

A SYSTEMATIC LITERATURE REVIEW ON THE METHODS OF INTERACTIVE ENGLISH LANGUAGE TEACHING USING DIVERSE ONLINE PLATFORMS

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ABSTRACT

Embracing technology in teaching English has become a necessity following the rapid growth of technology, including the mushrooming of the use of e-learning in the ELT context. It has been known that a conventional classroom facilitates and enhances interactive language teaching effectively since the students can communicate with their teacher and classmates through face-to-face meetings. In the era of e-learning, developing interactive language teaching has become a challenge for English teachers. Because e-learning requires students to be more independent, they do not have to study in class with their friends and teachers. On the other hand, students need to interact with others to use English for communication successfully. By employing Systematic Literature Review (SLR), this research reviews some concepts to find suitable methods on how e-learning can accommodate ELT as effectively and interactive as conventional classrooms because finding suitable e-learning methods is important for enabling the students to use English successfully. Finding the best e-learning application that supports e-learning interaction in ELT is another objective of this paper. Moreover, it is expected that the paper will contribute to the development of an e-learning English course as interactive as the teaching of English in the conventional classroom.

Keywords: applications, ELT, e-learning, interactive.

INTRODUCTION

Technology, especially ubiquitous computing, has made devices connected (Lyytinen & Yoo, 2022). Students in tertiary institutions commonly use technology in their learning process. It is time for higher education to update the curriculum to match existing technology. By looking at current technological developments, students may have better digital literacy and competence in the use of technological devices compared to lecturers. However, lecturers must take advantage of every opportunity to continue improving their learning processes (Radhika, 2016; Raja & Nagasubramani, 2018). In general, students are familiar with social media such as Facebook, Twitter, and Instagram to connect.

They are also familiar with some digital resources, and it is easier to research the websites to find references online.

This study looks for essential factors that can be a reference in designing online learning, in this case, for the English for Academic Purposes course. Students can interact with their friends and lecturers through the Internet, including accessing the course material. It is undeniable that face-to-face classes are better for some cases, but online classes are more effective in delivery. The objective of an online class is to enable the students to study at their own pace, time preference, and place preference (Raja & Nagasubramani, 2018). Some research related to online learning design will support the purpose of this research. The important point of this

research is to provide contributions on essential factors that can be a reference when designing online learning in English for Academic Purposes.

In a conventional classroom, lecturers must remind the students to be directly and actively involved with each topic and do every single task given. On the other hand, technology development provides an opportunity for the students and the lecturers to use online platforms, which enable them to interact and share problems as well as knowledge in their personal preference of time and place using their gadgets (Raja & Nagasubramani, 2018). Like the interaction in the conventional classroom, the interaction can be in many ways: students-to-students, students-to-lecturers, and students-to-content. Thus, it is necessary for the lecturers to wisely accommodate the personal needs or preferences of the students, both social and academic interaction, in their teaching practice using the Internet without neglecting the academic objectives.

Across different social media platforms, the number of users exceeds hundreds of millions (Alhabash & Ma, 2017), and the numbers keep increasing. This tendency proves that social media has the potential to influence the teaching media used by lecturers. Rapid information from the Internet and the massive impact of technology development have led people's habits and perspectives in terms of education in different ways. The Internet, with its various applications, has created communities that are able to reduce the problem of time and distance barriers. It can support collaboration. With new habits, new applications, and new gadgets, lecturers and students from different places can now collaborate more intensely. In life-long learning, the role of information and communication technology is one of empowerment, enhancement of creativity, and support (Laal, 2013), which match the educational needs of the 21st century. Thus, online learning is very suitable to be applied in education now and in the future. However, there must still be some essential aspects to consider as a reference when designing an online learning environment.

Constructivism

One of the goals of collaboration is the formation of relationships between students so that they can interact with each other to build knowledge. Each

student can build knowledge better through guided instruction rather than independent exploration. The theory of "More Knowledgeable" (Vygotsky, 1978) is in line with the statement that students who study together with friends or lecturers can build their knowledge better. The point is that students who study, whether in a conventional classroom or online learning, need to get guidance in terms of ways of thinking and acting, just like those who are experts in their fields. Students need a suitable space to interact and learn in an online learning environment.

A conducive learning environment is essential to be created because it facilitates enabling students to manage their learning and transfer it to new contexts; teaching should be designed to develop students' metacognitive capacity, agency, and capacity for strategic learning (Darling-Hammond et al., 2019). Lecturers, as facilitators, must provide equal opportunities for all students to interact actively with other members of the class. This interaction should be maintained in the online learning context by utilizing online resources. The online resources enable the students to exchange ideas and provide feedback as usually done in the conventional classroom. Online learning, both synchronous and asynchronous, must facilitate the students' being actively involved in discussions and other online interactions to enhance their knowledge.

e-Learning

Either in online learning or in a conventional classroom, interaction is vital to the successful learning process and a well-planned course should put three levels of interaction, such as lecturer-to-student, student-to-students, and student-to-content, in proper balance (Boettcher, 2007; Hurst et al., 2013). In this case, lecturers should plan an appropriate learning strategy to make students understand the content of learning and allow them to develop targeted abilities or skills. Some learning contents, such as tutorial classes, require synchronous interactions while other content requires an independent exploration. In managing online learning, all interactions run through a medium called a user interface where interactions can happen.

However, this interaction cannot guarantee that the students engage better in this e-learning platform. In this case, no one best method of interaction can be used for all conditions because

different conditions need a different method of interaction and it might be a combination of several appropriate methods of interaction. In-depth and meaningful formal learning can occur when one of the three types of interaction, lecturer-to-student, student-to-student, and student-to-content (Boettcher, 2007), is involved. The other two interactions can be applied at a minimal level without degrading the student's learning experience. Even though the students should interact with the lecturer and other students in online learning, many students feel hesitant or do not have a willingness to share and respond during the learning process. The students will be more active when they think that the environment is safe and comfortable for them to engage more. This kind of learning environment should provide collaborative activities that enable the students to connect and get to know each other so that they feel accepted in the online community. The feeling of safety and acceptance triggers the students to engage better in every online activity. Moreover, online learning should make students open their minds to new knowledge and be willing to share their thoughts at the same time. Thus, the teacher needs to consider more in creating activities and choosing the methods of interaction being applied in their learning practice so that the students can engage more.

On the one hand, validity and quality are problems in online learning, and some people even doubt its validity. Most of the concerns about online learning are focused on limitations in communication technology when they try to realize important features of face-to-face classes, such as social interaction, feedback, student activities, teaching flexibility, differences in student knowledge, and adaptation to individual needs. On the other hand, online learning has been implemented by many institutions because of the high potential of online learning in providing education opportunities to people who cannot attend face-to-face classes for financial, geographical, physical, or family reasons. The Internet can bring up fundamental properties like in face-to-face classes, so this proves the validity of online learning. Thus, online learning can truly overcome the problem of distance, which becomes an obstacle in face-to-face learning. The use of Zoom, for example, can be integrated into online learning to overcome the problem because it allows real-time interaction between students and lecturers. Lecturers must also

develop learning materials and curricula that are as effective as face-to-face classes.

Online Learning Design

In online learning, student learning experiences are influenced by and depend on many factors. The question to raise is about designing online learning that is equivalent to or even better than face-to-face learning. Several studies have proven the importance of designing online learning materials for successful teaching practice.

Research conducted by Weerasinghe et al. (2009) found four major guidelines for designing an online learning environment for learner satisfaction and learning effectiveness. The guidelines are (1) structure and organize learning content, (2) present content with multimedia, (3) design teacher-student interactions, and (4) design learning activities. Their research shows that teacher-student interaction is the most important factor in gaining student satisfaction in online learning. They claimed that these guidelines could increase student satisfaction and learning effectiveness. In fact, in the implementation, virtual discussion is the most favorable activity conducted in online learning to interact with friends and teachers.

The study of Kuzmanović highlighted three dimensions of interest that need to be considered in online learning (Kuzmanović et al., 2019). The dimensions are e-learning technology, teaching methods, and knowledge assessment. E-learning technology is important because students' satisfaction with e-learning is based on their attitude toward ICT. Students need to have the necessary skills related to technology to be fully involved in the e-learning environment. So, student satisfaction is influenced by positive perceptions of technology in terms of ease of access. The second dimension, teaching method, is a complex factor because it is directly related to interactions, for example, interactions with friends, teachers, and content, even interactions with the system. Knowledge assessment is determined to be the most important dimension for students in both conventional and online classrooms.

To design productive online learning, Boettcher (2007) mentioned ten principles in his study. The principles are (1) every structured learning experience has four elements, i.e. Learner, Mentor, Knowledge, and Environment, with the learner at the center; (2) every learning

experience includes an environment where the learner can interact to their classmates and lecturers; (3) we shape our tools and our tools shape us, even though Boettcher confessed that it is a strange learning principle; (4) the lecturer is the director of the learning experience; (5) learners bring their personalized knowledge, skills, and attitudes to the learning experience; (6) every learner has a zone of proximal development that defines the space that a learner is ready to develop into useful knowledge; (7) concepts are not words, but it is organized and intricates knowledge clusters; (8) all learners do not need to learn all course content, yet they need to learn the core concepts of the learning; (9) different learning outcomes require different instruction; (10) when everything else being equal, more time-on-task equals more learning. In short, the design of online learning should be similar to the one in the conventional classroom to keep the interactions running smoothly.

Meanwhile, Toporski and Foley (2004) suggested seven strategies in an online learning environment. The strategies are: (1) making it interactive, (2) keeping it engaging and motivating, (3) putting things in context, (4) maintaining diversity, (5) using collaborative strategies, (6) reducing cognitive load, and (7) providing adequate scaffolding. These sets of strategies are essential mechanisms to support and motivate students in an online learning environment. Every single strategy is necessary to encourage each student to be responsible, to act, to have strong motivation, and to apply their knowledge and skills in everyday life. Diversity and collaborative learning will help students stay active, stay focused, and increasingly motivated. By having ample learning, students are expected to have independent thinking and foster higher-order thinking.

Arbaugh provides initial insights into the empirical verification of social presence, teaching presence, and cognitive presence in online learning (Arbaugh, 2008). Teaching presence is described as the design, facilitation, and direction of cognitive social processes to realize personally meaningful and educationally worthwhile learning outcomes. Social presence is the ability of learners to project themselves socially and emotionally, thereby being perceived as “real people” in mediated communication. Cognitive presence refers to the extent to which learners can construct and confirm meaning through sustained reflection and discourse. The presence of these aspects is

the potential for the generalizability of online management education.

About 21st-century learning, Anderson and McCormick (2005) mentioned ten principles of successful e-learning that help the teacher reflect on the role of learning citizens. The principles are as follows:

1. Match to the curriculum.
The pedagogy should be matched with and aligned with the appropriate curriculum.
2. Inclusion.
The pedagogy should support inclusive practice.
3. Learner engagement.
The pedagogy should engage and motivate learners.
4. Innovative approaches.
It should be evident why learning technologies are being used to achieve a goal effectively.
5. Effective learning.
This principle can be demonstrated in a variety of ways, for example, by providing authentic learning.
6. Formative assessment.
The pedagogy should provide formative assessment which is primarily aimed at improving learning.
7. Summative assessment.
Summative assessment for grading students' knowledge as to future educational or work opportunities.
8. Coherence, consistency, and transparency.
The pedagogy must be internally coherent and consistent in that objectives, content, student activity, and assessment match each other.
9. Ease of use.
As well as being transparent in its intention, e-learning should be transparent in its ease of use.
10. Cost-effectiveness.
Technology solutions need to be justifiable, affordable, and sustainable in costs.

E-Learning in EFL Classroom

With the blossoming use of information and communication technology (ICT) in language learning, the integration of ICT in the teaching practice should be carefully planned. The reason is that the students are not only learning the English language, but they also learn digital literacy skills. Teachers' creativity and innovation in integrating online resources into

their teaching instruction are needed. Technology instruction should be effectively integrated into EFL instruction to encourage the students' engagement and to build up their language learning. Communication, collaboration, and creativity can also be enhanced by integrating computer technology into the language learning design. The integration of ICT in language learning can also improve the motivation of the students because the students are keen on technology. It is also beneficial in developing the student's critical thinking skills, high levels of understanding, and problem-solving skills. The effective use of technology in the e-learning context makes the learning process more productive because technology can improve EFL learning quality. The students can improve and develop their learning outcomes, self-esteem, and attitude (Haswani, 2014; Vistari, 2023; Solano et al., 2017; Ahmadi, 2018).

In order to help the students become successful English learners, the need to adapt technology in English language teaching is very urgent. Teachers should embrace the massive development of technology to create engaging and interactive learning experiences and take advantage of the full potential of e-learning. Finding a new solution to integrating e-learning in EFL classrooms is necessary, considering its high level of interactivity and its efficiency.

METHOD

The objective of this study is to identify the various kinds of online applications that can be employed in designing English language teaching online. Specifically, the study was conducted to find out the online applications that can facilitate student interaction effectively in the e-learning environment. The study refers to the previous theory and studies as the data sources to be discussed further according to the topic of the study. The previous studies explained the usage of various kinds of online applications that are commonly used in the online learning environment, including their benefits and weaknesses.

Thus, the Systematic Literature Review (SLR) was employed in this study. Conducting SLR is a valuable approach to sift through vast amounts of data and provide insights into a variety of other topics, including what works and what does not. They are a means of delineating areas of ambiguity and pinpointing areas that

require further inquiry but where little or no pertinent work has been done (Petticrew & Roberts, 2006). There are multiple processes involved in this process, which include formulating research questions, choosing databases and additional resources, specifying search keywords, combining results from various databases, implementing inclusion and exclusion criteria, doing the review, and synthesizing findings.

FINDINGS AND DISCUSSION

The fast development of technology affects education as they utilize technology in the learning process. Technology development also influences the need to adapt to the new learning environment. The learning process should accommodate the development of technology and provide ample support for the use of technology to meet the needs of the present generation (Raja & Nagasubramani, 2018; Budhwar, 2017). E-learning becomes a new media or technology in the learning process that lecturers can use. However, the use of e-learning in the learning process requires careful design to create an active and dynamic learning environment.

Moreover, e-learning should support the lifelong learning and personal development of the students. Another reason for the use of e-learning in the learning process nowadays is the shift in the education perspectives to meet the changes, in which learning should be flexible and ubiquitous (Al Rawashdeh et al., 2021). However, several studies show a low level of participation and lack of continuity in online learning practices because the presence of a lecturer is still needed to provide directions, guidelines, and knowledge sources. In the end, a lecturer in an online learning environment must support, encourage, provide feedback, be a role model, be a knowledge resource, and elicit discussion.

Online learning design depends on many aspects such as content, students, lecturers, types of online applications, and level of interaction desired. Students, content, lecturers, and interactive media play an essential role when designing an online learning environment. The key factor is to find the right combination of online resources and learning activities carefully to meet the objective of the learning. According to the studies conducted on the use of technology in teaching, the use of technology in EFL online

learning also brings positive impacts to the EFL students because they are keen on technology. Technology is always successful in increasing their interest. Technology attracts them better. Thus, making use of technology via an online learning environment is very important in improving their knowledge, language skills, competencies, and performance in English.

Online learning is more student-centered rather than teacher-centered, which means that the students should be the ones who are active in learning and digging for knowledge. Lecturers may provide them with online resources, either external links or ready-made materials, which require them to learn more than the resources provided by the lecturers. Video, audio, and reading materials are types of resources that can be used to explain a concept. Because learning should be contextual and authentic, online resources provide millions of resources that can support online learning. The contextual resources and activities that originate from real-life situations maintain the student's involvement in learning. Students are more likely to stay involved when the learning activities are meaningful and match their context.

Online learning and the applications used in English language teaching promote collaborative learning as the students require working in groups. In terms of communicative language learning principles, project-based learning, or group work in general, student collaboration also facilitates the students with contextualized and authentic engagement, communication, and achievement. Project-based learning facilitates the students to acquire the language independently and autonomously through the process of interaction, negotiation, and conveying meaning in English. The students can have authentic and interactive communication either locally or globally by employing text, audio, and video. Computer-mediated communication with the group members or with the lecturer can improve the communication skills of the students through the online applications being applied in online learning. Project-based learning in the online learning environment also contributes to the improvement of the student's critical thinking, problem-solving skills, analytical skills, creativity, and autonomy as effectively and efficiently as in the conventional classroom.

Solano et al. (2017) argued that the effective usage of technology could strengthen the students' linguistic skills, attitude toward

learning, development of self-instruction strategies, and self-confidence improvement. Moreover, technology also changes the students' way of practicing the language, improves their performance, provides multiple input sources, and makes them autonomous in their learning. However, the technology used in the e-learning environment might bring difficulties for the students and lecturers. For students, the use of technology requires them to have basic understanding of technology and access. For the lecturers, exploring an appropriate technology in their teaching practice takes time, except for the basic knowledge of technology. Hence, teachers should anticipate problems that might be faced related to language learning itself and digital literacy in their instructional plan in order to maintain the learning outcomes.

For successful teaching, every teacher is required to have good preparation. Lesson planning, among many others, is one of the factors that make the teaching practice successful. It is crucial and useful for teachers to have a thorough lesson plan in which the teaching activities are explained or stated comprehensively and systematically. The lesson plan provides guidelines for the teacher or the substitute teacher regarding what should be done in the learning process. A comprehensive lesson plan consists of guideline resources and historical documents that reflect the philosophy of teaching, the population of students, references, and the objectives of the lesson. The lesson plan provides information on the topic being taught in the lesson, the teaching procedures, and the duration of the teaching to be implemented in the class to meet the objectives and the goals of the lesson (Celce-Murcia, 2001). However, it must be remembered that the lesson plan should meet the achievement of the objective and maintain the long-term instructional goals of language learning.

Reviewing suitable online resources is necessary to be done by English teachers beforehand because different online resources or applications provide different features and affordances. Since the instructional plan depicts the condition of the students, the teachers can employ online resources or applications that match the students' conditions, particularly in terms of digital literacy skills and internet connection. Lecturers should also consider the technical or technology barriers or difficulties of the students when computer applications are used in the e-learning context. Employing too

sophisticated applications does not mean that the learning is awesome. On the contrary, it also does not mean that hiring a simple and easy-to-use application is bad for the learning process. The technical problems of online applications in the e-learning process have the potential to distract the targeted learning outcomes. This technical problem should be anticipated and considered seriously before the implementation of online learning.

As it is in the conventional classroom, meaningful learning should also be taken into account by the lecturers in the e-learning context. Applications used in e-learning are tools to make language learning more engaging without neglecting the learning objective. In learning English, engagement is very important because the students can develop their language competence better when the communication activities in the class are engaging. It means that the students can use the language as it is used in real communication outside the class. Thus, the implementation of computer technology in the classroom should support the objective by enabling the students to work collaboratively. This is in line with the Engagement Theory of Kearsley & Shneiderman (1998, as cited in Haswani, 2014), which states that technology can assist learning engagement and lead to improvement in learning when the technology is employed appropriately in its application to meet the learning outcomes. Engaging and meaningful learning in the e-learning context can be provided through active collaboration, which is accommodated perfectly by project-based learning or problem-based learning.

Problem-solving or project-based learning is considered the best method of instruction to be applied in online language learning because it fosters group interaction and develops digital literacy. Problem-based learning or project-based learning is the strategy commonly used in language learning in which the students are required to research the Internet and online resources to solve a problem or create a product. Various activities can be used by EFL teachers, starting from the simple ones, such as watching videos or reading from websites to the more complicated ones. There are many activities, such as investigating different opinions or information on social media, creating posters, brochures, booklets, presentations, slideshows, recorded interviews, videos, or dramatizations, which can be used for solving a problem or for creating a project. The students might use various

kinds of media, from simple ones to extensive ones, according to their digital literacy skills and need to accomplish the tasks (Çakici, 2016; Jenkins, 2015). Moreover, by integrating online resources into problem-based learning or project-based learning, student engagement and interaction can be maintained successfully.

In preparing for the instructional design, the crucial point to be considered is the learning process itself instead of the impressive use of technology in the EFL e-learning environment. The tasks and the learning outcomes should come first before the applications, not the other way around. Instead of being bothered with searching for applications that match the tasks, teachers should determine the tasks to be given to the students because the range of technology is vast, from low technology to high technology. If teachers cannot find or use high technology due to many constraints, it is always possible to use low technology in the learning process. Employing the use of low technology, such as email, social media, recorded video, podcasts, email, presentation software, or paper-and-pencil, is also applicable in language teaching. High technology, such as the use of EdPuzzle, Canva, Padlet, YouTube, Google Classroom, Edmodo, Artificial intelligence applications, or other online applications, can be used only when the condition of the students is possible for accessing the applications (Solano et al., 2017).

According to the study conducted by Solano et al. (2017), video-based learning is the most popular strategy among students because they feel motivated to learn English. Listening to a native English speaker improves their listening and speaking skills from the English varieties spoken by the native speaker. The students also find it useful to learn from presentations like PowerPoint and Prezi. Although the use of Podcast and Padlet was less interesting in the students according to the study, the use of these applications in language learning is found useful and interesting. Podcasting enables the teacher to provide authentic learning of English as authentic materials can be used, as well as informal and lifelong learning, learning objects, and just-in-time teaching. By using Padlet, students can contribute collaboratively to a topic or project by posting their ideas, opinions, or arguments on the Padlet board, which other students can read.

The list of computer applications that support English language teaching in the e-learning environment is getting longer with many

other computer applications. To accommodate and improve the writing skills of the students, blogging and using Canva are suggested. By writing on the blog, the students not only write individually but also have an opportunity to write collaboratively by contributing, revising, or commenting on other students' writing (Rahmawati, 2016). Canva is an online application that provides graphic design tools and can be used easily by students to create creative visual media. With the drag-and-drop features, the students can design visual media by accessing many images, pictures, fonts, icons, shapes, and graphics. Research conducted by Yundayani et al. (2019) showed the positive attitude of the students in the implementation of Canva in teaching writing. It was reported that the use of Canva in teaching writing improved the students' writing performance, their motivation, and their creativity. The application also promoted collaborative learning in the writing process, which reduced their anxiety about writing.

Blogging and using Canva can successfully assist students in second-language writing. The study showed that online learning and computer technology are effective in improving the student's writing skills. The effectiveness and performance can be improved more when another online application is implemented collaboratively in the online learning environment. In writing, as well as in speaking, the significant problem is in terms of language grammar, which can be solved by using grammar checker applications such as Grammarly. Grammarly can help students to make a self-assessment of their writing. Feedback provided by Grammarly can be their reference in revising their incorrect grammar or spelling. Even though the accuracy of Grammarly or other grammar checker applications cannot be guaranteed since they fail in semantic analysis and deep structures processing, it might have positive impacts on the student's knowledge of English and their competencies. It helps the students to be more confident and to increase their motivation in English writing. Thus, using more than one application in the online learning environment which supports one another to meet learning objectives should be considered and implemented creatively by the teachers to improve the student's English performance.

In the online learning environment, the learning management system cannot be separated because it facilitates the online

learning environment. Moodle, Edmodo, and Google Classroom are the most widely used LMS platforms as they are open-source products that can be used and modified for free according to the needs of the lecturers, the students, and the university. With many LMS platforms and their different features, lecturers can observe and choose the best platform that will be used in their online learning practice (Kasim & Khalid, 2016; Terzioglu & Kurt, 2019). Many studies have been conducted to learn more about the advantages and drawbacks of the implementation of LMS in EFL online learning. Srichanyachon (2014) stated that the implementation of LMS in EFL online learning has some advantages such as (1) learning is centralized in the LMS even though the students access the platform at their flexible time; (2) performance can be enhanced by tracking and reporting the students learning progress and activities in the platform; (3) the student's participation, competencies and completion can be assessed using the LMS; (4) by using LMS, lecturers can easily upgrade and evaluate the content of their courses for keeping the flow of online learning; and (5) the usage of LMS in the English online learning helps the lecturers to manage their learning process to a simple level. Moreover, as the objective of learning English as a foreign language is that students can use it fluently and independently in real life, LMS contributes to autonomous learning of the language, which helps them prepare themselves for real-life communication. By being autonomous in their learning, the students can be more responsible in learning by initiating, monitoring, and evaluating their learning (Pudyastuti, 2019; Dang & Robertson, 2010). Thus, the use of LMS in teaching English online has positive effects on the success of learning English and simplifies the learning process. Interactive communication between students to lecturers and students to students can also be maintained in the LMS. Choosing the appropriate LMS in combination with other online applications is strongly suggested and necessary to be implemented in the online learning of English for Academic Purposes. The features in the LMS that cover all aspects of learning and all language skills enable English learning to be more effective and efficient without jeopardizing the competencies and knowledge of English.

However, the implementation of technology or online applications in the online learning of English is without any drawbacks or difficulties

in many different aspects. Since technology and online learning depend on the internet connection and computer skills of both students and teachers, issues in this matter should be tackled carefully (Rahmawati, 2016). Synchronous learning using virtual meeting applications, such as Skype, Zoom, Google Meet, or Google Hangout, can be conducted as a substitute for face-to-face meetings, but it must be realized that the environment is different and the delay interferes with the flow of the learning process. The internet connection is another limitation because the internet connection might need to be better in some areas and losing the connection is the most common issue faced by students and teachers. It should also be realized that an internet connection and the gadget that supports it are only sometimes affordable, which makes e-learning less possible or impossible to do.

Lack of interaction is another problem due to the students' being passive and the lack of communication among the students as well as between the students and the lecturers. It has been acknowledged that in the online learning environment, physical limitations and boundaries for learning almost do not exist. Thus, besides employing online meeting applications, communication and interaction can also be conducted using text-based online applications, such as email, short text messages, Messenger, Google Hangout, or other social media, which take the biggest portion of communication (Anwar et al., 2021). Because the communication is mostly conducted by text messages, the oral communication is less which means that the speaking skills of the students cannot be improved or developed more. Nevertheless, through this online communication platform, collaboration can be encouraged (Rintaningrum, 2023; Vistari, 2023).

Synchronous and asynchronous methods can be used to maintain the interactions with the remote students. Even though synchronous learning creates a different sense or situation for the students, it is worth doing because it provides authentic communication with the students during remote learning. This online learning activity, which can be conducted via online meeting applications, enables the teacher to clarify misunderstandings and direct the discussion if necessary. It is also beneficial for improving the students' oral proficiency and a means for the lecturers to know the students' progress in their speaking skills (Perveen, 2016). However, the lecturers should consider the

internet connection on the student side since videoconferencing might spend much internet bandwidth and might interfere with the internet network in their area. Considering the issues, too many video conferencing meetings and longer duration are not highly recommended because the important thing of online learning is achieving the learning objectives and improving the students' competencies and performance in learning. Hence, using low technology should be made as useful and interactive as possible in supporting online learning. Email, short messaging, social media, and chat rooms are some methods that can be used when internet connections and networks are not available in good quality. The crucial point that lecturers should consider wisely is that technology is not the key factor in the successful teaching practice in the online learning environment (Hrastinski, 2008; Perveen, 2016).

Since students are exposed to online resources, plagiarism becomes another critical issue in the practice of online learning. This issue happens because the originality and authenticity of the student's work are difficult to assess. Vast amounts and open access to online resources induce students to perform copy-pasting acts easily (Ison, 2014; Creaner & Creaner, 2020). Recently, the advanced development of artificially intelligent applications enabled the search for online resources to become a lot easier and faster. The students can use these AI applications to support their online learning. The use of ChatGPT or Wordai, for example, affects this situation massively.

The emergence of artificially intelligent applications should be embraced for academic purposes. Not only students but also teachers can employ AI applications for material preparation or for supporting their professional development, such as writing academic papers, developing text, or searching for comprehensive information. Students and instructors expect a positive impact from AI systems in terms of enabling just-in-time personalized support for students at scale, but they expect a negative effect that excessive support could reduce student agency and ownership of learning (Seo et al, 2021). Talking about the ChatGPT, teachers can create many teaching activities to improve the student's writing, reading, and listening skills. Despite the negative impacts or the weaknesses that AI may provide, its availability can be used effectively and efficiently only if it is used wisely. It becomes the teacher's responsibility to

teach the students how to use all these AI applications for learning purposes. The awareness of being responsible in various academic contexts to avoid plagiarism issues and to respect originality should be raised among the students.

Another challenge that can be found in the online learning environment is assessment. Zhao (2003) reported that lecturers have recognized that computer technology provides them with instant and individualized feedback. The recent development of online learning applications has considered the contextual and pedagogical aspects. Grammar checkers and spell checkers are effective for providing feedback on the student's writing. Meanwhile, automatic speech recognition is a technology that can be implemented to give feedback and assess the student's pronunciation. Lastly, computer technology helps lecturers track and analyze errors and behaviors because of its ability to store the data for further analysis either by human or computer investigators.

For assessment and giving feedback to the student's learning, some online applications, such as Quizizz and Quizlet, and features in the learning management system, such as Edmodo and Google Classroom, provide assessment features to be employed by the lecturers in online learning mode. These features contribute positively to the lecturers' teaching activities. Similar to the conventional learning mode, either teacher assessment or peer assessment can be conducted using the features provided in the online applications or the learning management system. Another benefit of online learning is the assessment from the public. By publishing the students' projects on a public platform, such as a blog or social media, students can have feedback from the public. This kind of assessment will encourage students to keep the originality of their projects or assignments and not commit plagiarism in working on their projects. By using social media in online learning, such as Facebook or Instagram, the students are not merely communicating their ideas to the public. However, they can also get feedback from the public. Public assessment or inputs can be used to improve the projects further. As the problems are contextual and authentic, the projects might be a solution to real-life problems in which feedback from the public or audience is necessary. The students can also improve their communication and interaction with the public by posting their projects on social media so that

they do not only have communication and interaction with their peers and lecturer.

Moreover, assessment and feedback from the public on the students' projects in the online learning environment also teach the students a lesson on plagiarism. The students must learn about plagiarism in the conventional classroom and online learning. Plagiarism will not be able to improve the critical and analytical thinking skills of the students, particularly those who are lazy, reluctant, or procrastinators. Setting an agreement for online learning might be the solution to these problems, yet it should be handled wisely and creatively with many considerations. Online learning is just like the conventional classroom in which setting the ground rules is important. At the beginning of the lesson, it should be clear what the students can and cannot do during the online learning mode, including not dealing with plagiarism issues.

CONCLUSION

In conclusion, English language teaching and learning have shifted and changed to a different level with the vast and rapid advancement of technology. The application of computer technology in the classroom, either online or in a conventional classroom, has been widely used. Lecturers can use different kinds of online applications for different purposes, such as learning processes, communication, and assessment. They are also applicable to different methodologies. However, the usage of computer-based applications in the e-learning classroom depends on the appropriate methodology used by the lecturers and their classroom management. Innovation, creativity, and careful planning in English learning in the e-learning environment should be the consideration of the English language lecturers without neglecting the limitations that have the potential to jeopardize language learning per se. This study may not discuss the students' engagement and interaction aspects in online learning, particularly related to the usage of artificially intelligent applications. However, it is expected that this study will contribute to the body of knowledge in the area of English language teaching.

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