to learn the target language and facilitate and speed up the process (Grant, 2016) (Kızıl, 2015). In studies conducted by Wang and Vasquez (2012), for example, it was discovered that Web 2.0 tools make it easier for students to employ writing strategies and that they increase students' overall writing skills.

2.6.1.1. Google Classroom

Google Classroom is a free web application for schools that allows teachers to easily create, share, and grade assignments. Google Classroom's primary purpose is to make file sharing between teachers and students more efficient.

Teachers can use Google Classroom to build an online classroom where they can handle all of the papers that their students require. Documents are saved on Google Drive and can be modified in Google Drive apps like Google Docs and Sheets. The teacher/student interface, which Google created for the way teachers and students think and work, is what distinguishes Google Classroom from the standard Google Drive experience (Okmawati, 2020)

Furthermore, Google Classroom is a free tool for teachers and students to collaborate. Teachers can set up an online classroom, invite students, then design and distribute assignments. Students and teachers can discuss assignments on Google

Classroom, and teachers can keep track of their students' progress. Moreover, Google Classroom is used to enhance virtual interactions between teacher and a students (Liu & Hua Chuang, 2016). Teachers can freely distribute scientific assessments and provide an independent assessment for students in Google Classroom (Wijaya, 2016).

Teachers can provide materials about the subject being taught. The teacher can post some teaching materials, assign students tasks, and submit the students' grades so that they can see their course grades right away.

Google Classroom also cuts down on costs by allowing students to utilize more economical stationery and other supplies, as well as reducing time-released energy (Inoue & Pengnate, 2018). In other words, Google Classroom users will spend less time and energy than usual. Because most young learners use technology in their daily lives, Google Classroom allows them to be independent, engaged, and motivated. It also succeeds the teaching-learning process in the digital era, as in the industrial revolution 4.0, when teachers are required to have competence, the ability to adapt to new technology, and the ability to face global issues.

According to recent studies, using Google Classroom can successfully understand and analyze the perspective of teachers and students' excellent teaching and learning (Iftakhar, 2016). The use of Google Classroom is simple and engaging for students; nevertheless, some of the capabilities given by Google Classroom can be confusing. Finally, research shows that using Google Classroom during this epidemic is highly beneficial and valuable in improving students' skill capacities discipline and meeting the government's need to keep the teaching-learning process going.

2.6.1.2.Kahoot!

Kahoot! is a game-based learning platform that can be used to assess students' knowledge, provide formative feedback, or provide a distraction from regular classroom activities. It is among the most popular game-based online learning platforms, with 70 million unique active users per month. The platform was released in 2013, and many studies about its effect have been published since then. Wang (2020) included 93 studies in his literature review, and the conclusion was that Kahoot! had a positive impact on learning.

Kahoot! seeks to improve learning performance and classroom dynamics by increasing engagement, motivation, fun, and concentration. More than 2.5 billion people from more than 200 countries played Kahoot in 2019 (Vick, 2019 cited in Wang & Tahir, 2020). It is a game-based student response system (GSRS) where the synchronous online classroom environment is temporarily transformed into a game show where the teacher is the game show host, and the students are the competitors (Wang, 2015). Wang (2015) compared a traditional motivational lesson with a Kahoot! lesson in a quasi-experimental study. His study focused on how the students' perception changed concerning engagement, motivation, classroom dynamics, concentration, and perceived learning. The result of the study showed that of using Kahoot for five months boosts students' engagement, motivation, and learning. The main reason for this success was found to be the competitive nature of Kahoot!

2.6.1.3. Mentimeter

Mentimeter is another Internet-based Web 2.0 tool used to create interactive presentations in live lessons. It is used by 30 million people in more than 120 countries. Mentimeter enables the design of entertaining presentations by adding surveys, quizzes, word clouds, images, and graphics.

Mentimeter allows instant feedback during live lectures via phone, tablet, or smartphone, providing entertainment and interaction during presentations. The technology produces a pin code for learners to input after the instructor creates and uploads the presentation on www.mentimeter.com. The learners have to enter the system and log in with the pin code to participate in the application. No other information of the student is required to enter the system. The answers given by the students are immediately visible to the teacher and other students. Students do not hesitate to participate actively since their personal information is not reflected on the system screen, which allows passive and shy students to be engaged during the class. It is assumed that the word cloud creation feature of Mentimeter fosters attendance to lessons by making the lesson more enjoyable (Skoyles & Bloxsidge, 2017 cited in Gökbulut, 2020). Mentimeter, as a game-based Web 2.0 tool, increases learners' awareness and attention in online learning environments by contributing students' attendance and interactive participation in the lesson (Gokbulut, 2020).

It can be used either at the beginning or the end of the lesson to create motivation or to check the learning outcomes of the anticipated teaching subject.

2.6.1.4. Padlet

Padlet is a free web-based application that allows users to create a "wall" on which they can publish words, photographs, and even videos that can be viewed by anybody who knows the link or URL to the wall.

With the emergence of Web 2.0, many academics have demonstrated how collaborative habits are fostered dramatically. Facebook and blogs, for example, have been found to have a favorable impact on students' language learning (Omar, Amin Embi, & Md Yunus, 2012).

Padlet might be used as a whiteboard with a permanent record, a backchannel for questions and feedback, a review, summarization, and application of key topics, and after-class tasks if there isn't enough time in class (Fisher, 2017).

The software has also been utilized as an online discussion board for art appreciation, as well as a way for students to collaborate safely with an online community (Delacruz et al., 2014). Because students have immediate access to a wide range of comments from peers, Padlet enables the option to view a variety of responses, which may allow for opportunities for peer learning and self-assessment.

Moreover, Padlet enhances teacher-student relationships, increases motivation and self-esteem, and provides teachers with an alternate means of engaging with students outside of the classroom, according to a similar Padlet study with a workplace communication course (Rashid, Md Yunus, & Wahi, 2019).In addition, it has the potential to inspire real-time, whole-class involvement and evaluation (Fuchs, 2014).

CHAPTER 3. METHODOLOGY

3.1. Introduction

This study is based on research on the impact of online instruction on students' participation in foreign language classes in a Tourism and Hotel Management High school during the lockdown and school closures due to the Covid-19 pandemic. This period reflects an unseen education process that the whole world had to face. The following chapter focuses on clarifying what methods the researcher has followed to be able to find the right answers to the research questions.

3.2. The Research Methods

In recent years, research in literature has been widely classified as quantitative and qualitative. The need for such a classification is based on the assumption that quantitative data is not always sufficient for solving problems, and even the actual truth in many subjects can be reached through qualitative analysis.

Creswell's (1994) 'Research Design: Qualitative and Quantitative' approach and Silverman's (2000) study 'Interpretation of Qualitative Data' have created important perception frameworks in this regard. Many other publications have been made in this field.

Creswell (2014), on the other hand, shares the same thoughts that qualitative and quantitative methods should not be viewed as entirely opposite poles by proposing a third method called 'mixed-methods.' The trend of a study may be more qualitative than quantitative, and vice versa. Mixed methods stand in the middle of this continuum as they contain both qualitative and quantitive elements. Creswell (2014) summarizes these dichotomies by arguing that the contrast between qualitative and quantitative research is frequently defined in terms of the use of words rather than figures, or the use of closed-ended questions rather than open-ended questions. The basic philosophical assumptions researchers bring to the study, the types of research strategies used in the research (e.g., quantitative experiments or qualitative case studies), and the specific methods used in conducting these strategies are a more comprehensive way to view the gradations of

differences between them. Furthermore, both approaches have a history, with quantitative approaches dominating modes of study in the social sciences from the late nineteenth century through the mid-twentieth century. However, interest in qualitative research grew in the latter part of the twentieth century, as did the development of mixed methodologies research.

Based on these assumptions, it can be stated that there are three primary research approaches: Quantitative, qualitative, and mixed methods. While planning a study, researchers should construct the philosophical worldview they reflect on the study, choose the appropriate research design and research method that supports this view. In this sense, Creswell (2014) claims that philosophical worldviews influence the practice of the research and suggests that these views should be identified before conducting the research. Adopting a particular worldview will help explain why qualitative, quantitative, or mixed methods approaches have been used for the research. So before planning the study, the following table could provide a piece of the overall information.

Maxwell (2012) states that quantitative and qualitative methods are not always different ways of things. Instead, they have their own strengths and logic. He illustrates "variancy theory" and "process theory" as the key differences. Quantitive researchers view the world in terms of variables, whereas qualitative researchers tend to see the world in terms of people, situations, events, and the process between them by analyzing how some situations and events influence others (Mohr, 1982 cited in Maxwell, 2013)

These research approaches also have distinctive features in terms of research design, research methods, and the philosophical worldviews that are reflected while conducting the research (Creswell J. W., 2014). Methodologies and theories are applied in research to characterize the research's positioning (Kara, Lemon, Mannay, & McPherson, 2021). The strengths of qualitative research originate basically from its view of the world, its inductive approach, its focus on descriptions rather than numbers, and its focus on people and situations. Therefore, the following section focuses to clarify why the researcher has followed qualitative methods to be able to find the right answers to the research questions (Maxwell, 2013).

3.2.1. Qualitative Methods

Qualitative research involves an interpretive, naturalistic approach to the world Creswell, 2013). Creswell (2007) outlines qualitative research, to begin with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems that explore the meaning that individuals or groups attribute to a social or human problem. When conducting qualitative research, the conclusions are derived from a knowledge of situations rather than the use of numbers. Qualitative researchers employ an interpretative approach to inquiry, collect data in a natural setting sensitive to the people under the study, use inductive analysis to find categories and themes in data. The final written report or presentation reflects the participants' voices, reflexiveness of the researcher, and a composite narrative and interpretation of the problem and serves as a call for action.

Qualitative research is conducted due to the need for a complex, detailed understanding of an issue. This detail can only be established by talking directly with people. Creswell (2007) argues in favour of that qualitative research empowers individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study. Qualitative research is conducted because it is desired to understand the contexts or settings in which participants in a study address a problem or issue. Qualitative research is also used to develop theories when partial or inadequate theories exist for certain populations, and samples or existing theories do not adequately capture the complexity of the problem that is being examined. In qualitative research data is mainly collected in natural settings where the participants experience the problem rather than bringing participants into labs or sending out instruments for individuals to complete.

A fundamental element of qualitative research is the up-close information collected by actually talking to individuals and observing them behave and act in their environment (Creswell, 2007).

Quantitative measures and statistical analyses just do not fit the topic hence qualitative research is selected. Existing measurements, for example, struggle to capture interpersonal interactions, and these measures may be insensitive to concerns such as personality differences. Furthermore, the distinctiveness of individuals in our studies is

overlooked when all individuals are leveled to a statistical mean. Qualitative methodologies simply match our study problem better. Denzin & Lincoln (2008), summarize the concept of qualitative method and its research design as follows:

> Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visibIe. These practices transform the world. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2008, p. 3).

Though all researchers bring values to a study, qualitative researchers would like to explicit those values (Creswell, 2007). Wellington (2015) defines qualitative methods as "interviews, observations, focus groups, document collection, photography and video recording."

In a qualitative study, the participants acknowledge the study's value-laden nature and actively reflect their own values and prejudices, as well as the value-laden nature of the data acquired in the field. Creswell (2007) identifies this situation as the participants "position themselves" in a study (p.18). The literature on the types of qualitative research exhibits various classifications. For Hutch (2002), there are as many types of research as there are researchers. Each qualitative study is unique in its character and evolves and also changes as it reaches to the end while the studies are implemented. Richard & Moorse (2013), suggest implementing qualitative research if the purpose of research is :

- to make sense of complex situations, multi context data, and changing and shifting phenomena, you need ways of simplifying and managing data without destroying complexity and context.

- to learn from participants in a setting or process the way they experience it, the meanings they put on it, and how they interpret what they experience
- to construct a theory or a theoretical framework that reflects reality rather than your own perspective or prior research results
- to understand phenomena deeply and in detail (Richards & Janice M., 2013).

This study aims to use a phenomenological approach as it will study several individuals who have shared the same experience and the need to explain the essence of the lived phenomenon. Phenomenology is viewed as both a description and an interpretive process in which the researcher forms a conclusion (Creswell, 2013). Phenomenologists concentrate on describing what all participants in a phenomenon have in common. Phenomenology's primary goal is to reduce individual encounters with a phenomenon to a description of its universal essence.

In the process, the researcher will reflect on essential themes that constitute the nature of this lived experience. A description of the phenomenon will be written, maintaining a strong relation to the topic of inquiry and balancing the parts of the writing to the whole.

3.3. Research Design

Within qualitative, quantitative, and mixed methodologies techniques, research designs are types of inquiry that provide precise direction for procedures in a research design.. A good design has a distinct emphasis and is based on well-defined research questions. Both the design and questions enable the researcher to focus on the most crucial topic to answer the question. A good design makes the research more manageable in terms of resources and time, and it clarifies sampling decisions and why specific methods are utilized. It is also well-connected to the theoretical foundation and is based on the study’s research perspective.

Moreover, it represents the study’s generalization goals and target audiences, and, more specifically, it enables the desired comparisons. As such, a quality research design is the key to efficient consideration, strategy, and explicit conclusions regarding the procedures required to create it. On the other hand, a good designhould be sensitive, flexible, and adaptable to field conditions, and open to new ideas either from the first steps or as the research progresses (Flick, 2007). Lastly, Hammersley & Atkinson (1995, p. 24, cited in Maxwell, 2012) propose that in a qualitative research, “research design should be a reflexive process operating through every stage of a project”.

The researcher describes the lived experiences of persons concerning a phenomenon as recounted by participants in phenomenological research, which is a design of inquiry derived from philosophy and psychology. This account concludes with the substance of the experiences of various people who have all witnessed the phenomena. This design often entails conducting interviews and has significant philosophical roots (Giorgi, 2009; Moustakas, 1994).

In line with the above criteria, this study will research the impact of online education on students's attendance to foreign language classes in Tourism and Hospitality high school in Kocaeli. A phenomenological research design is used to collect qualitative data. All participants were delivered open-ended questions via Google form, and seven participants, selected based on their attendance rates to online classes, were interviewed in live Zoom sessions. The purpose of the interviews in this study is to establish meaningful themes that will aid in the study's interpretation phase.

According to King and Mackey (2016), layered and multiple viewpoints are needed to answer questions more effectively in second language studies. Hence, the study will seek in-depth explanations, elaboration, and clarification of the findings (King & Mackey, 2016). When authors create a phenomenology, they describe how participants in the study perceive their experiences differently (Moustakas,1994 cited in Creswell 2007). A phenomenological research design will focus on understanding the essence of the reasons for low attendance to online classes during the emergent education period of the participants by studying the lived and shared experiences of the same phenomenon. Based on the findings to be obtained from the data analysis, suggestions will be shared on how to increase attendance in online EFL classes.

3.4. The Participants

The participants of this qualitative study are students at Akçakoca Vocational and Technical Highschool in Kocaeli, Turkey. A purposive sample of 24 male and 10 female students were involved in the study voluntarily. The average age was 17 years. The majority studied English as a foreign language for about eight years. All students were asked to respond to open-ended questions sent via Google forms. Seven students, based on their attendance rates to online classes, were interviewed in live Zoom sessions. The

narratives in the open-ended questions and interviews were analyzed using the content analysis method. Content analysis is utilized to establish reproducible and reliable judgments by evaluating and coding textual material. By systematically evaluating texts (e.g., documents, oral communication, and graphics), qualitative data is converted into quantitative data. The method I plan to use will provide the data I need to answer the research questions.

3.5. Data Collection

First, the necessary permissions were taken from the Ethics Committee and the Provincial Directorate of National Education to implement open-ended question forms and interviews. Since the participants were under 18, parental consent was obtained. Open-ended questions were delivered via Google forms, and interviews were done through live Zoom sessions to get the opinions of the students regarding their low attendance in online foreign language classes. Students who participated in the research voluntarily were informed about the study before the application.

The following ***open-ended questions*** were asked to all students in their native language.

1. What is your general opinion about your online foreign language lessons? Indicate the positive and negative aspects.
2. What do you think is the reason for the less attendance in online foreign language classes?
3. In your opinion, how should live lessons be designed, and what activities should be done during the lesson to increase the interest in an online foreign language class?

As a second step, based on the above requirement to collect data for this phenomenological research, ***interviews*** were conducted with seven students selected according to their attendance rates to online lessons during ten weeks. The interview question for the students, who attended online lectures at least 80% to 50%, is “How do you evaluate the ten weeks of online foreign language lessons? For the students whose attendance was around 30%, the question was, “How would your participation increase

if the content and design of online foreign language lessons were different?". Finally, the students who have never attended online classes were asked, "What are the main reasons for not attending online foreign language classes?".

3.6. Procedures

During the ten weeks of the research, various activities were carried out to enable students to attend online foreign language classes. The purpose of each activity was to increase students' interest in the lesson. All of the activities are listed below in chronological order.

3.6.1. Creation and Operation Of Whatsapp Group

Online education started on 26 November 2020. One day before this date, apart from the general WhatsApp group of the school, a special WhatsApp group for English lessons was created under the name 11B F&B. The main purpose of creating this whatsapp group is to provide a special communication and information exchange between the students and the teacher of the course. In this way, besides establishing a faster communication with the students, the students also established a more comfortable and interactive communication with their teachers due to the fact that there is only one teacher in the group. The main activities in the Whatsapp group are:



Figure 1.Whatsapp group profile picture

_The pdf format of the course book was sent to the students through this group. Thus, it was ensured that all students have the online format of the textbook.

_ Zoom links of the courses are shared in this group.

- Summary materials about the lessons were shared with the group
- The attendance records of the students were shared with the group from time to time and the students were informed.
- During the Zoom lessons, the reasons for not being able to attend the class were learned through this group.
- Before the lesson, "who attends the lesson", "I don't want to meet with your parents" etc. warnings were made by the teacher. Warnings were made in both Turkish and English.
- In addition, an exchange of ideas was made in the group about the hours of the lessons and in line with the students' opinions, the lessons were taken to the evening hours.
- All students were informed that a Google Classroom would be created through the WhatsApp group, and it was informed that each student should have a gmail account for this.
- To attract the attention of the students in the group, the teacher shared avatars with humorous content. In these avatars, the teacher tried to make the students feel special with expressions such as "good morning" and "good night" by using his own icon.
- A survey link about distance education opportunities was shared with the students in the Whatsapp group, and students were encouraged to complete the surveys to answer.
- WhatsApp group has been used effectively in teacher-student interaction in the distance education process.



Figure 2. Examples of emojis used in WhatsApp group

3.6.2. Google Classroom App

Google Classroom was created on November 28, and students were included in this platform. The primary purpose of creating this class; to be able to share long video images with students, to send students participation links outside of the WhatsApp group, to integrate web-2 applications with the Google classroom platform, and to enable students to access course-related materials outside of the classroom, as well as to create and deliver homework online.. The main activities in the Google Classroom environment can be listed as follows:

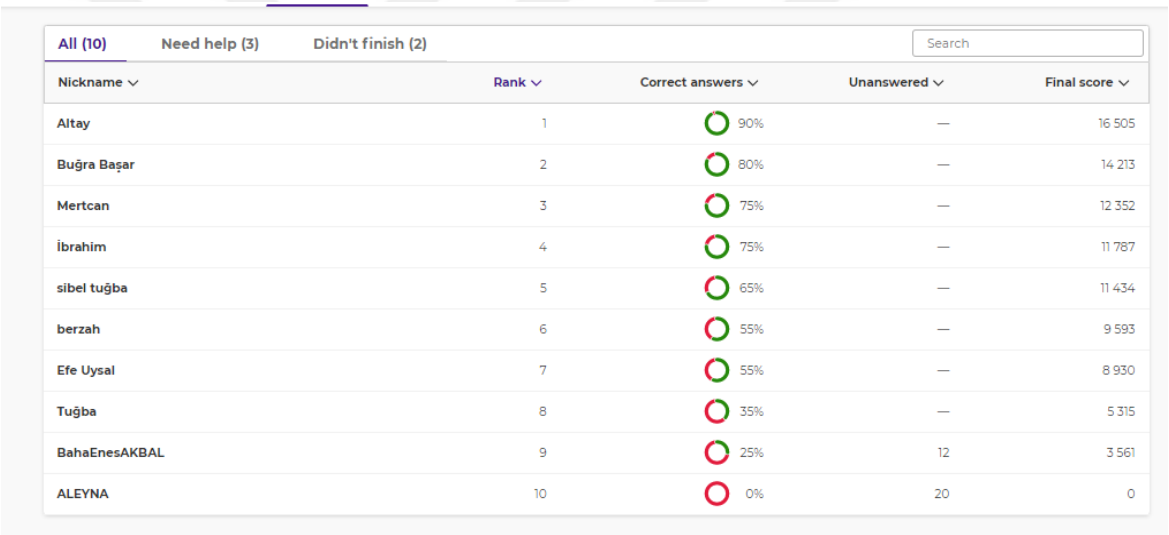
- On November 30, 2020, the first video material selected for English learning was shared on Youtube.
- During the process, videos about the lessons were shared via Google Classroom.
- Links to web-2.0 tools used in online lessons are shared via Google Classroom.
- Exams for the course created via Google Forms were made online, and the results were seen by the teacher simultaneously. In this way, the performance of the students could also be observed.

3.6.3. Web 2.0 Tools Used in Online Education

Kahoot, Menti, and Padlet applications from Web 2.0 tools were used in order to increase students' English by attracting their attention and participation in the lesson**.**

3.6.3.1. Kahoot! App

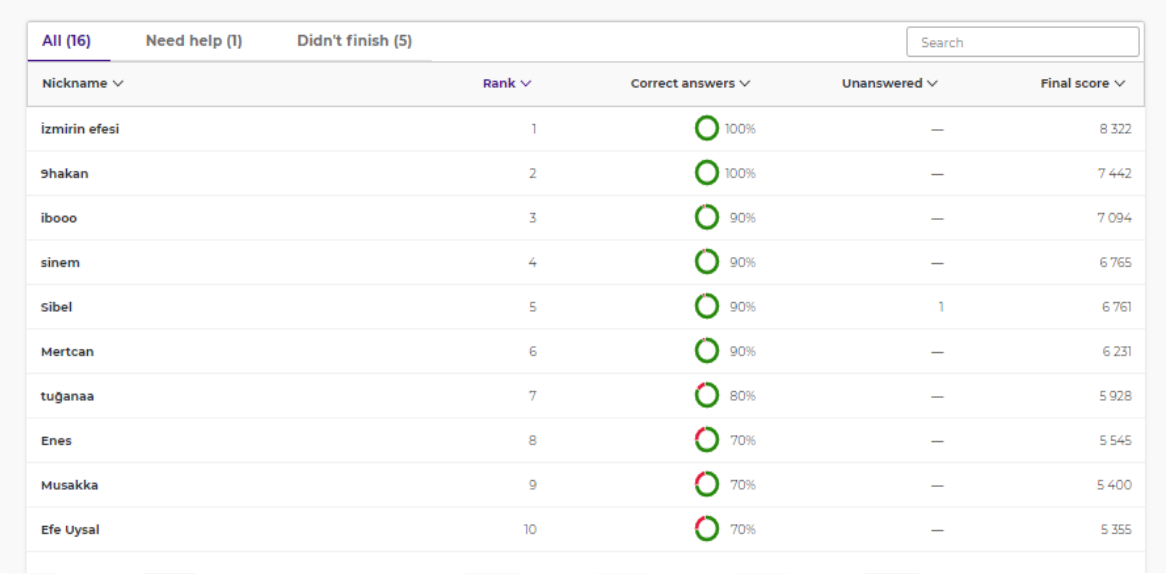
In order to make English lessons more fun, the first game was played on December 2, 2020, with the participation of 10 people within the scope of the Kahoot application. The application attracted the attention of the students and as the participation in the application increased day by day, the correct answer rates of the students increased, and the rate of those who needed help decreased. The visuals of the students' first and last Kahoot application performances are given below.



All (10) | Need help (3) | Didn't finish (2) | Search

Nickname	Rank	Correct answers	Unanswered	Final score
Altay	1	90%	—	16 505
Buğra Başar	2	80%	—	14 213
Mertcan	3	75%	—	12 352
İbrahim	4	75%	—	11 787
sibel tuğba	5	65%	—	11 434
berzah	6	55%	—	9 593
Efe Uysal	7	55%	—	8 930
Tuğba	8	35%	—	5 315
BahaEnesAKBAL	9	25%	12	3 561
ALEYNA	10	0%	20	0

Figure 3. Level of participation in the Kahoot app (1)



All (16) Need help (1) Didn't finish (5) Search

Nickname	Rank	Correct answers	Unanswered	Final score
İzmirin efesi	1	100%	—	8 322
9hakan	2	100%	—	7 442
ibooo	3	90%	—	7 094
sinem	4	90%	—	6 765
Sibel	5	90%	1	6 761
Mertcan	6	90%	—	6 231
tuğanaa	7	80%	—	5 928
Enes	8	70%	—	5 545
Musakka	9	70%	—	5 400
Efe Uysal	10	70%	—	5 355

Figure 4. Level of participation in the Kahoot app (2)

As can be seen, the number of students, which was 10 in the first game, increased to 16 in the last game. The increase in students' performance can be seen in figure 4.

3.6.3.2. Mentimeter App

The first application within the scope of the Menti application was carried out on 8 December 2020 in order to increase the interest in English lessons and to warm them up to the lesson and increase the vocabulary. Examples of the sharings are given below.

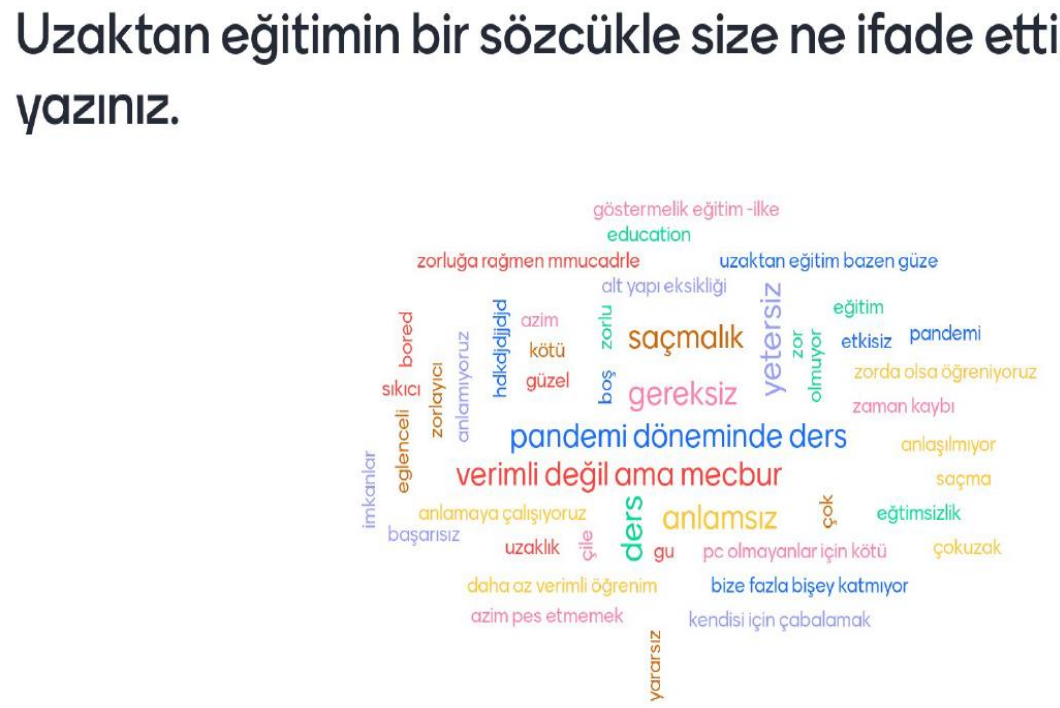


Figure 5.Mentimeter app image (1)



Figure 6. Mentimeter app image (2)

3.6.3.3. Padlet App

Padlet, an interactive board application, was created to enable students to interact in English classes, and the first application was implemented on 10 December 2020. The assignments given to the students were requested to be placed on the board via the Padlet link given via Google classroom and Whatsapp group. Students' participation in this application has been at a high level. Within the scope of the Padlet application, students were asked to fill in the columns created every week, ensuring continuity in attendance, and student participation was instantly observed by the teacher. An image of the application is given below.

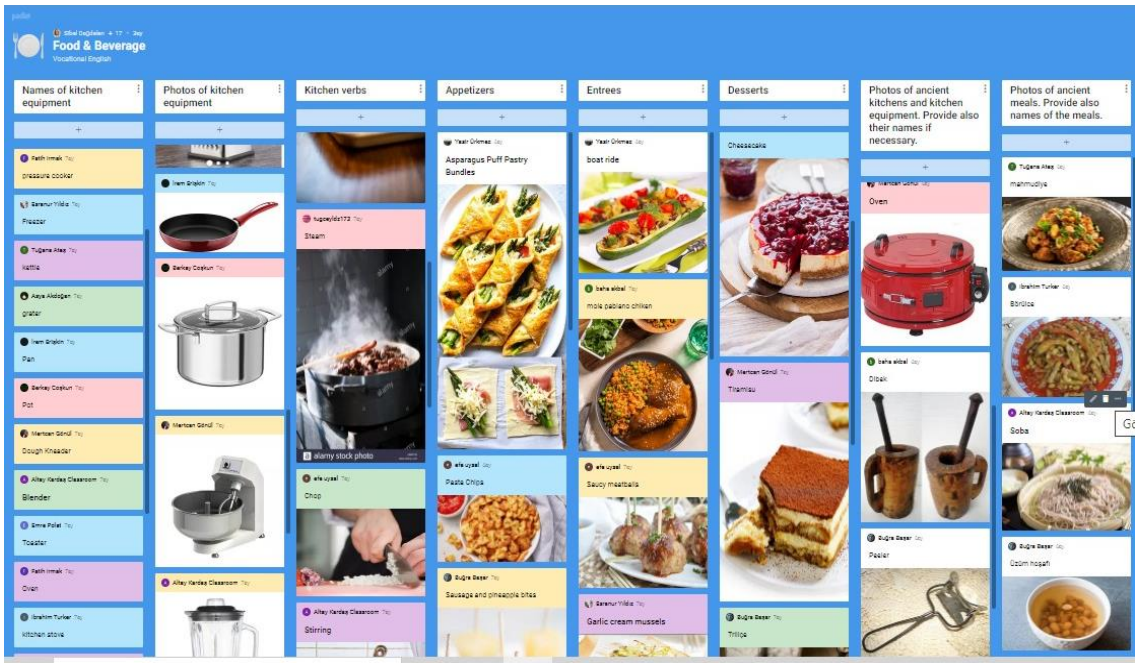


Figure 7. Padlet app image

3.7. Data Analysis

In the study, percentage and frequency distributions analyzes were used to evaluate students' readiness levels. Content analysis was used to analyze the semi-structured questions directed to the students.

With content analysis, data is defined and facts that may be hidden in the data are tried to be revealed. Content analysis results are presented in a descriptive way and direct quotations are frequently included. In addition, the findings obtained within the scope of

emerging themes and categories are explained and interpreted (Yıldırım ve Şimşek, 2013: 81).

The answers given by the students to each research question in the study were written one below the other. Thus, the answers of the students were compared and the similarities and differences were examined, and the themes were formed with the expressions that the students emphasized most frequently.

In the research, the names of the students were not used; they were used by bringing a number next to each student's name and coding as Student 1, (S1), and as S2, S3…..S25.

In order to ensure the validity and reliability of the research, the accuracy of the student's statements was ensured by reading and responding to the answers they gave many times, long-term data were collected, the statements of the students were included extensively with comprehensive descriptions, in-depth data were collected, different expressions and interpretations were included, qualitative data analysis and the results were reviewed by the thesis advisor and feedback was received. In addition, online interviews with students were recorded and stored in the computer environment.

The online interviews after the application with the students were analyzed descriptively, and the opinions of the students who attended online foreign language lessons at different levels were presented.

CHAPTER 4: FINDINGS

The following section begins with findings on how students were prepared for online instruction. In this regard, a simple questionare of five questions were asked to gather general information regarding students' attendance rates to online lessons,whether they have a seperate room, any internet connection problems,and whether they have computers laptops, or smartphones to access the lessons.

4.1. Technical Readiness Levels of Students for Online Education

The findings regarding the technical readiness levels of the students participating in the study for online foreign language education are presented below.

The students were first asked the question, "Do you attend online foreign language courses?" The responses received are given in Figure 8.

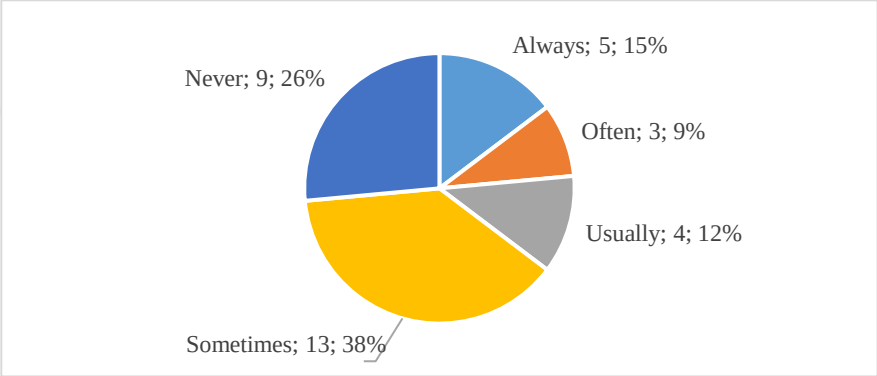


Figure 8. Students' attendance rates to online foreign language courses

Looking at the data in Figure 8; 5 of the students have always attended online foreign language classes, 3 of them often, 4 of them usually, 13 of them sometimes, and 9 of them never attended online foreign language classes so far.

Secondly, the question “Do you have a separate room where you can follow online courses?” was asked. The responses received are given in Figure 9.

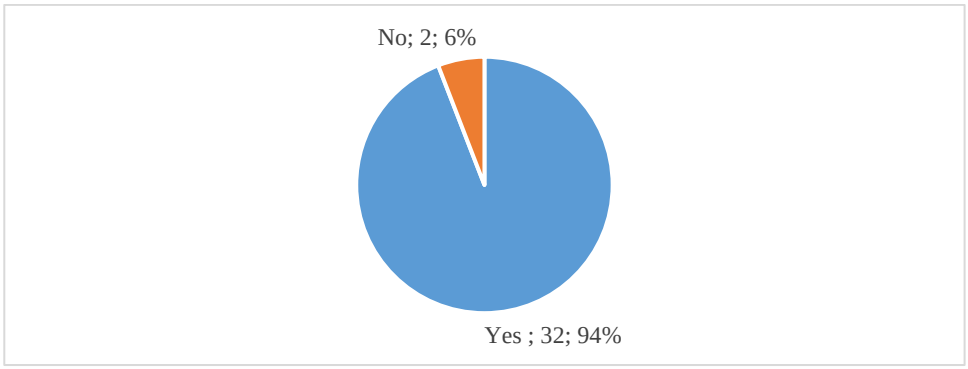


Figure 9. Whether students have rooms where they can follow online lessons

According to the data in Figure 9, while 32 of the students have a seperate room where they can follow online lessons, 2 of them do not have a room where they can follow online classes.

Students who took part in the study were also asked, "Do you have any problems with internet access?" The responses received are given in Figure 10.

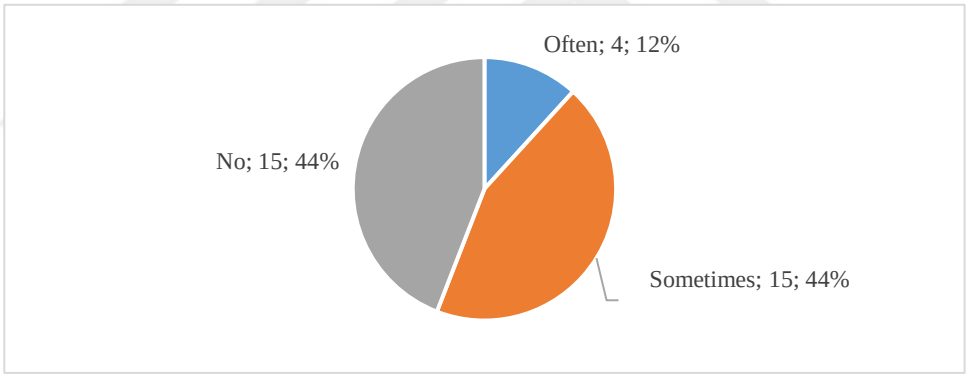


Figure 10. Situations of students having problems with internet access

Looking at the data in Figure 10, 15 of the students do not have problems with internet access, 15 of them sometimes, and 4 of them often have problems with internet access.

The students who took part in the study were asked, "Do you have a computer or a tablet?" The responses received are given in Figure 11.

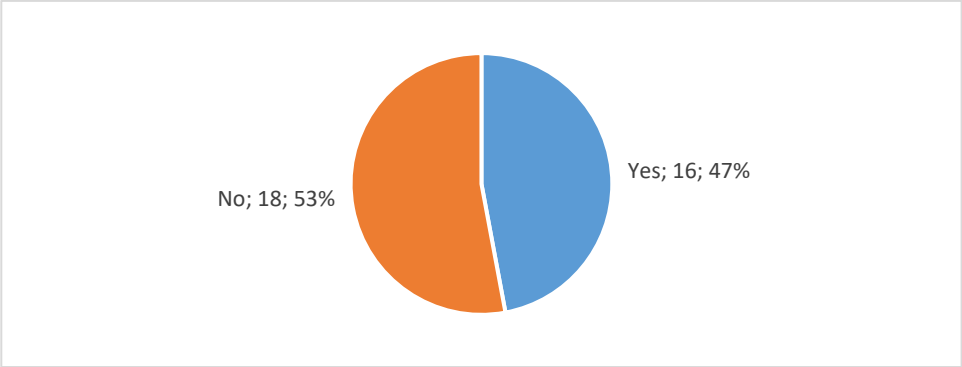


Figure 11. Presence of students having computers or tablets

Looking at the data in Figure 11, 16 of the students have a computer or tablet, while 18 of them do not.

"Do you have a smartphone?" was asked to the students as the final question. The responses received are given in Figure 12.

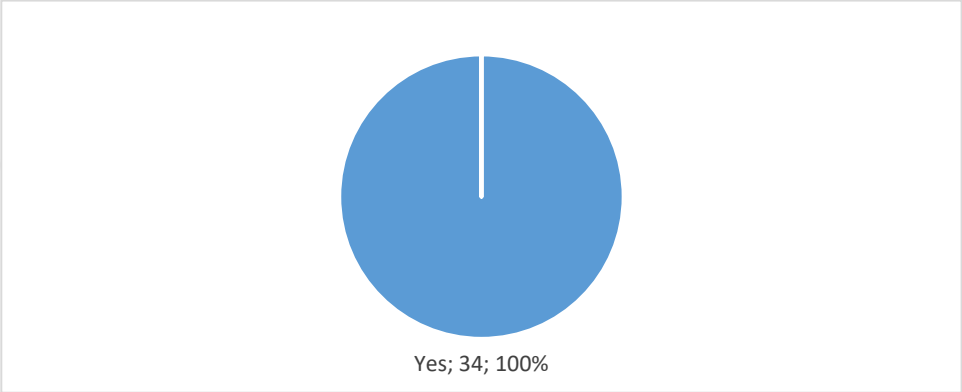


Figure 12. Availability of students' smartphones

As observed in Figure 12, all of the students participating in the research have a smartphone.

4.2. Findings of Content Analysis

During the content analysis, 34 students were asked open-ended questions. 27 different answers were received from 25 students for the first question “What is your general opinion about your online foreign language courses? Indicate the positive and negative aspects”. The positive and negative opinions of the students regarding this question are presented in Tables 4 and 5.

Table 4. Positive aspects of online foreign language lessons

Theme	Participants	Frequency
Being sufficient and fun	S2,S7,S11,S15, S19,S20, S25	7
Usefulness of activities	S3, S5, S7, S12, S14	5
High effort of teachers	S6,S9,S10,S16	4
Instructional/educational	S13, S19, S21, S23	4
Efficient	S4,S11,S17, S24	4
Comprehensible	S1, S8, S18	3

According to the data in Table 4, regarding the positive aspects of online foreign language courses; six different themes emerged: being sufficient and fun, the usefulness of activities, high effort of teachers, being instructional /educational, being efficient and comprehensible.

About the online foreign language lessons, 7 students reported that it was “pleasant and fun”. The students' views on this theme are as follows:

S2: *It has all kinds of advantages that are more enjoyable than other courses.*

S7*: It's a nice app; the lessons are pretty fun*

S11: *Although distance education is difficult, the English lesson is fun and productive*

S15: *Classes are pretty fun.*

S19*: Classes are going pretty well.*

S20: *Classes are good and fun, attracting everyone's attention*.

S25**:** *I attend classes once in a while, but I think it's fun and good.*

5 students stated that the activities in online foreign language lessons were beneficial. The students' views on this theme are as follows:

S3: *When we do certain activities during the lesson, we can better reinforce what the sentences in our topic are.*

S5: *In face-to-face lessons, activities and applications in online lessons cannot be done, so I find online lessons more useful.*

S7: *I think it is quite useful*

S12: *When we do activities, it becomes more memorable.*

S14: *I think it is necessary and useful.*

4 students stated that teachers made high efforts in online foreign language lessons. The students' views on this theme are as follows:

S6: *I think online foreign courses have not been able to get on the track due to the negative conditions recently, teachers are doing their best, but personally, my enthusiasm for distance education and English lessons has been lost because, although they try their best, no contact can be established as it is in face to face, maybe that discipline is over, that's why there is disconnection. And I think this process is...*

S9**:** *It is difficult for us to understand because it is online education, but the better the teachers' approach to their students, the better it goes*.

S10: *Our teacher thinks a lot about us, the lecture is very good.*

S16: *It is a positive attitude that our teachers are still teaching us in these difficult times.*

4 students stated that online foreign language courses are instructive/educative. The students' views on this theme are as follows:

S13: *On the positive side, we do not fall behind the foreign language course. On the negative side, it is not as efficient as face-to-face education.*

S19*: Educational, but not as much as face-to-face education. Nice but I don't quite understand.*

S21: *I think it's very positive and productive*.

S23: *I think I learned something, albeit from afar.*

4 students stated that online foreign language lessons were productive. The students' views on this theme are as follows:

S4: *I find it efficient*

S11*: Although distance education is difficult, the English lesson is fun and productive.*

S17: *I think it's been pretty effective.*

S24: *Our lessons are good and productive*.

3 students stated that online foreign language lessons are comprehensible. The students' views on this theme are as follows:

S1: *Although it is distance education, I can understand very well.*

S8: *Positive aspects: some subjects are understandable. Negative aspects: subjects that need to be taught face to face are not understood.*

S18: *It is useful for language development*.

Students attending online English classes stated that the interactive activities specific to the subjects directed them to the lesson so that the lessons were fun and enjoyable. In addition, it is understood from the responses received that the teachers make great efforts to ensure the participation of the students in the lessons. For students, English lessons supported by interactive activities are educational and productive. Thanks to the interactive activities, students can understand English course topics more easily and increase their interest in the course. It is predicted that this situation will reflect positively on student achievement.

Table 5. Negative aspects of online foreign language lessons

Theme	Participants	Frequency
Difficulty in understanding the subjects	S8, S9, S19	3
Lack of interaction	S6, S8, S15	3
Lack of discipline	S6,S25	2
Internet shortage	S2,S3	2
Ineffeciency	S13, S22	2

More than half of the students did not express a negative opinion about online foreign language lessons. From the answers of the students who expressed negative opinions, 5 different themes emerged as being difficult to understand the subjects, lack of interaction, lack of discipline, internet shortage, and inefficiency.

3 students stated that it is difficult to understand the subjects in online foreign language lessons. Students' views on this theme are as follows:

S6*: Online foreign lessons have not been able to get on the track due to the negative conditions lately, I think the teachers are doing their best, but personally, my enthusiasm for English lessons with distance education has disappeared, because even though they do their best, no contact can be established as it is live, maybe that discipline is over, so this disconnection, and I think this process...*

S8: *One of the negative aspects is that the subjects that need to be handled face to face are not understood*.

S9: *It is difficult for us to understand because it is online education, but the better the approach of the teachers to their students, the better.*

S19:*Educational, but not as much as face-to-face education. nice but I don't understand*

3 students stated that non-interaction creates a negative effect in online foreign language lessons. The students' views on this theme are as follows:

S8: *Some of the positive aspects are that some subjects are understandable in online lessons, but the negative aspects are that some subjects need to be taught face to face are not understood.*

S15: *It would be more beneficial if it was face to face. Still, the lessons are fun*.

2 students stated that there is a lack of discipline in online foreign language lessons. The students' views on this theme are as follows:

S25**:** *I attend a class once in a while, but I think it's fun and good*.

S6: *Online foreign lessons have not been able to get on the track due to the negative conditions lately, I think the teachers are doing their best, but personally, my enthusiasm for distance education and English lessons has disappeared because, although they do their best, a live contact cannot be established, maybe he discipline is over so this disconnection, and I think this process...*

2 students stated that the problem of internet in online foreign language lessons is a negative factor. The students' views on this theme are as follows:

S3: *When we do certain activities during the lesson, we can better reinforce what the sentences in our topic are, but unfortunately, students with internet problems cannot benefit from them.*

S2: *It has all kinds of advantages that are more enjoyable than other courses. The cons are that every live lesson has the same problems somehow*.

2 students stated that online foreign language lessons were inefficient. The students' views on this theme are as follows:

S13*: From a positive point of view, we do not fall behind in foreign language lessons. The downside is that it is not as efficient as face-to-face training.*

S22**:** *Doesn't help me much .*

The most crucial disadvantage for students who attend online English classes is that the subjects are not understandable. However, besides the interactive activities

necessary for the topics to be understandable, the teachers have made serious efforts. Students reporting these negative aspects constitute the minority among the total participants. The internet challenges encountered in this respect, as well as the students' undisciplined attitudes and the impossibility to fully deliver one-to-one engagement as in face-to-face education, are thought to have an impact. All of these factors contribute to the inability to attain the necessary efficiency from online English classes.

The next question was seeking the answer for less attendance to the online classes. So, the question was, "What do you think is the reason for the less attendance to online foreign language courses? The themes obtained from the students' opinions regarding this question are presented in Table 6.

Table 6. Reasons for less attendance to online foreign language classes

Theme	Participants	Frequency
Comfort and indiscipline in the home environment	S6, S8, S10, S11, S12, S13, S14, S15, S16, S17, S21, S22, S23, S25	14
Class hours	S7, S9, S18, S19, S24	5
Sleeping disorders	S2, S9, S15, S20	4
Internet problem	S3, S4, S5	3
No attendance requirement	S5, S12	2

Regarding the reasons for the less attendance to online foreign language courses, five different themes emerged: comfort and indiscipline in the home environment, class hours, sleeping disorders, internet problem, and no attendance requirement.

14 students stated that the comfort and lack of discipline in the home environment was the reason for the less attendance to online foreign language classes. The students' views on this theme are as follows:

S6: *I think the reason why the interest in online classes is low is the end of the understanding that the students' education is only at school for years, there is an extra comfort that comes from being at home, education is perhaps the last thing that comes to mind for students who have this relaxed mind...*

S8: *Everyone is in vacation mode at home*

S10: *In my opinion, the participation of the live lessons is low in general, the reason for this is that we do not care much, the comfort in the home environment, I thing I will do better when the schools starts*.

S11: *I think because there is no serious environment like school at home*

S12: *In addition to the comfort of the home environment, the fact that no attendance is taken causes a disregard for the students.*

S13: *When you are remote, it seems that attending the classes is not compulsory, which makes it easier to behave undisciplined.*

S14: *I think it may be because they did not attend the classes at the beginning, they were insufficient in the next classes and they did not want to participate because they did not have an idea about the lesson.*

S15 *: Going into vacation mode. We don't have a sleeping pattern. our lethargy*

S16*: Students got used to the comfort as they are so used to the holiday mode*

S17: *Idleness and other responsibilities at home*

S21: *There may be a lack of interest in classes.*

S22: *Everyone ignored school*

S23: *I think that not only the foreign language classes but also the general participation is low. It is a difficult process for both us and our teachers, and if we take it too seriously, participation will increase.*

S25: *I forget because I'm at home, I can't pay attention to the class hours*

5 students stated that class hours were the reason for the low participation in online foreign language classes. The students' views on this theme are as follows:

S7: *Class hours are usually in the morning, which reduces the participation of students in the lessons*.

S9: *Participation is lower in the morning because of the sleep disorders, and sometimes it is dinner time in the evening, so participation may be low*.

S18: *Class hours do not suit students*

S19: *Class hours*

S24: *Attendance is low as it is morning*

4 students stated that sleeping disorders were the reason for the low participation in online foreign language classes. The students' views on this theme are as follows:

S2: *I think that sleep disorder is the most important factor.*

S9: *Participation is lower in the morning because of the sleep disorders, and sometimes it is dinner time in the evening, so participation may be low.*

S15: *Going into vacation mode. We don't have a sleeping pattern. our lethargy*

S20: *My sleeing disorders.*

3 students stated that the internet problem was the reason for the low participation in online foreign language classes. The students' views on this theme are as follows:

S3*: Unfortunately, it is not possible to participate continuously due to internet problems.*

S4: *Internet connection problem*

S5: *Sometimes Internet problems but mostly due to no attendance requirement.*

2 students stated that no attendance requirement was the reason for the low participation in online foreign language classes. The students' views on this theme are as follows:

S5: *Sometimes Internet problems but mostly due to not taking attendance*

S12: *In addition to the comfort of the home environment, the fact that no attendance is usually taken causes a disregard for the students.*

When the answers from the students are examined, it is seen that the most important reason for the less attendance to online foreign language lessons is the comfort and lack of discipline in the home environment. Due to the pandemic, students were forced to transition to online schooling, and they were forced to learn in ways they had never experienced before. This situation has dragged the students into vacation mode, as they only stayed at home during vacation times. The fact that the lessons are not compulsory as they are like on vacation has caused sleeping disorders to go to bed and wake up when they want, which has reduced participation in online classes. The fact that the instruction hours are frequently in the morning hours, on the other hand, means that the pupils are sleeping during these hours. Teachers who do not take attendance and internet problems that arise from time to time have been identified as explanations for the students' low level of participation in class.

Finally, the students were questioned about their opinions on how the online lessons should be designed to increase interest. In this regard, “How do you think online lessons should be taught and what kind of activities should be applied during the lesson to increase the interest in an online foreign language lesson? was asked to the students participating in the research. The themes obtained from the students' opinions regarding this question are presented in Table 7.

Table 7. Activities to increase interest in online foreign language lessons

Theme	Participants	Frequency
Lessons should be taught through gamification	S2, S5, S6, S11, S15, S18, S19, S20, S21, S22, S23	11
Course-related videos and interactive applications should be used in lessons	S10, S12, S14, S15, S17, S20, S25	7
Lessons should be made fun	S1, S3,S7,S8, S13, S19, S24	7
Lessons should be taught by chatting	S6, S9, S11, S21, S23	5
Course duration should be extended	S5, S22	2

According to the answers received from the students in order to increase the interest in online foreign language lessons;

Five different themes emerged: Lessons should be taught through gamification, course-related videos and interactive applications should be used in lessons, lessons should be made fun, lessons should be taught by chatting, and the course duration should be extended.

11 students stated that in order to increase the interest in online foreign language lessons, the lessons should be gamified: The answers received from the students are as follows:

S2: *Lesson-related games should be given more space*

S5: *English is a rote-based course. Therefore, the lesson hours should be longer, and the activities can be done by playing some Internet programs.*

S6: *Word games that will attract students' attention, conversation about the lesson*

S11: *As we are watching now, both the game, the chat and the lesson*

S15*: It can be processed interactively. Word games can be played. It can be in the form of a question and answer.*

S18: *Games*

S19: *Occasional Kahoots can be made. Kahoot is both educational and fun; I think it should be continued.*

S20**:** *The games related to the subject can be played online and are the most efficient.*

S21: *We are already playing games in the lessons, we are chatting, it is very productive and enjoyable.*

S22*: First of all, the duration of the lesson should be extended, from time to time games, surprise questions and so on about our topic*.

S23**:** *There can be games and good conversations about language education that will attract our attention; I think we will make good decisions with our teacher and talk about them in advance and participate in the lesson*.

7 students stated that course-related videos and interactive applications should be included in lessons in order to increase the interest in online foreign language lessons. The answers received from the students are as follows:

S10: *Subtitled movie suggestions can be of interest to the lesson.*

S12**:** *Important words can be repeated in Kahood after class*

S14: *Interactive applications outside the classroom, as our teacher did, increase the interest in the lesson.*

S15: *It can be processed interactively. Word games can be played. It can be in the form of a question and answer*

S17**:** *I think that making more use of interactive applications will increase the interest.*

S20**:** *I think that making more use of interactive applications will increase the interest.*

S25: *I think that subtitled movie suggestions and interactive applications about the course are effective in attracting attention to the course.*

7 students stated that the lessons should be made fun in order to increase the interest in online foreign language lessons: The answers received from the students are as follows::

S1: *Lessons can be taught in a more fun way*.

S3**:** *The interactive activities of our teacher Sibel are very useful, fun and efficient lessons are taught, I think there is no problem*.

S7: *Lessons could be more fun*

S8*: Fun activities should be done*

S13*: Handling lessons in a fun way*

S19: *Occasionally, Kahoots can be made. Kahoot is both educational and fun; I think it should be continued.*

S24**:** *Interest may increase if lessons are made more fun.*

5 students stated that the lessons should be taught by chat in order to increase the interest in online foreign language lessons: The answers received from the students are as follows:

S6: *It can be interesting if more one-on-one conversations are created with students in the lessons.*

S9: *Chatting with students, in the form of questions and answers, talking to each other*

S11: *As we are watching now, both the game, the chat, and the lesson*

S21: *We are already playing games in the lessons, we are chatting, it is very productive and enjoyable*.

S23**:**. *There can be games and good conversations about language education that will attract our attention, I think we will make good decisions with our teacher and talk about them in advance and participate in the lesson.*

2 students stated that the duration of the lesson should be extended in order to increase the interest in online foreign language lessons: The answers received from the students are as follows:

S5: *A lesson based on rote learning in English, the lesson hours should be longer, and the activities can be done by playing from some Internet programs.*

S22: *First of all, the duration of the lesson should be extended, from time to time games, surprise questions, etc., related to our topic*.

Within the framework of the answers received from the students and the themes that emerged, it came to the fore that the courses should be gamified, interactive applications should be included, and made fun in order to increase the interest in online foreign language courses. Attracting students' attention in online learning is not the same as in face-to-face education; it requires different applications. Before online education, children in the high school age group were known to utilize computers and phones for games and social media. It has been revealed that in order to benefit from these habits of the students in attracting attention to the lessons, it is necessary to gamify the lessons, make them fun, focus on interactive applications, as well as chat with the students.

4.3. Findings of Descriptive Analysis

During the descriptive analysis of this study, 7 students who attended online classes at different rates for 10 weeks were asked additional questions.

2 of the students who attended the online classes, around 80%, were asked, " How do you evaluate the 10 weeks of online foreign language lessons?". The following findings were obtained from the answers received from the interview.

The first student rated the 10-week online foreign language education as productive and enjoyable in general. She stated that being in a home environment, taking lessons from time to time at the computer and playing games from time to time were effective in finding it fun. She stated that she had to spend time at home due to the restriction of going out during the pandemic period and that she had a good time and fun in foreign language lessons. Stating that he progressed academically in these 10 weeks, the student said she would have fallen behind academically without distance education. She stated that in addition to the interactive applications being effective in participation in the lessons, the participation of international students in the lesson aroused interest in her. She had the chance to talk to foreigners for the first time with this class activity.

In addition to all these, she stated that creating a class and course-specific foreign language WhatsApp group is very effective in active participation in the lesson.

The other students who participated in the online foreign language lessons, around 80% evaluated the 10-week online foreign language education as follows::

The student, who evaluated the lessons as entertaining and instructive in general, stated that the interactive class activities made the lesson fun. He said that he watched all the videos uploaded by the teacher in the Google classroom and that the change of course hours was effective in his participation in the lessons. Stating that the WhatsApp group created by the teacher and the class and calling their families are influential in participation, the student emphasized that calling and texting students one by one in order to increase participation in online foreign language lessons can be effective. Still, the absence of the obligation to attend the class negatively affects student participation.

He stated that he regretted not being able to attend the event organized with foreign students and that he missed this opportunity because his phone did not give a warning even though it was registered to the calendar application on his phone. Furthermore, in the Whatsapp application, he stated that he missed the message from the group that day because there were too many messages.

Two students who attended the online foreign language classes at 50% responded positively to the interview request. Again the question “How do you evaluate the 10 weeks of online foreign language lessons?” was asked. The following findings were obtained from the answers received as a result of the interview.

The student stated that he mainly tried to attend English lessons during the 10-week distance education period and that his participation in other classes was lower. The most important factor was that he was on holiday at home, and his sleep schedule was disrupted. He stated that the teacher's creation of a separate WhatsApp group was influential in participation and that he abstained from asking questions in WhatsApp groups where all teachers were present. He stated that being at home generally creates indiscipline and leads to laziness, and being at home drags him into vacation mode.

He mentioned that the teacher drew his attention to the screen sharing in English classes in particular. The fact that she gave the students the right to speak affected their participation.

Stating that he sometimes watches the videos in the Google classroom and does not participate in the game applications, the student drew attention to the necessity of

taking attendance in order to ensure participation in online foreign language lessons. He also stated that his family made an effort to attend online classes and that classes in the afternoon would increase his participation in classes.

The other student, who participated in online foreign language lessons by 50%, evaluated the 10-week process as fun and useful, but stated that she could not fully participate in the lessons due to internet problems and sleeping disorders. She stated that the interactive applications of the teacher made the lesson fun, and he was excitedly waited for the lesson to start. She noted that the Kahoot application is remarkable and ambitious, while the padlet application provides permanence. She stated that the high number of student participation in the lessons made the lessons more fun, the separate WhatsApp application was effective in participation in the lessons, and the other WhatsApp groups were silent. Stating that she watched all the videos in the Google classroom, the student said that interactive games could not be played in face-to-face education therefore distance education is more effective. She was prejudiced against online education, but the activities and screenshots in foreign language classes completely broke this prejudice. She attributed the main reason for the less attendance to online classes to the fact that students are at home and in vacation mode.

Two of the students who participated in online classes, around 30%, were asked the question, “How would your participation increase if the content and design of online foreign language lessons were different?” was asked. The following findings were obtained from the answers received from the interview.

The first student, who participated in the 10-week online learning process, stated that he found the distance education system very strange and therefore did not want to participate. He stated that the lack of discipline at home, the absence of a teacher physically negatively affect the participation in the lessons, the teacher in the classroom directs the students to the lesson in face-to-face education, and the students like this kind of whipping. He stated that he has a fear of teachers in face-to-face education, that he does not feel like distance education is a lesson; he feels as if he is watching a video on the internet. He stated that he thought himself in holiday mode and thought he did not want to spend a holiday by attending lessons. Besides the lack of discipline in face-to-face education, the indifference of the families' attitudes was effective in his participation.

He stated that the interactive applications in the foreign language classes he attended attracted his attention, but besides the absence of attendance obligation, the fact that the interaction in face-to-face education could not be fully ensured, the compulsory staying at home disrupted their psychology, and the adverse effects of not being able to socialize were reflected in the participation in the lesson. He stated that the obligation to open the camera in online classes would increase interaction and participation.

The other student who attended around 30% of the 10-week online foreign language classes stated that the main reason for not attending the classes was that it felt like a holiday. The student, who spent this period working, did not attend any classes other than foreign language classes. He indicated that he did not feel obligated to attend the online classes because he had an internet shortage, no obligation to continue, and no attendance requirement.

One of the students who did not attend the online classes was asked the question, "What are the main reasons for not attending online foreign language classes?" The following findings were obtained from the answers received from the interview.

The student who never attended 10-week online foreign language classes stated that students in the high school age group had low interest in school and did not attend classes because attendance was not compulsory. He noted that the freedom and lack of discipline in the home environment were effective in attending the lessons and that he still did not attend the classes despite the pressure of his family. He stated that he did not see distance education as a school, he preferred face-to-face education, and he yearned for school.

According to the opinions of students who participated in online foreign language classes at different levels, it was observed that the students could not fully adapt to the online education process, which started unexpectedly and unprepared. They felt this period was a temporary holiday because the time they stayed at home outside of school was a holiday. It has been determined that interactive applications and the teacher's efforts are pretty effective in the participation of the students in the lesson. Still, the comfort and indiscipline brought by the home environment negatively affect the participation in the class. It can be said that parents generally support students'

participation in online education, but they do not know how to act on their children's participation in classes in this process where they are caught unprepared. It can be stated that it is a necessary practice for students to be obliged to attend classes and to take attendance for their active participation in the online education process.

Moreover, students' technological opportunities at home are one of the most crucial indicators of how effective the remote learning process, which evolved as a result of the Covid-19 outbreak, may be for students. Students who do not have access to technology resources at home, such as computers, the internet, or cellphones, are clearly at a disadvantage in this process. The impact of distance education will be limited no matter how qualified the information is if all students do not have the opportunity to access it. As a result, it is critical to diversify the communication technologies used in distant learning and ensure that students from diverse backgrounds have access to the content.

CHAPTER 5: CONCLUSION

5.1. The Summary of the Research

In this study, the impact of online education on students' attendance process in foreign language classes in a Tourism and Hotel Management High School was examined with the voluntary participation of 34 students.

In the study, a pre-test was applied to the students to determine their readiness for online learning. As a result of the pre-test, it was determined that the majority of the students had sufficient opportunities to attend online classes. Then, the activities enriched with Web 2.0 tools and using social media were used in the online education period to attract the attention of the students to the lesson and ensure their participation. The application lasted for 10 weeks.

After the application, online open-ended questions were given to the students. Then students' answers were recorded. Their responses were transcribed out, and the resulting data were subjected to content analysis.

As a result of the study; according to students, the most positive aspects of online courses are respectively; being sufficient, fun and useful, teachers' high effort, being instructive/educational, efficient, and finally understandable. According to the students participating in the research, the main negative aspects of online foreign language lessons are that the subjects are challenging to understand and non-interactive. Then there is indiscipline, internet problem, and inefficiency. The causes for lower participation in online courses, according to students, are: comfort and lack of discipline in the home environment, followed by class hours, sleeping disorders, internet problems, and no attendance requirement.

Finally, interviews were conducted with students at varying degrees of participation in this study, and the data were analyzed descriptively. As a result of the analysis, it was discovered that students have difficulty adapting to online education, which came at an unexpected time, and they perceived it as a holiday period. Interactive

applications and teachers' efforts have been found to have a substantial impact on students' participation in foreign language lessons in online education.

In the research, the discomfort brought by the home environment to the students caused them to behave undisciplined and negatively affected their participation in the lesson. In the online education period, parents also provided support for their children to participate in online education, but it was determined that they did not know how to behave in order to increase their children's participation in the lesson during this emergency remote education period, which they encountered for the first time.

5.2. Discussion

Considering the results of the research, it can be said that students do not have severe problems with readiness, and their participation in online classes is generally related to their intrinsic motivation. Emin and Altunel (2021) stated that the difference between students who have digital devices and those who do not, in terms of access to education and benefiting from education opportunities, increases inequality in education. However, this is not true for our research. All students have similar opportunities.

The positive aspects of online courses, derived from this study are in line with other studies in the literature. When the studies in the literature are examined, in a study conducted on university students, students stated that the positive aspects of online courses such as being in a more comfortable environment compared to the classroom environment and that they offer flexibility in time. They also stated that there is no transportation problem to attend the classes and that they provide the opportunity to work independently (Yolcu, 2020).

Kaynar et al. (2020) took secondary school students' opinions about distance education. According to the results, the students stated that face-to-face instruction is more beneficial than distance education. The courses given online are suitable for their level, and they can learn better by repeating the courses.

Pınar and Akgül (2020), in their study with secondary school students; the participant students stated that they found the teaching of science courses via distance

education generally beneficial and that they had the opportunity to repeat the course topics thanks to distance education.

According to the students who participated in this research, the main negative aspects of online foreign language lessons are that the subjects are difficult to understand and that they are non-interactive. Then there is indiscipline, internet problem, and inefficiency. When the studies in the literature are examined, it is observed that similar results have been reached.

In the research of Yolcu (2021), students stated that they have difficulties in asking questions and communicating with the teacher as the negative aspects of distance education. Kan and Fidan (2016) drew attention to the communication problem in their study to understand students' perceptions of distance education. While the student can establish eye contact with the teacher in the classroom environment, eye contact cannot be established in online education. Students mostly keep their images and voices closed in the lessons, which causes a lack of communication and motivation in the students (Gürer, Tekinarslan & Yavuzalp, 2016; Birişçi, 2013).

Serçemeli and Kurnaz (2020), in their study on the impact of the epidemic on students, consider the lack of interaction between the teacher and the student as the disadvantage of distance education. Birkök (2006) states that in-group interaction is limited due to the fact that groups in the virtual environment cannot share the same space.

It is stated that there are some negative aspects of online education such as causing loss of motivation in students, creating inequality of opportunity, infrastructural problems, lack of feedback flow, inadequacy in technology literacy, lack of socialization, and being unsuitable for lessons that include practice (Kaplan & Gülden, 2021).

The second part of this research searched for answers for the less attendance rates. The reason for lower participation rate was the comfort and lack of discipline in the home environment, followed by class hours, sleeping disorders, internet problems, and finally, no attendance requirement.

Students going to bed late at night and being unable to wake up in the morning is a common phenomenon. Still, it also demonstrates that these students have moved away

from a normal lifestyle during the pandemic period (Erdem & Arı, 2021). The fact that some students forget the time of the online lesson indicates that the student is drifting away from his or her existing responsibilities during the distance education period.

Finally, students' suggestions about how to design synchronous online lessons to improve interest were considered. When the students' responses are examined, the gamification of the lessons comes first to increase the interest in online lessons. Then, videos and interactive activities related to the lesson will increase the interest in the lessons. Furthermore, lessons should be made enjoyable and processed through conversation, and the lesson length should be increased.

Topal (2020) discovered that online learning enriched with gamification increases students' motivation and success levels in his doctoral thesis on the effects of achievement and motivation to learn in online education. Bolat, Şimşek, and Ülker (2017) stated that pre-service teachers found gamification activities emotionally enjoyable in their study with Kahoot.

These requirements indicate that teachers' responsibilities in the emergency remote education period should be increased because the gamification of lessons, videos, and interactive applications require teachers to be more active in the process and to make more preparations before the classes.

In the research, online one-to-one interviews were conducted with the students who attended the online classes around 80%, 50%, 30%, and who never attended. The descriptive analysis findings revealed that students have an adaptation problem to online education, which occurred unexpectedly. Students perceived the emergency remote education period as a holiday period. After the first case in Turkey on March 11, 2020, education was suspended for a short time. Then, on March 23, 2020, the Ministry of National Education made the decision to replace face-to-face instruction with online education (Özdoğan & Berkant, 2020). It was normal for students to perceive this period as a continuation of the holiday at first because this was the first time such a situation had been experienced. Our research determined that the discomfort brought by the home environment caused the students to behave undisciplined and negatively affected their

participation in the lesson. Erdem and Arı (2021) also agree and state that students have moved away from a normal lifestyle during the pandemic process.

In the research; it has been determined that interactive applications and teachers' efforts affect students' participation in foreign language lessons in online distance education. Within the scope of the research, the teacher made serious efforts to increase the participation of the students in the lesson by attracting the attention of the students and benefited from interactive applications and social media. This situation reflected positively on student attendance.

In the study, it was found that during the emergency remote education period, parents provided support for their children to participate in online education, but they did not know how to act to increase their children's participation in the course during emergency online education , which they encountered for the first time. It can be argued that parents cannot make conscious decisions about how to approach their children during the online education period.

Students participating in the research; stated that attendance to classes will be increased by making attendance compulsory during the distance education process. In a study conducted on social studies teachers, it was concluded that compulsory attendance to the courses would increase participation in the courses (Uyar, 2020).

When the literature is reviewed, many other studies were conducted worldwide during the pandemic period. These studies include issues that have arisen with ERE, as well as positive and negative perceptions of distance education.

For example, Zhang et al. (2020) focused on the problems of teachers and students in the ERE process. In this process, uncertainties about what to teach, how to teach, workloads, teaching environment, and inferences in terms of equality in education were handled as a problem. Again in this study, the researchers stated that the possible difficulties faced by this education policy are the weakness of the online teaching infrastructure, the inexperience of the teachers, the knowledge gap, and the complex environment at home. Zhang et al. (2020) proposed that as a solution to these problems, the government should pave the way for all forms of educational development, such as

equipping teachers and students with standard home-based teaching/learning equipment, conducting online teacher training, including the development of comprehensive online education in the national strategic plan, and supporting academic research.

Besides, Satrianingrum and Prasetyo (2020) addressed the lack of distance education infrastructure and the need for materials as a problem in ERE. In addition, the burden of purchasing an internet quota and slow internet connections were also considered as problems in this process.

Keskin and Kaya (2020) also revealed in their study that distance education does not contribute much to the level of theoretical knowledge and does not find it as effective as face-to-face education. According to the study, it was considered as a disadvantage that they could not communicate with the course instructor as they wished.

Sintema (2020) pointed out the urgent problems of distance education by emphasizing that the school academic calendar was suddenly disrupted by the early and untimely closure of all schools in the country. During ERE, the loss of communication hours for secondary school students and the lack of e-learning opportunities that students can use to interact with their teachers are considered as other problems.

It is also possible to come across studies in the literature that addresses both positive and negative aspects of distance education that developed in this process. When Bozkurt (2020) evaluated distance education, the following themes emerged: facilitating positively, providing an opportunity for lifelong learning and independence from time and space. Negatively, the themes of loneliness, lack of communication, and immediacy emerged. According to this study, it is thought that a balanced instructional design and implementation will provide meaningful learning.

In the study of Serçemeli and Kurnaz (2020), in which both positive and negative attitudes were discussed, it was seen that the students did not have a positive attitude towards distance education in this process. Still, they stated that watching the course records of the students again and saving time was a favorable opinion. On the other hand, the themes of not being able to reach the teacher and feeling of social isolation were created as negative opinions.

Bakioğlu and Çevik (2020), who mentioned the difficulties of some theoretical and applied courses during ERE, also emphasized that there were problems in this process, such as the inability to transfer the face-to-face activities and experiments to the online environment. In addition, they also mentioned the negativities such as internet connection and communication with the student. They also emphasized that using educational technologies in this process has a positive effect on their professional development.

Kurduncu and Kurt (2020) also revealed in their studies that the participants did not have a positive attitude towards the delivery of both theoretical and practical courses via distance education. In addition, infrastructure problems and insufficient opportunities in distance education were found to be the most frequently emphasized problems in the study. Sarıtaş and Barutçu (2020) considered the students' inability to control their own learning in distance education as a problem rather than a technical problem in this process.

5.3. Implications

This unexpected period due to Covid 19 provided an opportunity for teachers, students, and parents to learn about online education, including its benefits and drawbacks. However, in the event of a possible emergency remote education period, it is crucial to take the necessary precautions and measures to avoid existing problems and disruptions, prevent interruption of education, and avoid learning losses.

In addition to some of the problems it causes in education, it is a fact that the pandemic period has created important awareness in terms of education. One of this awareness is that countries and educational institutions should be prepared in advance for epidemics or disasters. The importance of developing the necessary distance education infrastructure, manpower, and materials, as well as being prepared to not disrupt education in such special periods, has recently become widely recognized.

5.3.1. Implications for Educational Practice

Active participation of students is essential for online education to achieve its purpose. In this process, the effectiveness of Web 2.0 tools and interactive applications in ensuring the participation of students has emerged in the research. For online learning

to be effective, both the quality of the teaching content and the teachers' online education competencies are critical. For this reason, teachers should be provided urgent digital pedagogy training. In order to be prepared for online education, it might be beneficial that Provincial Directorates of National Education organize in-service training for teachers to increase the knowledge and competence of teachers for online teaching.

Moreover, guidance services should provide support, particularly for families, on how to react to their children during online education period to increase their attendance to online classes.

Furthermore, it can be stated that students must be required to attend classes in order to participate in the online education period actively. In other words attendance should be compulsory for passing the class.

Lastly, educational institutions should conduct required research for developing online education materials and directives such as e-material, e-exam directive, course/class pass directive, graduation directive, and internship directive in order to simplify the transition to emergency remote education.

5.3.2. Implications for Further Research

Since the pandemic is continuing, similar research including various grades and different age groups of students would be helpful. Because, in case of a possible transition to online education, for institutions to be prepared, studies should be conducted investigating students' attendance to online classses for educational success and quality.

While face-to-face education has started, still when there are many Covid 19 infected students, the class turns to online education. This leads to educational inequity because, sadly, online classes still have lower attendance rates than face-to-face classes. So, studies on this topic, might be helpful to increase attendance rates in schools.

Furthermore, studies investigating approaches employed by different teachers to raise awareness for attendance to online lessons should be conducted as part of this process.

APPENDICES

Appendix I: Ethichs Committee Aproval

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

Appendix II: Ministry of National Education Approval

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli *"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"* ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

Appendix III: Sample of the Survey

Akçakoca Mesleki ve Teknik Anadolu Lisesi

11/B sınıfı öğrencilerinin çevrimiçi ders olanaklarının incelenmesi

1. 1. Online yabancı dil derslerine katılıyor musunuz?

   Yalnızca bir şıkkı işaretleyin.

   - ◯ Herzaman
   - ◯ Sık sık
   - ◯ Genellikle
   - ◯ Bazen
   - ◯ Hiçbir zaman

2. 2. Online derslerinizi takip edebileceğiniz ayrı bir odanız var mı?

   Yalnızca bir şıkkı işaretleyin.

   - ◯ Evet
   - ◯ Hayır

3. 3. Internet erişiminde sorun yaşıyor musunuz?

   Yalnızca bir şıkkı işaretleyin.

   - ◯ Evet
   - ◯ Sık sık
   - ◯ Bazen
   - ◯ Hayır

4. 4. Bilgisayar veya tabletiniz var mı?

Yalnızca bir şıkkı işaretleyin.

- ◯ Evet
- ◯ Hayır

5. 5. Akıllı telefonunuz var mı?

Yalnızca bir şıkkı işaretleyin.

- ◯ Evet
- ◯ Hayır

Appendix IV: Sample Survey Response

Akçakoca Mesleki ve Teknik Anadolu Lisesi

11/B sınıfı öğrencilerinin çevrimiçi ders olanaklarının incelenmesi

1. Online yabancı dil derslerine katılıyor musunuz?

- ○ Herzaman
- ○ Sık sık
- ○ Genellikle
- ◉ Bazen
- ○ Hiçbir zaman

2. Online derslerinizi takip edebileceğiniz ayrı bir odanız var mı?

- ○ Evet
- ◉ Hayır

3. İnternet erişiminde sorun yaşıyor musunuz?

- ○ Evet
- ○ Sık sık
- ◉ Bazen
- ○ Hayır

4. Bilgisayar veya tabletiniz var mı?

- ○ Evet
- ◉ Hayır

5. Akıllı telefonunuz var mı?

- ◉ Evet
- ○ Hayır

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