Generating English Language Learners' Interaction in an Online Learning Environment

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Abstract

The study aims to investigate and explore the characterization interaction in the English language online learning based on the English lecturers' perspective. The quantitative descriptive survey approach is conducted for the study. It gathered measurable or quantifiable data to conduct statistical analysis. 74 English lecturers are respondents to the structured questionnaire. It is based on a five-point Likert-type rating scale with 19 items statements created using Google forms and sent to English lecturers digitally through e-mail and electronic messages. Based on the finding, the interaction characterization involved creating teaching, cognitive, and social presence, raising English language learning engagement and pleasure, improving English learners' learning advancement, and increasing persistence and retention of English language learners. The mean of 15 of the 19 items was more prominent than 3.0, suggesting that respondents usually agreed. The following four questions had a mean larger than 2.5, suggesting that respondents were typically apprehensive about them. Additionally, the survey indicated that just 3.84 means dividing a complicated subject into manageable components. It is considered beneficial interaction in the online environment. This research has implications for the construction of online learning environments, the role of English lecturers in online courses, and educational support to help English language learners accommodate to more active engagement patterns in online learning settings

Keywords
Online Learning Interaction
English language learning
Teaching Preferences
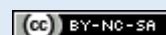
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Introduction

Coronavirus Disease 2019 (Covid-19) spreads rapidly and infects practically in Indonesia. Every aspect of life is impacted. The government has adopted a learning strategy in the education sector, namely learning from home, via the Ministry of Education and Culture in all nations. The learning from learning promotes the teaching and learning process even when Lecturers and students are not in direct contact throughout the school day. Lecturers may continue to provide instructional materials, and students can continue to receive instruction without leaving their homes. Online learning is a form of remote education that incorporates electronic and internet-based technology into the educational process. Online education is a method of arranging online lessons to reach a large and diverse set of students. Online education is a term that refers to elements of internet-based technologies that are primarily reliant on the accessibility of information technology.

Online education is a variety of distance education in which electronic and internet-based technology is included in the learning system. Palvia et al. (2018) described that online education is a means of delivering classes to a broad and varied group of English language learners through the internet. It is a word that refers to components of internet-based technologies that are heavily dependent on information technology's availability. Zoom meetings, Google meet, and Google classroom are just a few available tools. A computer or an Android smartphone linked to an internet network is required to facilitate web-based learning (T. Sun & Wang, 2020)). Another issue is that some parents and students do not own computers or Android smartphones (Picciano, 2017). This condition makes it difficult for them to deal with reality.

On the other hand, they suffer a dearth of supportive infrastructure. The issue is a shortage of educational equipment or facilities and an insufficient internet allowance. Providing an internet quota is an expensive proposition. Students and parents from middle- to lower-income economies are affected by this challenge. They lack the financial resources necessary to establish a decent internet network.

In essence, no matter how advanced and amount of technology can take an English lecturers' place. Yunus (2018) affirmed that technology in education served to aid the instructor in imparting information, certainly not to develop the learners' character. Educators must be trained in using and integrating modern technology in their classrooms. As a result of this new technology installation, English lecturers' training requirements will evolve. Almekhlafy (2020) underlines the importance of educators' attitudes about computers in integrating ICT into learning and teaching. Online learning, unsurprisingly, is a viable alternative method of instruction for all English language learners, especially EFL students, during the Covid-19 epidemic. Although it creates a multiplicity of complications for instructors, students, and parents, all members must be prepared to apply it (Thumvichit, 2021).

The process of convergence eliminates distinctions between general and experienced abilities. Universal competencies necessary for one profession may be transformed into professional capabilities for another. Fandiño & Velandia (2020) clarified that the learning process might be accomplished in several ways, including via learning platforms, virtual learning environments (VLEs), learning management systems (LMSs), and content management systems (CMS). That learning platform is the educational area where an instructor or English lecturers and English language learners engage. Basilaia & Kvavadze (2020) supported that It was a component of the operating system that enables an instructor to manage English course material and customize it for online education. In teaching English for Specific Purposes (ESP), the learning environment is embedded for achieving a given degree of ESP proficiency (Z. Sun et al., 2021) explicated that the essential cognitive and processual speech implied components of ESP competence. Unlike classroom instruction, which requires visual representation of figures, schemes, and figures, the distinctive feature of teaching foreign languages represents verbality, not visuality. Ajmal et al. (2020) justified that the primary consideration in electronic lingua-didactics is displaying and explaining the material. English language learning activities should include video, text, graphics, music, and cartoons and be designed so that electronic glossaries and interpreters may aid the lecturer's explanation.

The mandatory need for an ESP course is to integrate the learning environment with conferencing possibilities (Zoom conference, Microsoft Teams, Webex, and Skype). Previously study has been conducted to measure It is necessary for group discussions, chat sessions, and direct conversations with English lecturers. Darmawansah and Indartono (2019) exposed that Most Indonesian higher educational institutions provide self-study activities using a variety of Learning Management Systems these days. To examine how English lecturers and students interact differently or adapt to more active online interaction styles, Arrosagaray et al. (2019) evaluated previous research on learners' online interaction styles in computer-mediated conversations. They specifically investigated research on the elements that influence online students' involvement and engagement in asynchronous computer-mediated and text conversations. According to a previous finding (Pustika, 2020), individual learning styles significantly affect students' direct engagement in computer-mediated conversations. Individual learning styles include the cognitive, expressive, and psychological attributes of learners' interactions, perceptions, and reactions to others (name). Therefore, the study investigated English lecturers and learners' interaction learning styles and process knowledge in online learning settings. The research question involved 1) How English language learners do interact in the online environment? 2) How aspect do English language learners interact in the online environment?

Method

The current investigation was conducted using a quantitative descriptive survey approach. The study was accomplished using an online survey instrument. The data were evaluated statistically and then interpreted to reach conclusions. Descriptive research is a quantitative strategy that gathers measurable or quantifiable data to conduct statistical analysis. The research examined four dimensions: Creates teaching, cognitive, and social presence; Develops a feeling of community; Raises student engagement and satisfaction with online learning; Improves student learning; Increases student persistence and retention (reduces withdrawals).

The survey was conducted on 74 English lecturers and included 25 universities and higher education in Jakarta. They came from an English education background with a master's degree and a philosophical doctorate and mainly concentrated on English for Specific Purposes. Similar experiences were conducting online learning environments into various Learning Management Systems. The empirical data collection period lasted fifteen weeks, beginning in January 2020. After understanding it from their colleagues, the English lecturers conducted English pedagogy for over six years in University and Higher Education and were approved to participate in the study. The researcher acts as an observer and does not participate in this study's language learners' interaction in an online learning environment. The function is to observe, discuss, and analyze English lecturers' strategies and enacted interaction educational procedures. The detailed demographic participants are in the bellow table general. This section describes how the study was conducted. The subject matters of this section are: (1) the study design; (2) the sample population or subject of the research; (3) data collection techniques and instrument development; (4) and data analysis techniques. Please use descriptive paragraphs.

Table 1 Participants Demographic

Elements		n : 74	Percentage (%)
Gender	Male	29	39
	Female	45	61
Academic Degree Background	Master	52	70
	Doctorate	22	30
Teaching Experience	More than 5 Years	63	85
	Less than 5 Years	11	15
Experience conducts online pedagogy before pandemic Covid-19	Yes	51	69
	No	23	31
Communication Mode Online Learning	Asynchronous	16	22
	Synchronous	13	18
	Asynchronous & Synchronous	45	61
Learning Management System (LMS) Tools	Moodle	31	42
	Google Classroom	24	32
	Ms. Team	7	9
	Others	12	16

A structured questionnaire based on a five-point Likert-type rating scale with twenty items was created using Google forms and sent to English lecturers digitally through e-mail and electronic messages. The survey questionnaire consisted of six parts, which informed respondents about the sections and provided directions for completing the survey. The second portion elicited information about the respondents' demographic characteristics. The remainder of the questionnaire covered the studies of language learners' interaction in online environments. Each Likert question offered a range of response alternatives ranging from strongly disagree (1) to strongly agree (2). The survey is a data collection method in which data are gathered routinely from a population or a sample by some direct solicitation. The data collection for this research was accomplished by using questionnaire instruments previously utilized in early analyses. Descriptive statistics allow characterizing the data based on its properties. It is included in frequency, central tendency measures, dispersion or variation, and position measures.

To determine the test's reliability, the content validity of the items was calculated using Cronbach's Alpha. One item was deleted due to its excessive sample variance. Cronbach's alpha was 0. 741 for this test. According to Thao (2018), the questionnaire is valid for usage if the reliability score is more than 0.7. Although the questionnaires were derived and adapted from the names (years), a pilot test yielded a score of 0.855, also approved by Torkian et al. (2020). The questionnaire's validity was tested with the assistance of education professionals, and their recommendations were carefully integrated.

Results

It should be emphasized that the results are limited to how English lecturers conceptualized and implemented the online mechanism environment in their interactions with English language learners. Additionally, the result examines learners' relationships with English lecturers, material, peers, and technology. Getting the mix of these exchanges simply ideal, linked with learning goals and student preferences, results in the following table.

No	Item Statement	Mean	Standard Deviation
	Creates teaching, cognitive, and social presence		
1.	I create a safe, low-stress, supportive, welcoming online environment synchronously and asynchronously.	3.49	1.22
2.	I share your professional background, interest in the online course content, and willingness to teach English.	3.59	1.06
3.	I create opportunities and possibilities to reflect a topic's importance in the real-life	2.59	1.22
4.	I allow English language learners to correct their errors and revise them on practicing or exercising	3.53	0.97
	Develops a Sense of Online community		
5.	I express clear online communication policies, including expected netiquette protocols, from e-mail to instant message.	3.08	1.20
6.	I am open to communicating the personal applicability of the subjects' material.	3.16	1.12
7.	I acknowledge perceptiveness to English proficiency diversification, cultural diversity, and technological literacy distinctiveness	3.16	1.18
	Raises English language learning engagement and pleasure		
8.	I post and send periodic encouragement messages in announcements Learning Management System, e-mails, or instant group messages.	2.77	1.36
9.	I give preload feedback for electronic tests included quizzes or assignments for relevant answers, and set the delivery timing for English language learners	3.61	1.11
10.	I suggest online content cleanly, virtually, and simply in whatever online instrument and mechanism use	3.5	0.97
	Improves English learners learning Advancement		
11.	I give feedback through multiple layers in technology channels for readings and writing mode,	3.16	1.12
12.	I avoid assigning too many electronic assignments at one time.	2.81	1.42
13.	I evaluate the quality of content, the fit to your learning outcomes, the ease of use, the format and layout, and the quality of interactivity.	3.08	1.18
14.	I display graphics as much as possible to illustrate phenomena, principles, examples, processes, procedures, and causal and conceptual relationships.	3.36	1.31
15.	I produce videos or podcasts of material in various multimedia.	3.69	1.13
	Increases English language learners' persistence and retention		
16.	I construct a complex lesson in shorter components rather than one long, continuous lesson for readings.	3.84	1.08
17.	I demonstrate English language learners' examples of exemplary and unacceptable work.	3.30	1.26
18.	I explain conceptual content with practical and actual examples.	2.77	1.36
19.	I explain conceptual content with practical and actual examples.	3.74	1.03

15 of the 19 questions had a mean greater than 3.0, indicating that the respondents generally agreed. The remaining four questions had a mean greater than 2.5, indicating that respondents were generally hesitant about those items. Promoting interaction is one of the teaching skills. This skill may be significantly impacted by the communication instruments accessible to the English lecturers in an online context. Due to the limitations of

direct contact (face to face) in an online setting, the English lecturers must develop successful strategies for building personalized interaction with all English language learners.

Creates teaching, cognitive, and social presence

Cognitive presence is one of the components of the Community of Inquiry (CoI) framework for designing successful and exciting online courses. Besides, educational presence and social presence are components of CoI. The term "cognitive presence" guides the academic scope and mental engagement in an online environment. The study exposed that these elements generate and establish the uniqueness online environment interaction synchronously and asynchronously, exploring the internal

No Item	Item Description	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I create a safe, low-stress, supportive, welcoming online environment synchronously and asynchronously.	3|4.1%	7 | 9.5%	12 | 16.2%	36|48.6%	16|21.6%
2	I share your professional background, interest in the online course content, and willingness to teach English.	6 | 8.1%	12 | 16.2%	8 | 10.8%	35 | 47.3%	6 | 8.1%
3	I create opportunities and possibilities for reflect a topic's importance in the real-life	3 | 4.1%	12 | 16.2%	8 | 10.8%	40 | 54.1%	11 | 14.9%
4	I allow English language learners to correct their errors and revise it on the practicing or exercising	13 | 17.6%	29 | 39.2%	14 | 18.9%	11 | 14.9%	7 | 9.5%

Regarding establishing well-established teaching and learning experience, I synchronously and asynchronously provide a secure, low-stress, supportive, and friendly online atmosphere. 21.6% strongly agreed, and 48.6% of the English lecturers agreed to have convenient and effective online environment interaction. 39.2% collectively disagreed or strongly disagreed with having their feedback and reflection to revise their answer in the online environment. 18.9% enable English language students to fix and amend their blunders while practicing or exercising. They were undecided, indicating that they might have a distinguished perspective related to the English language learners correcting the answer by themselves when they spot an error, correcting it, and comparing the feedback or responses with the answers key. About 54.1% offer people chances and opportunities to ponder the significance of an issue in real life. They were reported establishing the possibilities to have cooperated the topic or subject reflection in real life, whereas 47.3% would implement the pre-material information related to the background of the instructors and others. Over one-half of the English lecturers (47.3%) agree when generating self-correctness situations inside the online environment, whereas only 24.4% agreed. 9.5% strongly agreed, and 55.4% agreed to the storage capacity of their interaction in the flexible instruments to achieve effective communication between participants

Develops a Sense of Online community

It is challenging to develop a feeling of community without constructing relationships. In the online classroom, engagement and commitment are contingent on connections between students, instructors, and between students and material. While establishing relationships online may be more complex, several technology solutions may help stimulate emotions of connectivity. The study explored clear online communication rules, willing to discuss the themes' relevance, appreciate awareness of English proficiency and cultural diversity, enhance the enjoyment of English language learning, and preload feedback for computerized examinations and quizzes

No Item	Item Description	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I express clear online communication policies, including expected netiquette protocols, from e-mail to instant message.	5 | 6.8%	22 | 29.7%	16 | 21.6%	24 | 32.4%	7 | 9.5%
2	I am open to communicating the personal applicability of the subjects' material.	2 | 2.7%	22 | 29.7%	18 | 24.3%	26 | 35.1%	2 | 2.7%
3	I acknowledge perceptiveness to English proficiency diversification, cultural diversity and technological literacy distinctiveness	2 | 2.7%	4 | 5.4%	9 | 12.2%	40 | 54.1%	19 | 24.7%

No	Item Description	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
4	Raises English language learning engagement and pleasure	9 | 12.2%	4 | 5.4%	12 | 16.2%	21 | 28.4%	28 | 37.8%
5	I post and send periodic encouragement messages in announcements Learning Management System, e-mails, or instant group messages.	4 | 5.4%	10 | 13.5%	11 | 14.9%	35 | 47.3%	14 | 18.9%
6	I give preload feedback for electronic tests included quizzes or assignments for relevant answers, and set the delivery timing for English language learners	3|4.1%	6 | 8.1%	3 | 4.1%	13 | 17.6%	12 | 16.2%

Around 9.5 percent of English professors strongly support the initiative, and 32.4 percent believed that it was exciting to communicate their online communication policy, ranging from e-mail to instant messaging, in an online learning environment. 6.8%, 29.7%, and 21.6 percent of respondents, respectively, strongly disagreed, disagreed, and were indecisive. Additionally, 29.7 percent of English lecturers found it challenging to maintain open communication in an online environment relevant to the subject matter, while 35.1 percent considered interactive activities beneficial. A sizable proportion (54.1 percent) of English lecturers were sure that identifying distinct competencies and technical skills would have been beneficial in an online learning environment. Almost 37.8 percent of respondents believed that increasing their excitement and pleasure with English language study was vital, whereas 5.4 percent had a contrary view and 16.2 percent were uncertain. 47.3 percent expressed apprehension that encouragement may be found in announcements, the Learning Management System, e-mails, and instant group messaging, whereas 13.5% expressed no concern about their communication tools. English lecturers (17.6 percent) were expressly tasked with providing early feedback on electronic assessments such as quizzes or assignments and scheduling their distribution to English language learners. Whereas 8.1% categorically oppose electronic evaluation, this might significantly influence the online environment.

Improves English learners learning Advancement

Online learning advancement defined that online learning is most successful when something is constructed for the benefit of others. This situation may take the form of a spoken statement or an online message, or it may take the form of something more sophisticated, such as a collaborating or a presentation. As English lecturers and instructors, the condition should prioritize experiences that promote learning from the learner's perspective, rather than just posting and evaluating the knowledge. The subject indicated to provide feedback through various levels of technology for reading and writing, avoid overload activities, look at the content, the learning objectives, the usability, use images to demonstrate concepts and causal links, and generate diverse media

No Item	Item Description	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I give feedback through multiple layers in technology channels for readings and writing mode,	6 | 8.1%	8 | 10.8%	15 | 20.3%	21 | 28.4%	24 | 32.4%
2	I avoid assigning too many electronic assignments at one time.	7 | 9.5%	3 | 4.1%	16 | 21.6%	22 | 29.7%	26 | 35.1%
3	I evaluate the quality of content, the fit to your learning outcomes, the ease of use, the format and layout, and the quality of interactivity.	4 | 5.4%	6 | 8.1%	17 | 23%	38 | 51.4%	9 | 12.2%
4	I display graphics as much as possible to illustrate phenomena, principles, examples, processes, procedures, and causal and conceptual relationships.	10 | 13.5%	5 | 6.8%	12 | 16.2%	21 | 28.4%	26 | 35.1%
5	I produce videos or podcasts of material in various multimedia.	4 | 5.4%	9 | 12.2%	21 | 28.4%	12 | 16.2%	28 | 37.8%

Approximately 32.4% and 28.4% of English lecturers accepted that providing online learning feedback on readings and writing modes through many technological channels became significant. On the contrary, the 10.8% and 8.1% might have been the diverse standpoint of the feedback instrument. 20.3% were responded to the doubtful on the responses. The 29.7% and 35.1% approved that they consider assigning excessive electronic assignments consecutively. Higher responses than opposed responses to the 21.6% uncertain, and counter-opinion statement to 9.5%, and 4.1% assigning too many electronic assignments one after the other cannot be an option. Moreover, 51.4% and 12.2% verified that evaluations should be based on the quality of material, simplicity of use, format, layout, and the level of engagement provided. This situation is the converse condition to the 5.4% and 8.1% who responded contrarily examine the content's quality, relevance to the learning

objectives, usability, structure and layout, and level of engagement. The 23% of English lecturers were impressed the unsure with the statement. Show events, principles, instances, processes, procedures, causal and conceptual linkages through visuals are the main principle to the 28.4% and 35.1% English lecturers, but 13.5% and 6.8% were undermined. Although, 16.2% were undoubted. On the other side, 37.8% and 37.8% of English lecturers approved creating video or broadcasts of diverse media content, except 5.4% and 12.2% might consider media material in a variety of formats would not have a significant impact in the online environment. The noncommittal responses were 28.4%.

Increases English language learners' persistence and retention

A review on retention challenges and solutions in online settings must thoroughly analyze the theoretical notions that define the contexts in which virtual education environments and learners exist. Despite the most excellent intentions, a lack of cross-cultural contact results in a lack of understanding between students and professors. Thus, scenarios involving positive or negative self-determination embedded inside online settings will affect online learners' recall. The study exposed the breakup of a large lecture into smaller components, showed exceptional and unsatisfactory work by ESL students, explained concepts using examples, and clarified concepts using examples.

No Item	Item Description	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I construct a complex lesson in shorter components rather than one long, continuous lesson for readings.	6 | 8.1%	7 | 9.5%	7 | 9.5%	32 | 43.2%	22 | 29.7%
2	I demonstrate English language learners' examples of exemplary and unacceptable work.	3 | 4.1%	11 | 14.9%	10 | 13.5%	32 | 43.2%	18 | 24.3%
3	I explain conceptual content with practical and actual examples.	6 | 8.1%	4 | 5.4%	14 | 18.9%	30 | 40.5%	20 | 27%

Compressing a complex subject into simple fragments acknowledges 43.2% and 29.7% of English lecturers, while 8.1% and 9.5% did not find it as a valuable component in their English language online environment. 9.5% is evaluated to the uncertain condition. Additionally, 43.2% and 24.3% are approved that show samples of exceptional and undesirable work, yet 4.1% and 14.9% reflected that the example concept did not match their online learning standard—13.5% of English lecturers considered indecisive to the outlook. Moreover, showing English language learners of practical illustrations can be vital for 24.3% and 43.2%, although 4.1% and 14.9% did not coincide with the case. 13.5% of responders are unbiased, so they do not buffer all these excess and deficiency. On the other hand, 40.5% and 27% supported intellectual topics using real-world instances. Nonetheless, 8.1% and 5.4% did not recognize the topic. 18.9% are indicated either in general or toward a specific thing.

Discussion

The findings suggest that Learning Management System was a valuable instrument for evaluating online learning experiences since it concentrates on three dimensions: cognitive presence, social presence, and instructional presence. Law et al. (2019) explained that cognitive presence is critical better English language learners' academic performance. The level of cognitive presence reflects the quality and quantity of critical thinking, collaborative problem solving, and meaning formation that occurs during student-to-student and student-to-faculty interactions. English lecturers may model and facilitate cognitive presence in their interaction among students during group discussions, assignments feedback, and other forms of communication. Barbosa et al. (2020) exposed that the practical inquiry model illustrates the progression from awareness through a triggering event to the investigation, discussion, integration, and finally, putting ideas into practice. Cognitive presence is founded on the iterative link between individual comprehension and communal discussion

Efforts to foster a feeling of community are critical in any course, but more so in an online context. English language learners developed a feeling of community with their lecturers and peers and with the topic itself. According to Chatterjee and Correia (2020), a lack of peer relationships causes students to feel lonelier and

more stressed than more engaged students; exchanges with other students become critical for authenticating their experiences and reducing isolation (Murphy et al., 2021). English language learners in regular classroom environments understand precisely where and when they must be in class. English lectures as instructors may design their syllabus around these timetables. Additionally, Haar (2018) concluded that instructors might examine their learners' visual clues to assess whether they comprehend the material and make necessary revisions fast. In an online context, instructor-student isolation necessitates a distinct method to content presentation to ensure that students grasp the instructor's objectives and appropriately estimate their performance in the course

Online English lecturers are critical in building and sustaining an effective online learning environment and must be equipped with a specific set of tools to succeed (Gilakjani, 2017). They should see assisted learning as having the same value as the conventional form. Both the accelerated learning model and the online method rely on facilitative strategies to ensure learners' proficiency in English. Sardegna et al. (2018) affirmed that the online classroom necessitates reinvigorated educational ideas and approaches, so English lecturers need to avoid duplicating the online classroom in the online paradigm and be approachable, caring, adaptable, and authentic. Moreover, English lecturers attempted to compensate for the absence of physical presence in the virtual classroom by providing a supportive atmosphere in which all students feel comfortable contributing and, more importantly, students know their instructor is reachable.

English lecturers may use the online learning ecosystem's inherent interaction by creating assignments centered on relevant Websites. Learners construct choices and learn from their preferences when they visit these sites. Delmas (2017) authenticated that active learning also materializes when learners collaborate. Increase learner control, give them oversight responsibilities, and choose which tasks to accomplish. Educational institutions have a significant obligation to ensure that all students graduate with the requisite information and abilities to succeed in their chosen sector. As instructors, Bank and Dohy (2019) sustained that they were accountable for retaining as many students as feasible. This condition is a vital characteristic for each institution of higher education that we represent. The pressure is to ensure that English lecturers reach or surpass that expectation to maintain the highest achievers. Whether English lecturers are seasoned instructors or are new to online teaching, satisfying faculty expectations may require creating or refining retention techniques. Clearly stated classroom standards may assist English language learners in developing realistic expectations and learning to manage their time effectively in college, despite conflicting pressures. Academic help is critical for learners who are striving to attain high standards. Social assistance also became critical for students who encountered problems throughout their academic experience in the online environment.

Conclusion

Due to the variety of online interaction styles, English language learners engage in various distinct learning processes or modes of learning while participating in computer-mediated conversations. The method of acquiring information affects learning transfer, or the capacity to apply acquired knowledge to new contexts. Thus, lecturers' and students' online interaction patterns in asynchronous computer-mediated conversations reflect their involvement behaviors and affect their learning and transfer of knowledge. The active involvement approach requires students to participate in and answer discussion topics and their peers' contributions consistently, typically more than necessary. The English lecturers' continual engagement and reactions may represent their active encoding and decoding of course contents and the opinions of others. According to the finding, active learner involvement and interaction are essential components of online learning's effectiveness. As the online learning designer, English lecturers must design their learning activities within a socially created knowledge environment.

Online English lecturers include instructional tactics that encourage students to participate more actively in online forums, such as group discussions, role-playing and debating. When building online learning environments and technologies, English lecturers, designers, and instructors should emphasize tactics that enable online students to connect actively and successfully learn and engage in various formats. This outcome has implications for the efficient design and organizing of interactions in online learning environments. The findings point the way forward in developing practical online tools and education that will assist students in transitioning to more active engagement patterns in technologically mediated online learning settings. However, since this was descriptive statistical research with a limited sample size, further data are required to properly understand why and how students' online education approaches evolve. Additionally, the finding must better understand how to assist

English language learners, particularly those with vicarious and mixed or balanced interaction styles, in achieving a more satisfying learning experience. Comparative research will give more information on developing upcoming educational technology and online and remote education tools, especially the implementation of English language learners.

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