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## ENGAGEMENT STRATEGIES IN ELECTRONIC TOOLS FOR ONLINE ENGLISH LEARNING: HIGHER EDUCATION CONTEXT

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### ABSTRACT

The study aimed to explore and investigate the versatility, capacity, and adaptability for accommodating online English learning. The qualitative approach was employed in the study with a descriptive research design. 86 participants responded to the survey, and 25 semi-structured interviews were adjusted from the National Survey of Student Engagement (NSSE). The study's findings have implications for employing online instructors, instructional designers, and administrators to increase online course engagement. The study exposed four recommendations based on the finding, including instructional elements of collaborated and interactive activities, integrated electronic tests applied on mobile phones, and Enhanced Social familiarity. English lecturers preferred to use Moodle and Google classroom as their daily Learning Management System (LMS) in the study context. The interactive tools intended to apply with QuizGame and Wirewax while conference communication instrument approved to the Google Meeting and Skype. Conclusively, the study offered implications for practice by confirming and presenting the online tools approach that might be utilized to engage and implement online English learning education in Higher Education circumstances.

**Key Words:** instructional engagement; electronic tools; english online learning; higher education

### ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi dan menyelidiki keserbagunaan, kapasitas, dan kemampuan beradaptasi untuk mengakomodasi pembelajaran daring bahasa Inggris. Pendekatan kualitatif digunakan dalam penelitian ini dengan desain penelitian deskriptif. 86 peserta menanggapi survei, dan 25 wawancara semi-terstruktur disesuaikan dari National Survey of Student Engagement (NSSE). Temuan penelitian ini memiliki implikasi untuk mengelola instruktur daring, perancang instruksional pembelajaran, dan administrator untuk meningkatkan keterlibatan kelas daring. Studi ini memaparkan empat rekomendasi, termasuk elemen instruksional dari aktivitas kolaborasi dan interaktif, tes elektronik terintegrasi yang diterapkan pada ponsel, dan Peningkatan kedekatan Sosial. Instruktur atau dosen bahasa Inggris lebih menggunakan Moodle dan Google classroom sebagai Learning Management System (LMS) harian mereka dalam konteks belajar daring. Keterlibatan alat interaktif dimaksudkan untuk penerapan dengan QuizGame dan Wirewax sementara instrumen komunikasi konferensi digunakan dalam Google Meeting dan Skype. Secara meyakinkan, penelitian ini menawarkan implikasi untuk praktik dengan mengonfirmasi dan menyajikan pendekatan alat daring sehingga dapat digunakan untuk melibatkan dan mengimplementasikan pendidikan pembelajaran bahasa Inggris daring di lingkungan Pendidikan Tinggi.

**Kata Kunci:** keterlibatan instruksional; alat elektronik; pembelajaran daring bahasa inggris

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## INTRODUCTION

The Covid-19 outbreak had placed the benefits of online learning in Higher Education into the center when physical contact and conventional face-to-face learning were restricted. When physical contact and conventional face-to-face learning are limited, the epidemic has callously thrown the usefulness of online learning in education into the forefront. Learners may have unrestricted access to materials and resources found anywhere on the planet, and online learning frequently improves learners' creative thinking and learning independence. The fundamental issue with the Indonesian context must be accessible to the learner to have any effects, and the first element in bringing online learning to poorer nations is to ensure that they have reliable Internet access. Mishra (2017) asserted that the second need was to increase the availability and amount of Open Educational Resources (OER). Third, increasing the availability of OERs necessitates increasing user trust. Those who want to develop reusable learning items for their classes need to discover excellent, acceptable content quickly and easily. Finally, Pozdeeva and Obskov (2015) added that the most challenging task for Higher Education curricula had been providing an interactive component of learning since the level of the

interactive experience determines the entire quality of Indonesians' university.

Online learning emphasized the availability of learning sources and student communication throughout the learning process with the advancement of network technology, computer technology, and other forms of technology. As a result, Andrade (2017) affirmed that online learning had enhanced the practical mode of education, with many learners participating. Learners' involvement was a fundamental prerequisite for learning, and it has a significant effect on online education. It impacted the lack of interaction between lecturers and learners, inadequate participation in online learning, inconsistent learner participation, and low efficiency in online learning (Khan, 2016). A transformation to online study required improvements to the teaching and learning practices traditionally linked with Higher Education learning environments. Distance education has become more accessible because of rapid technological advancements. Tananuraksakul (2016) exposed that most of the terminology was accepted to online learning, open learning, internet-based learning, computer-mediated learning, flipped learning, and Mobile learning technologies. Instruments could associate with a

computer network, enabling learners to study anywhere, at any time, in any rhythm, and by any method. Therefore, online learning might be seen as a technology that enables a more student-centered, innovative, and flexible teaching-learning process. Faramarzi et al. (2019) asserted that online learning was described as educational experiences in synchronous or asynchronous contexts through the varieties of gadgets, including smartphones, laptops, personal computers, and others if equipped with internet access.

Electronic English courses delivered online should be innovative, engaging, and participatory. English lecturers should provide learners with time limitations and reminders to keep them aware and focused (Soliman, 2016). Attempts should be made to humanize the educational process as much as achievable. Learners should acquire personalized attention to adjust smoothly to this current learning environment. Saeheng (2017) indicated that learners might communicate through social media and numerous group forums. Communication was critical, so online learning content should engage and attract language learners to practice while also sharpening their capabilities. Tan (2015) asserted that the quality of the online courses ought to be constantly

enhanced, and lecturers should strive to accommodate the most effective possible instruction. Atoum et al. (2017) added that online programs had to be innovative, engaging, relevant, learners-centered, and group-based in the environment. Language learners frequently feel isolated and alienated from the rest of their online classes due to a lack of face-to-face contacts, in-class teamwork, and unfamiliarity with online teaching. It was more important than ever for educators to reconsider learners' engagement strategy to provide a positive learning experience. It became critical to include learning methodologies emphasizing student activity and creative engagement. La Hanisi et al. (2018) exposed that collaborative learning brings two or more individuals together to facilitate learning. By examining and comprehending topics as a group, they may get fresh insights and improve their knowledge retention by defending their stance and reframing ideas. Experiential learning is the process of gaining knowledge via experience or through action. Bohon et al. (2017) supported that experiential learning theory contributed an appropriate and practical framework for further professional development for inconsiderable educators seeking to improve their effectiveness as English Language Learner instructors. The

circumstances often involved primary diagnostic procedures, diversion activities, and accomplishments. It motivated learners to consider critically, enhance their problem-solving and managing capabilities, and maintain material practically.

Students might be improved independent learning in these settings to study and engage with instructors and other students. Therefore, Hosseini et al. (2016) stated that electronic learning information was not delivered through classroom lessons or seminars but was accessible via various learning platforms and forums. Instantaneous feedback and reaction were impossible in such a setting. In this context, learners did not congregate in virtual classrooms concurrently. Rather than that, recorded presentations and digital resources were communicated through online mail, discussion forums, social media, and collaborative papers. Zaripova (2020) identified that both asynchronous and synchronous techniques to learning need individuals to cognitively comprehend the content independently and with the option of social interaction. Interacting with the content was one technique to assure that the information was comprehended asynchronously. Musiimenta et al. (2019) explained that social intermediaries were critical in both online learning approaches.

Bergdahl et al. (2018) conclude that engaging learners is essential because when it stops interacting with the learning content, the learning process mills to a stop. Student engagement would be described as the student's emotional involvement in and effort toward obtaining, understanding, or understanding the information, abilities, or proficiency that academic work was intended to encourage. Multiple possibilities for language learners' participation remained critical in the online atmosphere. Due to the significance of involvement, developing successful online courses had been developed. Engagement approaches focus on implementing positive learning experiences, including possibilities for active learning, such as collaborative group work, having learners facilitate presentations and discussions, actively participating in resources, elaborating course assignments with direct components, and integrating case studies and considerations (Cabanilla, 2016).

Engagement is critical for resolving learner isolation, disengagement, persistence, and completion rates (Yang et al., 2018). Student involvement is critical to online learning because it may demonstrate students' significant effort necessary for cognitive growth and their inherent capacity to build their knowledge, resulting in a high

degree of student achievement. While the information was formerly the primary emphasis, interactivity now plays a critical role in promoting online learning. Hu and Li (2017) revealed that three fundamental engagement was approached for online learning have increased student engagement: learner-material, student-lecturers, and learner-learner. Online learners become more active and interested in their courses due to their interactions with classmates and instructors. Interactivity and the capacity of the community contribute to delivering high-quality education and the achievement of more effective English learning outcomes.

The conditions became crucial in conceptions of online participation and a lack of agreement or clarity around how online learning tools can help engagement in English pedagogy. The intricate nature of totally online education has been identified as one issue that requires more consideration. This study adds to this body of knowledge by exploring and examining the concept of English lecturers, as a course designer, involvement at a higher education institution that has intentionally shifted to online teaching and learning in response to the epidemic. Educators must devote a significant amount of work to developing successful ways of delivering online English education.

The engagement of online tools encouraged learners to contribute remarks, encourage learners to invite questions, and expand their compasses for the course material. The research questions involved 1) How do engagement online English learning establish the English instructional in Higher Education? 2) What instructional online learning tools are accomplished in Higher Education's English pedagogy?

## METHOD

### Research Design

This study employed the qualitative approach. In qualitative research, non-numerical data is collected and analyzed to comprehend ideas, concepts, or experiences better. It may be utilized to understand engagement instructional electronic tools for learning the online English language. Descriptive research design is implemented to discover and explore characteristics, patterns, tendencies, and classifications. Therefore, the condition attempted to gather measurable data for statistical analysis of a population sample. It is a widely used educational instrument that gathers and defines a demographic category's characteristics, particularly online language learning tools.

## Research Site and Participants

The 86 participants came from 13 Higher Education and Universities in South Jakarta region. They have a similar classification to teach English for Specific Purposes on the Online learning pedagogy because of the pandemic. They have delivered complete online learning for one year. The development of survey instruments has been developed and explored in the Higher Education context. The National Survey of Student Engagement (NSSE) was conducted by The Trustees of Indiana University (2016) became the initial formed survey conducted in the United States. The following time, its instrument enhanced adjusting, adapting, and accommodating learners' engagement in various contexts. Redmond et al. (2018) developed the engagement strategies in the electronic survey for 86 participants, and it was accommodated through an online survey Google form. Meanwhile, the semi-structured interview was applied for 25 participants. It was purposely to reach dept information and respond to every respondent for the topics' issue.

## Data Collection and Analysis

The analytical purposes research approach analyzed the participants' experiences and perspectives on online technologies and English pedagogy. It is conducted and completed with an

open-ended questions survey. The open-ended question survey was appropriately employed to the respondents because of the main topic of discovering the opportunity to understand engagement online instructional tools. Meanwhile, a semi-structured interview was conducted to gain objectivity of feedback of each respondent while also subtracting for spontaneous investigation of issues relevant to that. The thematic deductive analysis focused on analyzing the data with specific predetermined anticipated themes based on prior knowledge of implementing online tools learning English pedagogy. The study began with the coding on a theme. Thematic coding is a qualitative analysis that entails documenting or recognizing portions of text or pictures connected by a similar subject or concept. This condition enabled the content categorization and created a framework of thematic thoughts about it. Content analysis was categorized into two broad categories: conceptual analysis and relational analysis.

## FINDINGS AND DISCUSSION

### Findings

According to the studies mentioned earlier, participants have an advantageous effect on teaching English online. The studies identified

four distinct instructional elements of participants' activities: Collaborated-interactive activities, integrated electronic tests, applied on mobile phones, and enhanced social familiarity. The instructional tools online engagement model for higher education shown in Table 1

summarised the elements and indicators benchmark. The concept evolved from four online engagement (cognitive engagement, behavioral engagement, collaborative engagement, and social engagement)

Table 1. Classification Instructional Engagement English Learning Online

instructional Elements	Description Outcome	Sample interview Responses
Collaborated and Interactive Activities	Creative tasks;	I prefer to spend our time exploring the creative environment in electronic learning. E-Learning gave us critical lesson to explore the technology, and our students gain much attraction use online tolls including Quizzizz, Kahoot, LMS Moodle, etcetera
	Games (role-plays, imitations, business and development games);	In my perspective, gamification approaches aim to provide students' innate needs or English pedagogy members for socialization, learning, superiority, competitiveness, accomplishment, prestige, self-expression, altruism, or completion. my lecturers' team applied Edpuzzle, SpellQuiz, JeopardyLabs, etcetera
	Use of actual and interactive material (interactive lectures, video-audio materials, a student in the role of a "teacher," Socratic dialogue, asking questions);	Yammer, Edmodo, and Bubbl.us are beneficial online learning for English learning. It gave us a chance as lecturers to improve our interactive material. I would prefer the YouTube Edu channel to have more actual content in my online learning Moodle
	We are solving tasks (associative maps, brainstorming, case analysis).	Our online learning virtual class could have more interaction activity because our time was limited in the session. We would open discussion to the light topic for lifestyle, gossiping, and politics. The discussion was not only frequently attracted learners to join with the conversation but also initiated many exploration subjects
Integrated Electronic Tests.	Summative Assessment	It was easy for English lecturers to conduct the electronic testing to know how much or far language learners understand the topic at the end of the discussion or explanation. We use the google classroom feature or Moodle (quiz or assignment)
	Formative Assessment	I intended to have electronic testing in the google form. The English lecturers could find the readable statistics at the end of the testing. It would have the advantage as educators to know the

instructional Elements	Description Outcome	Sample interview Responses
		overall knowledge of each learner and select the appropriate learning approach and style
	Diagnostic,	In LMS Moodle, the educators could give their learners various tests depending on their goals and achievements. The condition was essential to explore the learners' characterized strengths or weaknesses in the four aspects of language learners.
<b>Applied on Mobile Phone.</b>	Portability & Mobility	we found that google classroom and LMS Moodle could apply to the smartphone. It shaped the English learning approach and style in the virtual class. The pedagogy managed to be more personalized to each member of pedagogy.
	Social connectivity	I believe utilising smartphones were more uncomplicated and more comfortable for learners in our university since it took different approach styles in English learning. In addition, smartphones or Mobil phones would keep the content simpler than other electronic devices.
	Context sensitivity	We used mobile devices to accommodate the synchronous activity. However, our learners and English lecturers would prefer the mobile phone to be communication devices more usable than other electronic devices. Our institution employed LMS moodle and google classroom that was not flawless to accommodate the synchronous activity.
	Individuality	Online learning promoted self-learning, and I think it could have a measurable impact on independent learning. Language learners can access English content anytime and anywhere.
Enhanced Social familiarity	synchronous (such as instant messaging or language exchange websites and mobile applications	Learning English will not attract learners if there is no direct communication. The online environment might be challenging for a member of pedagogy to implement. But we usually spare time to have a conference video or engage in activity in the chat application
	asynchronous (such as message boards and Internet forums)	LMS Moodle and google classroom were excellent places to apply the asynchronous teaching-learning style. We could post or give some indirect conversation to have feedback on the assessment

As previously stated, the online engagement instructional provided a practical perspective on online tool involvement based on linked lecturers' experiences and the distillation of literary topics into core conceptions. The four interconnected components

provided English lecturers, instructional designers, and faculty a model for accommodating, facilitating, and evaluating English pedagogy online engagement. The respondent got their opinion through an open-question survey focusing on several elements,



including collaborated and interactive activities, integrated electronic tests applied on mobile phones, and endorsed social familiarity. In general, University A, B, D, and G intended to have less utilisation of third-party online tools or instruments on the internet, their most opinion related to the limited and restriction of creating moderate standard-outcome from their learners. Therefore, it would be impacted to the activities in electronic learning. The institution concentrated on the adaptability of multi-capabilities of their learners, so their policy was not creating many activities in the English learning course session. However, the English lecturers and instructors have applied various interacting activities to accommodate distinguished outcomes or goals for specific targets. At this point, conference videos might get frequently implemented in each English learning course session.

Based on the open-question survey result, electronic learning might get challenging for universities C, D, E, and J. The practical outcome as their learning outcome caused the different implementation of electronic testing based on LMS Moodle. The English lecturers (instructors) did not have complete and personal capabilities to organise the course, so they were easily confused about applying comprehensive electronic testing.

University D, E, and H implemented both Moodle and Google Classroom. There were five from 9 English lecturers utilising these electronic learning environments. They expressed that using Google Classroom electronic testing activity was simpler than Moodle. However, university C responded different approach. Eight from 12 English lecturers employed a third partially application online to conduct electronic testing.

The focus group discussion responded to different opinions related to advance mobile phone utilisation. University A, C, E, F, and I had commonly acknowledged that Mobile phone features' adaptability was not always similar to the web-based version in laptops or personal computers. They expressed that Moodle was not the best interface for pedagogy users as participants. Six of 8 English lecturers alternate Edmodo and Schoology as their online learning systems to solve the problem. University D had distinguished respond which previously mentioned utilised Moodle and Google Classroom, and they found these integrations giving them the advantage in the electronic environment. The educators should be noticed that the challenge to follow the online learning course was in their content and the utilisation of devices. Educators' and learners' perspectives

were frequently inconsistent, so educators and learners should discuss the technicality matter.

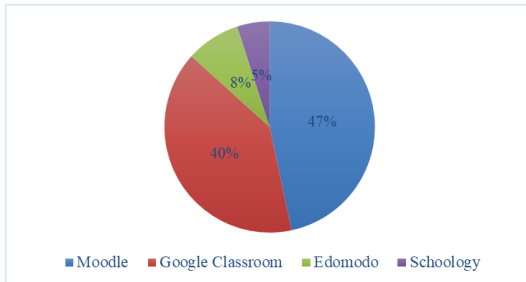


Figure 1. Online Learning Management System

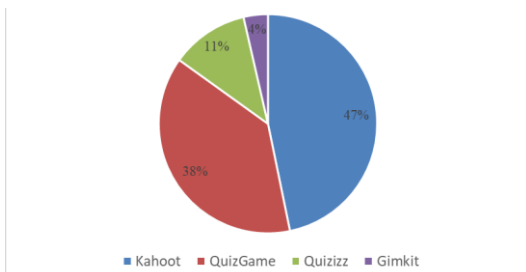


Figure 2. Interactive Learning Tools

The 85-respondent (47%) preferred Moodle as their electronic learning ecosystem. Moodle is favored by countless instructors and professionals because it is open-source, has several collaboration features such as Chat, Forum, and Discussions, simplifies course and user administration, and integrates effortlessly with intermediary programs and custom plugins. Based on the result, 72-respondent (40%) applied to the Google classroom. The platform selected feature delivered and accommodated in the simple electronic environment.

Google Classroom is an available collaboration tool for English lecturers to build online classes, invite students, and conduct classroom discussions. The 15 participants (8%) chose Edmodo, and 9 participants (5%) approved that Schoology. These platforms were less popular than any others among pedagogy members in this study. While Schoology and Edmodo have certain commonalities, they also have significant distinctions. Schoology's LMS system is built on the concept of collaboration, with periodic checks to ensure learners are engaged with the subject. Edmodo is structured similarly to Facebook's online communication network. Learners, instructors, and parents may interact through postings, which other members may respond with like or comment

The Interactive learning tools survey result found Kahoot had 65 respondents, QuizGame had 53 respondents, Wirewax had 16 respondents, and Vyond had five respondents. English professors are now searching for innovative technologies to supplement classroom education when compelled to provide instruction online. Educators regularly advised instructors not to rely on a single tool but to experiment with numerous platforms and get the advantages of each for extraordinary outcomes. Everyone answered

simultaneously. This condition also enables us to offer feedback to everyone simultaneously. Kahoot! Kept a record of each student's performance on each question. The quiz game may show a student progress dashboard on the projector, allowing you to monitor each student's progress and quickly determine how many questions the class answered correctly/incorrectly. Interactive online tools are becoming a tool for creating online quizzes that enable users to create public or private examinations. The tool enables educators to efficiently set numerous quiz parameters, such as test length, question randomised, instantaneous feedback, question characters variety, custom award production and branding, and automated grading. Quizizz and Gimkit collaborated to enable enrolled people to create quizzes, courses, and flashcards tailored to their courses and play quizzes developed by others members. It allowed the creation of various question formats, including multiple-choice, matching, fill the blank, etcetera.

The result found that several tools that accommodated English learning pedagogy concerned the electronic environment. In particular, the conference zoom was popular with 86 respondents, and the following to the google meeting 70 respondents, Skype 48 respondents, and Cisco WebEx 36

respondents. Skype, Zoom, and Google's meeting platforms should all be capable of supporting the workforce's size. As indicated before, most providers provided a free plan with a standardised meeting volume – often among 100 and 200 members. In addition, the Cisco WebEx platform facilitates most business video conferencing tools that allow users to share files, and others provide many collaboration features such as video call, live file description, and implementation with popular office productivity apps. However, interactive online communication is contingent upon qualified instructors' adequately planned and guided educational experiences. Furthermore, because learners have various learning styles or a mixture of types, the educational program should develop various learning modes. Additionally, instructional paradigms should be modified to the new instructional settings.

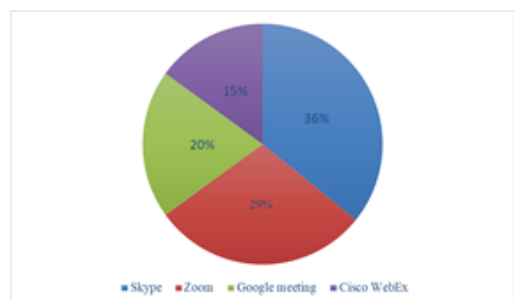


Figure 3. Conference communication Instrument

## Discussion

The factors in the communication process determine online learning interaction. Any one of these variables may decrease communication efficacy. Al Asmari (2015) suggested that the online learning environment should be offered an exciting potential to improve learners' learning experiences by delivering interactive and customisable information. Interactivity is a critical component of online education since it helps attract and retain students. Instructors might use interactive online tools to improve communication with students and enhance their online learning experience (Jabeen & Thomas, 2015).

In comparison, online resources are often used to make up for the absence of face-to-face connection in a conventional educational context. In prior online learning research, Alam (2016) revealed that the most often examined interactivity was the influence of learners' peers' contact on online environment learning. Interactivity is a significant predictor of engagement because it enables users to be completely immersed in the mediated environment. Jung and Gunawardena (2015) added that Virtual presence was frequently referred to as immersion. It is defined as a

participant's immersive experience in mediated communication.

Once a compromise between learners' skill level and task difficulty was accomplished, language learners often consider a greater degree of flow convinced by increased curiosity and interest (Dong & Liu, 2020). Additionally, the Interactive learning tools (Kahoot, QuizGame, Wirewax, and Vyond) established crucial flow functions in enhancing students' positivity, such as enjoyment and excitement while doing the online activity. Students' flow experiences throughout the Kahoot and QuizGame process significantly influenced their reported interactive online language learning tool values. Alsowat (2016) stated that the indicators had exposed those learners who have a more excellent feeling of attention, concentration, control, and interest to find online activities more pleasurable and engaging. Thus, Wirewax and Vyond presented customisable challenge opportunities that allow pedagogy members to harmonise their capabilities to online learning activities. Goyal and Krishnamurthy (2018) identified that the condition was critical for increasing students' progress experience during the online learning process, which is critical for actively promoting a positive online learning experience.

The web-based Learning Management System (LMS) aims to facilitate educating and studying activities. Avcı and Ergün (2019) assured that the platforms included various features that allow faculty members to exchange learning materials and engage in synchronous and asynchronous engagement with their learners. A learning management system (LMS) refers to various systems that manage and access online learning education programs, instructors, and administrators. In general, Rudneva and Valeeva (2017) revealed that these services had several core features, such as restricting access to authorised individuals, providing various forms of educational information, and providing various communication tools. Flexibility within a defined framework and versatility in an online platform will also be critical exactly currently. McKay and Young (2017) stated that cognitive engagement signified the active learning process. This condition was the most basic sort of interaction.

The environment had validated and recognised as cognitive engagement, in which students participated in the learning process to comprehend complicated concepts and master challenging abilities. Moodle, Google Classroom, Edmodo, and Schoology enabled English lecturers to observe learners' progress and support

that they reach performance targets. For example, if an online student cannot finish an online learning scenario effectively, Moodle may provide extra materials to help them improve their performance or learning practices online ecosystem utilising various plugins. In addition, Google Classroom, Edmodo, and Schoology of Learning Management Systems gave reporting and analytics capacities that enable educators to recognise parts of their online learning course that might need improvement if English lecturers realise that many online learners have difficulty with a particular online course class. Androsoff and Phongsatha (2019) discovered that English Lecturers included course designers and instructors connected with language learners and indicated that they actively investigate the necessities emotionally and have the most success re-engaging learners in the online learning process.

Synchronous online learning refers to a system in which lessons are taught instantaneously, and English lecturers and learners are engaged directly. Khan (2016) affirmed that this condition provided learners with access to high-quality, actual, and comprehensive material delivery and the vital benefit of digital social interaction and collaboration in the learning management ecosystem. Additionally, Teng and Sinwongsuwat (2015)

authenticated that the educator becomes noticeable to the learner in the virtual classroom, facilitating the educator to develop significant relationships with each learner and build a feeling of engagement and belonging virtual classroom. This approach emphasised social contact, bond,

and compassion to support the curriculum's English online pedagogy. The opportunity to experience well-produced and selected curricular elements with institutions that may not have prepared such content for online distribution is evident (Lou, 2017).

Skype, Zoom, Google meetings, and Cisco WebEx provided the same sensation of engagement and connection as face-to-face interactions with colleagues. It may seem to be the fastest method of communication and collaboration. However, when used excessively, live video calls are a productivity killer. Synchronous video communications enable small group meeting attendees to speak and interact through voice, video, and screen-sharing technology. Halverson and Graham (2019) concluded that social engagement had implied a term that relates to a student's social involvement in his or her college experience. It encompasses both materials in context or out of context to take place outside

the virtual classroom, such as leisure or social occasions, as well as social conversations.

Additionally, Van Bergen et al. (2019) affirmed that members of online learning were an excellent option for interactive online classrooms in which professors and students can view and communicate in real-time. Video conferencing enables every pedagogy member to meet with someone in another room, building, or nation as if they were sitting across the table. The on-demand video provides a more adaptable yet vibrant medium for in-depth communication. It is often more successful than live video communications simply because, like email and other written documents, it can be seen at any time and from any place and can be searched and re-watched afterward. Korkealehto (2021) determined that asynchronous video interactions allowed communication, collaboration, and instruction using pre-recorded videos and live video streams incorporating the presenter's video, screen sharing, and another context.

Engaging strategies and approaches were one way to ensure that online learning is beneficial for the school and, more significantly, that students succeed in pursuing a college degree (Ismail, 2017). Indeed,

establishing student engagement in online courses might get even more critical than in Higher Education or University courses since online students experience fewer opportunities to interact with the institution and possibly more requirements on their time and attention. In other words, Oraif and Elyas (2021) found that engagement may be an essential factor in establishing online learning as a necessary component of higher education and a critical element of an English pedagogies' future

The discussion should explore the significance of the work results, not repeat them. A combined Results and Discussion section is often appropriate and avoids extensive citations and discussion of published literature. In discussion, it is the essential section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate. Often should begin with a summary of the leading scientific findings (not experimental results). The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide a scientific interpretation of each of your results or findings presented (why)? Are your results consistent with what

other investigators have reported (what else)? Or are there any differences?

## CONCLUSIONS AND SUGGESTION

The common misperception is that English lecturers or instructors must engage learners in online learning for the same quantity of time as they would in a conventional face-to-face meeting in the regular class. This condition might result in either an excessive amount of time spent in front of an electronic device during live sessions or an excessive number of practice activities and assignments, which require students to sit and do work for hours. These circumstances are only applied in the typical class meeting, characterised by interactions with classmates and their surroundings. These provide possibilities for self-examination and exploration. Educators should design courses with avoidance creating the impression that online education implied hours of busywork. Video chats/video conferencing are a great way to help students feel connected.

Asynchronous communication did not provide language learners with the equivalent level of engagement and interaction as synchronous (Video Conferencing) communication. Therefore, it is vital to acknowledge that children are increasingly learning in their homes,

with diverse equipment, time, and facilitate degrees.

Improving the quality of online teaching-learning becomes critical at this point. Indonesian institutions' online education has increased exponentially following the epidemic. As a result, English lecturers and course designers have transformed the complete instructional method to approach new online circumstances and adapt to exchanging scenarios.

However, online learning also has a significant problem with personal involvement. Language Learners intend to have two-way interaction, which may be challenging to establish in the online environment. It is necessary to explore and determine the broad parameter description of engaging instructional design in online media platforms, including Moodle, Google Classroom, Zoology, and so on. It should be concentrated on the challenges, effectiveness, implementations, and efficacies of the online English language pedagogy integrated into versatility platforms.

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