

## **Language Learning in the Digital Age: Teaching Presence & Pedagogy in Virtual EAP Classrooms**

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### **Abstract**

The focus of the current study was to investigate the effectiveness of teaching presence and pedagogy in virtual classrooms for English for academic purposes (EAP). The poor performance in academic writing of English as a second language (ESL) undergraduates, the lack of innovative strategies and technology for language teaching and learning are some of the major issues which should be addressed in the language learning in higher education. The current study was conducted for thirteen weeks with 82 second year undergraduates from General Sir John Kotelawala Defence University in Sri Lanka. Switching Replication was used for the research design. There were two randomly assigned groups and three waves of measurements in the study. Community of inquiry was used for the theoretical foundation of the current study and the data were analyzed qualitatively. The findings indicate that the participants preferred in-class teaching presence and pedagogy more than the virtual teaching presence and pedagogy for academic writing skills. Nevertheless, for some instances, such as monitoring student participation, getting clarification and pointing out lesson objectives, the participants preferred virtual teaching presence and pedagogy more than the teaching presence and pedagogy in-class. It is believed that the knowledge obtained in this study can contribute to the field of computer assisted language learning and applied linguistics.

**Keywords** teaching presence, pedagogy, English for academic purposes, computer assisted language learning, English as a second language learners

### **1. Introduction**

A Virtual Learning is a system for delivering learning materials to students via the web. These systems include assessment, student tracking, collaboration and communication tools (Oxford University Press, 2016).

With new advances in the world, both research and teaching must keep pace with changes in technology. As Holyoke (2011) posits in virtual learning the designed set of teaching and learning tools enhance students' learning experience with the support of computers and the internet. Yet it is important to note that the computers and internet cannot be a substitute for teachers, but that it can provide a richer and better learning experience for language learners (Sun & Chang, 2012, Zhytska, 2012).

Virtual learning is able to support students both on and off campus. This supports students those who find it difficult to attend for lectures due to distance or time restrictions. It is accepted that working in a virtual learning environment is stimulating and have easy access even for the materials which is very appealing for both teaching and learning. The biggest advantage of virtual learning platforms like Moodle is teachers and learners

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need one login and need only one user interface. Moreover, teachers/instructors get the benefit of editing the courses and control learners who are enrolled for that particular course (Warth-Sontheimer, 2011). Even when giving feedback, all the modules are set in a way which allows both learners and teachers to give their feedback either in quantitative or qualitative manner (Brandle, 2005).

As Bunch, Kibler and Pimentel (2012) posit, English for academic purposes (EAP) writing skills in technology-based environments are rapidly expanding in the world. The use of educational technology can facilitate EAP writing processes and interactions even beyond the traditional classroom setting (Elola & Oskoz, 2010). As Zhytska (2012) also suggests the use of computers can motivate second language (L2) learners to improve their academic writing skills effectively. Numerous studies which have been conducted to find out difficulties/issues in the EAP writing competencies of ESL students have found out that the major problems in academic writing are in the areas of cohesion, coherence, synthesizing information, reviewing, critiquing, grammar, syntax and vocabulary. Further, limited knowledge in that specific area of study, anxiety in writing, first language (L1) interference, structural errors and difficulties in lack of practice and experience in writing skills are also hindered the writing skills of ESL learners (Al Badi, 2015, Cai, 2013, Chou, 2011, Evans & Greens, 2007, Fareed, Ashraf & Bilal, 2016, Giridharan & Robson, 2011, Lee & Tagino, 2008, Ntereke & Ramoroka, 2015).

It is stated that the experience in working in virtual learning platforms can make a significant impact in language learning (Beatty, 2010, Grgurovic, 2010, Reinders & Hubbard, 2013, Szendeffy, 2008, Warschauer, 1996). As Williams (2003) states computer assisted language learning (CALL) would be the best method for teaching EAP, because this method can cater for different levels and learners have the facility for access during their convenient time slots. Hyland (2006) also talks about the benefits of incorporating EAP teaching materials with new technologies. As he mentions this will enhance the student-centered learning as well as the interaction between the teachers and students. As Chen (2011) discusses educators should also perceive computers as an essential tool in language teaching and learning because its devices, tools and processes would undoubtedly support in improving writing skills of the learners. Thus, in the current study, the researcher intends to investigate the effectiveness of teaching presence and pedagogy in CALL for enhancing ESL learner academic writing skills.

Stemming from the overall objective of the study which is to investigate the effectiveness of teaching presence and pedagogy in CALL in enhancing EAP writing skills, the following research question was formulated;

To what extent is the teaching presence and pedagogy effective in the CALL platform for enhancing ESL learner academic writing skills?

### *1.1. Theoretical Foundation*

#### *1.1.1. Community of Inquiry Framework*

According to Garrison, Anderson and Archer (2000), a very satisfactory education takes place within a community of inquiry which consists of teachers and students and in which education takes place as a result of

interaction among social, cognitive and teaching presence. In the current study, only the teaching presence in virtual learning environment was focused.

In this framework, Garrison et al., (2000) have grouped cognitive, teaching and social presence into several sub categories to give a clearer idea of each element. The following table shows the categories and indicators which are mentioned only under the teaching presence.

Table 1

*Community of Inquiry Coding Scheme (Garrison et al., 2000, p. 89)*

| <b>Elements</b>   | <b>Categories</b>   | <b>Indicators</b><br>(examples only)  |
|-------------------|---|---|
| Teaching Presence | Design<br>Organization<br>Facilitating<br>Discourse<br>Direct Instruction | & setting curriculum & activities<br>shaping constructive exchange<br>focusing & resolving issues |

As illustrated in this framework, there are three sub categories in teaching presence namely: instructional management, building understanding and direct instruction. Instructional management is concerned with planning or addressing structural matters both before and during the educational setting. The second element, building understanding, supports acquisition of knowledge. This is very much concerned with the building of collaborative communities which leads to sharing knowledge and understanding the meaning in an effective manner. Through these efforts teachers can identify less active participants and draw their attention to work harder and to give due credit for supportive contributions and to create an effective learning environment. Direct instruction is used to evaluate the course and the whole educational process. The responsibility of the teacher here is to make sure the learners get the fullest benefits out of their learning and to further strengthen their learning through feedback and giving more assessments (Garrison et al., 2000).

The community which is highlighted in the community of inquiry framework explains that when learners get a secure, encouraging environment to learn without any fear of discouragement and unwanted judgment, they learn with interest which leads to success (Shea, Li & Pickett, 2006). As Swan, Garrison and Richardson (2009) view, it is definitely a challenge to construct knowledge collaboratively but more than that it challenges managing the responsibilities of a teacher in virtual learning platforms. To have a stress-free learning environment for learners, educators should initially have a face-to-face meeting with students and do a briefing on the course. Teachers should also design the content in a well-structured and organized manner to promote critical and reflective thinking. It is in the hands of the educators to construct and design a proper syllabus to achieve course objectives and learner satisfaction (Tekiner Tolu, 2010, 2013). In designing, facilitating and giving instructions, it is very important to build a community of inquiry.

## 1.2. Literature Review

### 1.2.1. English for Academic Purposes

With globalization, most non-native speakers, immigrants and refugees gain university entrance in countries where English is spoken as a L1. For them EAP was an unfamiliar concept and this was one major reason for rapid increase of the value for EAP. Another major influence for the increased popularity and acceptance of EAP is the use of English as an instructional mode in universities situated in countries where English is spoken as a L2 or third language. Most of the international tertiary level students in the world undertake EAP courses which help immensely in completing their academic programmes successfully. Furthermore, EAP plays an important role both in theory development and innovative practices in teaching ESL/ other languages (Hyland, 2006).

Hyland (2006) defines EAP pedagogy as “specialized English-language teaching grounded in the social, cognitive and linguistic demands of academic target situations, providing focused instruction informed by an understanding of texts and the constraints of academic contexts” (p. 2). Teaching EAP is very practical and effective because learners who learn a foreign language through their academic content see the importance of learning the language and learn it with keen interest (Ardeo, 2012). As Jordon (1997) explains to have better performances in EAP courses, the courses should include formal teaching programmes, self-access situations, distance-learning materials or CALL.

As explained by Sim and Shing (2011) EAP evolved as a result of the understanding by English for specific purposes practitioners that undergraduates’ English language proficiency levels differ from learner to learner and that their needs should be addressed and fulfilled using different components including a syllabus to match the requirements and language competence levels of the learners. According to Lee and Subtirelu (2014) the primary objective of designing EAP courses is “to assist academically-oriented L2 learners to gain literacies and skills necessary to navigate a diverse range of complex academic discourses and be successful participants in the academy” (p. 01). ESL practitioners therefore have a challenging role to play in EAP classrooms. With new advances in the world, research and teaching must also keep pace with these changes. Research in this field has grown focusing on pedagogical approaches that could address the needs of students and professionals, such as learner autonomy, advances in new technology and use of English as an international language both in academic and professional fields (Ypsilandis & Kantaridou, 2007).

EAP as a means of discipline, as a research activity and as addressing issues in teaching, materials development and curriculum planning, is proving itself to be a very flexible and extensive field which greatly supports understanding of the different ways language is used in academic communities (Bruce & Lyons, 2015). Competency in EAP writing, not only supports in mastering technical and formal aspects of the genres but also supports in improving the ability to think in more abstract manner. Moreover, mastering the tacit conventions in EAP writing is the prerequisite for membership in the academic discourse (Jou, 2017).

### *1.2.2. Curriculum Development for EAP*

The primary objective of designing an EAP course is “to assist academically-oriented L2 learners to gain the literacies and skills necessary to navigate a diverse range of complex academic discourses and be successful participants in the academy” (Lee & Subtirelu, 2014, p. 01). Designing a syllabus, teaching it to the students and learning of it by the students is a very complex process (Nunan & Lamb, 1996). Thus, language lecturers and syllabus designers should prioritize the needs of the ESL learners before setting a syllabus for academic writing (Chou, 2011). Needs, aims, means and variables are the most significant factors that should be considered when designing an EAP syllabus (Jordan, 1997).

Before developing a curriculum for EAP, it is very essential to have a course rationale which answers the questions of “who is this course for?, what is the course about?, and what kind of teaching and learning will take place in the course ?” (Richards, 2001, p.145). Course content should also cover a specific set of needs and the finalized set of objectives. Selection of content will depend on “subject-matter knowledge, the learners’ proficiency levels, current views on second language learning and teaching, conventional wisdom, and convenience” (Richards, 2001, p.148).

Creating a syllabus is very time consuming but satisfying, both professionally and creatively. It has been noted that the most frustrated group in course designing will be the novice teachers who have no prior experience working on materials development. At the same time this is a time consuming and challenging task for them (Akyil, 2006, Doneley, 2006, Hardy, 2006,). The best approach is to design a course by considering the feedback of previous courses and modifying them according to the perceived needs and constraints. Needs analysis will be very useful in this task, especially when including the most difficult or needed specific areas for the learners (Jordan, 1997).

Course designers, tutors, material writers should also be aware of the advances in information technology to meet and fulfill needs of the learners (Nesi, 1998). As Walker (2014) claims EAP teachers should prepare the students to adapt to technology- based learning environments and teachers themselves should enhance their teaching skill using technology and internet. Ypsilandis and Kantaridou (2007), also suggest that the fields of education and strategic needs should be promoted through the use of electronic sources.

### *1.2.3. Virtual Learning*

A virtual learning is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the internet in the learning process (Holyoke, 2011)

In the early 1990 internet was introduced which followed so many tools and products to make full benefits out of the new emergence. The mid- 1990s marks the period where the academic crowd started to use virtual learning platforms which targeted to better facilitate both teaching and learning

across the internet (O' Leary, n.d). Computer mediated communication which came into the field in 1960s has become popular in the last five years. Many educators want to take advantage of the benefits offered by the internet to support their teaching activities. Working in virtual learning platforms are stimulating and have easy access even for the materials which is very appealing for both parties. Virtual learning is also able to support students both on and off campus. This supports students those who find it difficult to attend for lectures due to distance or time restrictions (Warschauer, 1996).

Sun and Chang (2012) point out that virtual learning is one form of technology that is vital for language learning. Even Embogama (2016) states that the integration of computers and internet use into EAP has already been proved very effective in higher education. Thus, CALL is one such web-based technology which assists teaching presence and pedagogy of academic writing.

#### *1.2.4. Computer Assisted Language Learning*

CALL is “as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element” (Davies, p.460). CALL can also be defined as any process in which a learner uses a computer and as a result improves his/her language competency. CALL as a tool supports teaching and learning and it is closely related to many disciplines. CALL has become amalgamated with research and general skills such as reading, writing, listening and speaking as well as with autonomy in teaching (Beatty, 2010).

CALL facilitates language learning and teaching. Monitoring of the learners' behavior and progress are important in the learning process which have been made easier through CALL (Reinders & Hubbard, 2013). Further the use of computers for language learning promotes better interaction with the teacher and the classmates while the learners engage more in language learning than in some other teaching learning classroom environments (Szendeffy, 2008). In addition, it is stated that CALL can be used as an additional support both for the brighter and weaker students to enhance their language competency. Hypertext, hypermedia and multimedia also support in learning language which provides variation compared to traditional teacher-centered learning. Delivery methods for CALL include individual computers either at home or in the language learning classrooms, language labs, online instructions, e-mail, wikis, blogs, and other interactive sites and services. Further the use of mobile phones and personal digital assistants in language learning classrooms, while combining them with portable keyboards, digital cameras and modems with access to internet could make language learning more interesting and exciting than traditional teacher-centered classrooms (Beatty, 2010).

Materials designed to be learnt in CALL, can be either existing material or materials prepared specially for teaching in CALL (Beatty, 2010). The materials should support learners' “linguistic knowledge, content interests, learning style, and metalinguistic awareness” (Chapelle, 2006, p. 78), but this mainly depends on how the CALL materials fit the needs of the learners.

Chapelle (2001) defines learner fit as “the amount of opportunity for engagement with language under appropriate conditions given learner characteristics” (p. 55). There are four principles to be considered before designing CALL materials. Initially the teachers should have a proper understanding about the linguistic difficulties of the learners, second is to select the relevant content to be taught and third is to teach and interact with the learners in a way that enhance their learning style and finally to recommend learners to do further studies after going through their assessments.

CALL should be applied and used in the proper manner because its effectiveness depends on the message rather on the medium (Warschauer, 1996). A study which was conducted by Ramachandran (2004) focusing on the effectiveness of integrating technology in improving ESL learners’ EAP literacy skills at the University of Toronto, indicates that the use of technology supports improving of the participants’ critical thinking and logical conclusions. Furthermore, the use of computers and internet supported the participants to improve their collaborative skills which in turn made a positive impact on improving their academic literacy skills. With nine ESL undergraduates from a major Midwestern research university, Hegelhemier (2006) conducted a study to investigate the effectiveness of iWRITE, an online resource in improving ESL learners’ grammar competency in academic writing. The findings indicate that working in the online programme improved participants’ competency in grammar and they were very positive in their attitude towards use of technology for improving accuracy in grammar. In conclusion, it is mentioned that more research is needed to investigate the utility value of resources like iWRITE and the effectiveness of integrating electronic resources in language teaching and learning.

Very often most learners use computers to browse the internet and to work on personal documents, so it is indeed a challenging task for lecturers to change this habit of learners in their use of computers for educational purposes (Chapelle, 2006). Identifying the areas/skills learners need to improve would support in deciding the categories and sub categories, they need to be learnt in CALL. It is recommended, to have different interfaces for diverse learning styles to accommodate different learning skills (Beatty, 2010). Teachers should use necessary strategies to incorporate social skills into the curriculum, helping students to use social interactive skills in an appropriate manner to succeed in language learning skills in virtual learning. Educators should employ every effort to make learners perceive computers as an essential tool in language learning because undoubtedly its devices, tools and processes would support in improving their writing skills (Chen, 2011).

## **2. Methodology**

### *2.1. Research design*

The participants of the study were chosen from the General Sir John Kotelawala Defence University (KDU) in Sri Lanka which is a state university that is governed by the Ministry of Defence. The participants were chosen

from the Faculty of Allied Health Science (AHS) mainly because AHS is the only Faculty which has only local day scholars who speak English either as a L2 or third language. If there had been foreign students whose L1 is English in the sample, the researcher would not have been able to achieve her main research objective which is gauging to what extent there is an improvement of the academic writing skills of ESL learners.

## 2.2. Data collection and processing

For the research design Switching Replications (SR) was adopted. This is a hybrid experimental design which is considered to be one of the strongest in experimental designs (Martella, Nelson & Marchand, 1999). SR is a two-group design which consists of treatment and control group which has random assignment of subjects and three waves of measurement as shown in Figure 1.

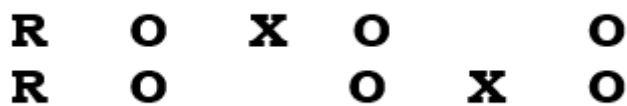


Figure 1. Switching Replications Design (Trochim & Donnelly, 2015, p. 171)

R= random sampling                      X= intervention                      O = observation

According to this research design the treatment is replicated and in the replication of the treatment, the control group and the treatment group switch roles. Due to this replication, at the end of the second phase, both groups have received the treatment. Simultaneously, the replication provides additional data for analysis which supports in strengthening the research findings. Moreover, the replication strengthens generalizability and reproducibility (Trochim & Donnelly, 2015, Yoders, 2017). As noted by Shadish, Cook and Campbell (2002), the use of switching replication design “control most of the threats to internal validity and it enhances external and construct validity” (p. 192).

### 2.2.1. Procedure

The current study was conducted without creating any disturbance to the ongoing two-hour language learning programme of the participants. Initially, after getting the consent of the participants, they were divided into two groups using random assignment method. After that both control group and treatment group were given a needs analysis and a learner analysis. On the third week a presentation on research design, procedure and objectives of the study were given to both groups. Collaboration among participants in EAP writing skills was encouraged through guiding them to use the five elements in Johnson and Johnson’s (1986) Social Interdependence theory. Before the first phase, only the original treatment group was guided how to work in Moodle but the original control group (Group B) was assured that they would also experience the same programme after the switch in the second phase. Pre-test was given for both groups before the intervention. From week four to week seven participants were allocated to the first phase,



in which the group A got the treatment while the group B worked in- class. After each lesson, they completed an assignment. Mid-test was given for both groups at the end of the first phase. Week eight was allocated for the completion of the post-questionnaire and community of inquiry survey as well as for the interview of the twelve randomly selected participants.

In the second phase, the original control Group (group B) worked online while the original treatment Group (group A) worked in-class. In both phases, all the participants were closely monitored by the researcher. At the end of the second phase, all the participants were given the post-test. They also completed the post questionnaire and community of inquiry survey and the same 12 participants who were interviewed in the first phase were again interviewed after the second phase.

The lesson materials and videos were uploaded for the treatment group and for those who were in-class, the printed materials were distributed and videos were e-mailed. Six days were allocated for the learners to study the writing materials individually and on the seventh day they had to work on the given activity/s in groups. One hour was allocated for both groups for completion of the given activities. At the end of completing each task, those who worked in the physical learning environment submitted their answer sheets to the researcher and the treatment group uploaded their answer sheets into Moodle.

#### *2.2.2. EAP Writing Materials*

“Knowledge of the students and their needs, a set of goals and objectives and a personal view of the nature of language and learning” (Nunan & Lamb, 1996, p.45) were considered when designing and planning the syllabus for the current study. As Jordan (1997) states that needs, aim, past experience and motivation of students, their attitudes and expectations, need for variety, a belief in learning by doing and feedback of the previous courses were also focused. The process of identification and designing the materials according to the needs of the participants consisted of four steps as shown below:



*Figure 2.* The process of identification and designing materials

##### *2.2.2.1. Identification*

Before designing the lessons, the researcher conducted a needs analysis to identify the participants’ language needs which should be addressed mainly in writing lessons.

##### *2.2.2.2. Evaluation*

It was anticipated that the collection of data and its corresponding analysis could provide the researcher with an insight into the participants’ English language needs for EAP writing.

### 2.2.2.3. Designing

The evaluated result was used to design the EAP writing materials. When selecting the sub skills in EAP writing, Jordan (1997) and Baily (2011) were mainly referred to.

### 2.2.2.4. Implementation

Newly designed materials were used to meet learner needs and innovative teaching pedagogy during the implementation of the new EAP writing curriculum.

## 2.3. Learning Management System

Moodle was used for the learning management system. The researcher uploaded the selected academic writing materials and exercises into Moodle and enabled the forum discussion facility for group discussions. After logging into the course which was designed for the current study, the course objectives were displayed along with a small introductory video to academic writing.

After the Introduction to EAP Writing, the lessons were also uploaded during the relevant week. The uploaded lesson materials, videos and activities were used to render a comprehensive understanding of the chosen topics to the participants. Specific objectives were mentioned under each lesson, and the forum facility was opened to make the participants communicate with their group members and discuss and successfully complete the given activity/s. The first two lessons are given below to show how the lessons were uploaded into Moodle.

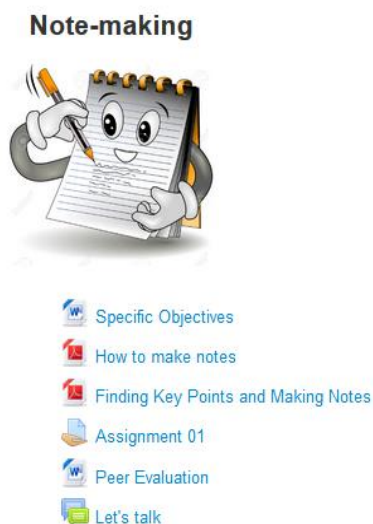


Figure 3. Lesson one



Figure 4. Lesson two

## 2.4. Data Collection Instruments

There was a learner analysis questionnaire to collect demographic information, information on first year language learning experience and

computer experience of the participants. Participants' present situation in writing, target situation in EAP writing and the strategy/s that they need in learning EAP writing skills were collected through a needs analysis. Community of inquiry survey and interviews were used to measure participants' satisfaction on virtual teaching presence and pedagogy. Finally, the data were analyzed qualitatively.

### 3. Findings

#### 3.1. The first phase

In the first phase, the original treatment group worked online and the original control group worked in-class. Both groups worked in collaboration in their learning platforms. The participants' satisfaction on teaching presence both online and in-class in the first phase is shown below in Figure 5.

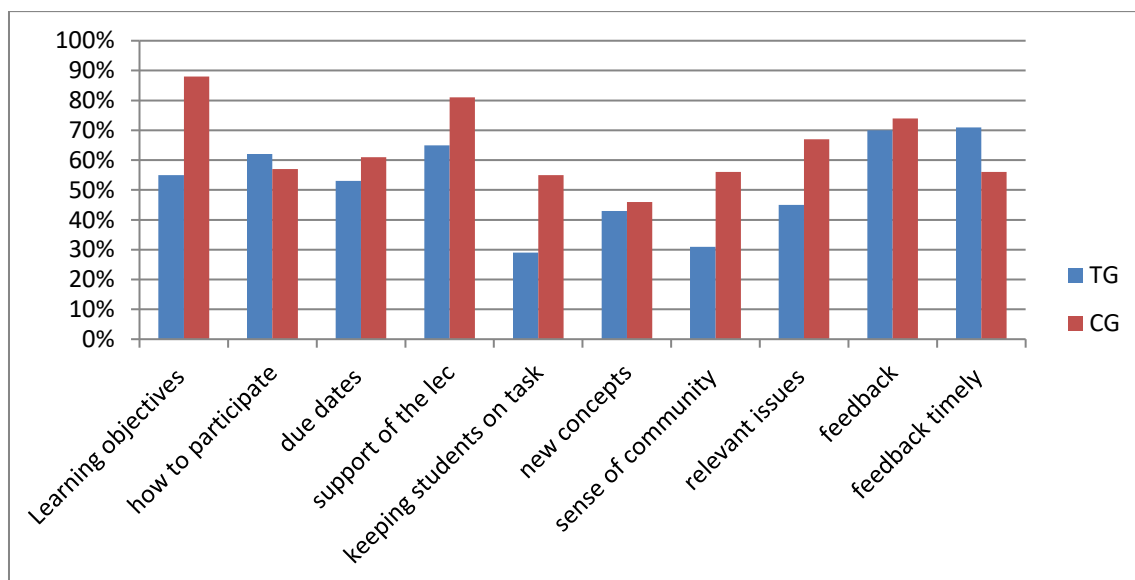


Figure 5. Teaching presence in phase one

#### 3.2. The second phase

In the second phase, after the switch those who were in the original treatment group shifted into in-class and those who were there in the original control group, shifted into the treatment group. In the second phase also both groups were assigned to work collaboratively. The participants' satisfaction on teaching presence both online and in-class in the second phase is shown below in Figure 6.

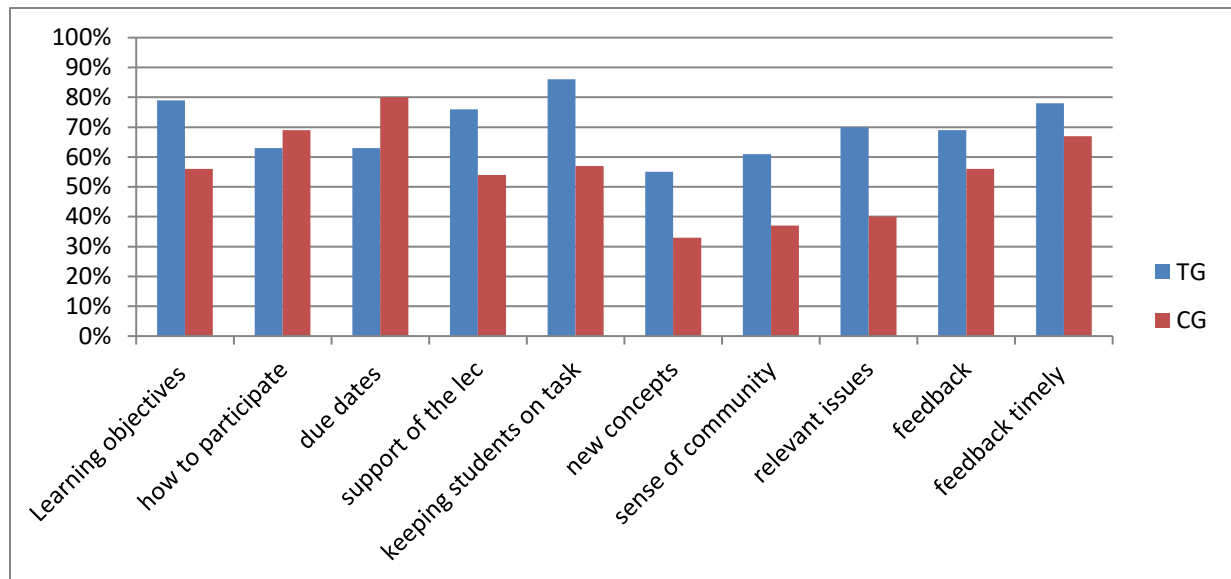


Figure 6. Teaching presence in phase two

According to the findings in the current study, both in the first and second phases, the participants were satisfied with the teaching presence in-class more than online. In the first phase, an average score for overall satisfaction for teaching presence in online was 52% and 64% for those who worked in-class. The disparity between the averages was 12%. In the second phase also, the participants were more satisfied with the teaching presence when they worked in-class. The total average for satisfaction on teaching presence in online was 55% and in-class it was 78% and the disparity between the average scores was 23%.

In the teaching presence, the students preferred the lecturer's presence in-class when pointing out the objectives of each lesson and instructing them how to participate in each activity. Further, support of the lecturer was preferred and found to be satisfactory when the participants worked in-class, as they have stated, for clarifications, when exploring new concepts and to keep students on task, the participants preferred teaching presence in-class more than online. Yet in the post questionnaire, it was stated that the ability of the lecturer to closely monitor the participation was an added advantage in online, as sometimes when working in-class personal discussions distracted the group members in contributing equally for the success of the team work. This agrees with Collins (1991) who points out that when students work on computers, teachers can observe the participants and support individual issues as the teacher can observe her/his students more closely than in traditional teacher-centered classrooms. This also supports in assisting the weaker students who are shy in class to ask for clarifications.

For getting feedback also the participants preferred teaching presence in-class more than online. According to them getting feedback when the lecturer was in class is more convenient than online. As the researcher perceives the students must have more practice to take more responsibility for their learning than relying on their teacher very often. Hence, online would be an ideal platform where the lectures can allocate some extra work for students to complete off campus in a learner-centered environment. This

agrees with Hyland (2006) who states that incorporation of EAP teaching materials with new technologies will enhance student-centered learning in collaborative learning environments. Also, students must be convinced that the feedback that they get online, can be stored for a longer period in computers and it could be referred to very often. As for the due dates, the participants stated that it is easier for them to submit the assignments to the lecturer when she was in-class than submitting them through online. Since the late submission is not accepted in Moodle and the mentioning of the time frame is very systematic in online, the researcher recommends the virtual learning platforms for students where they would not be able to make late submissions and would be able to be more disciplined in their submissions.

As is the case in community of inquiry framework for better facilitating teaching presence, the teacher should construct and design a proper syllabus to achieve course objectives and learner satisfaction (Tekiner Tolu, 2010, 2013). Hence, in the current study, the four principles which were outlined by Chappelle (2016) were used to design the course materials and to guide the participants for their self-improvements.

Very often most learners use computers to browse the internet and to work on personal documents, so it is indeed a challenging task for lecturers to change this habit of learners in use of computers for educational purposes. To accomplish this task, initially the learners must be exposed to online learning to get familiarized with the teaching and the learning environment before introducing learning tasks. As stated by Suhendi and Purwano (2018) to make the teaching and learning successful, learners should be allowed to construct knowledge which is meaningful for them

#### **4. Conclusions**

In relation to teaching presence, the participants preferred the in-class learning environment in both phases. As indicated by the participants, the majority felt more comfortable with the lecturer's presence in-class than in CALL when pointing out the objectives of each lesson and instructing them how to participate in each activity. As for the monitoring of progress participants preferred CALL mainly because they were satisfied with the close monitoring of the lecturer due to the fact that off-task discussions impacted negatively on the group members contributing equally to the success of the team work. It was also observed that learners who do not ask for clarifications in-class asked questions more comfortably when they worked in CALL, which highlights learners' preference for getting feedback/clarifications through CALL more than in class. It must be noted that the change of the role of the teacher from instructivism to constructivism where the teacher became a facilitator and the learners were advised and guided to take the active role in the process of knowledge construction was more effectively introduced and practised in CALL.

Thus, it is evident that even though the participants preferred in-class for teaching presence and pedagogy, there are significant advantages for teaching presence and pedagogy when learning academic writing in CALL.

## 5. Implications and Recommendation

To increase the satisfaction in teaching presence and pedagogy in CALL, the language lecturers should always monitor the progress of the learners to increase learner performance. To achieve this target, it is recommended that the objectives for each lesson and due dates be clearly mentioned before working on the allocated task. Feedback should also be offered in a systematic way to improve the performance of the learners in academic writing skills. Further the way that the lecturer handles the students in CALL should reinforce the development of a sense of community among group members. To make teaching presence in CALL more interesting and effective for academic writing, lecturers can support students to focus on relevant issues in a way that helps students to learn and to apply the knowledge in a more productive manner. By encouraging the learners to explore new concepts in lessons with the support of new technology will provide a variation to the presence of the teacher than in regular language learning classrooms. Providing clear instructions in CALL successfully is also very vital for learners to be satisfied with the instructions that they get in CALL. At the same time, it would be better if the language lecturers could also be trained to work in Moodle to get familiar with the new teaching learning environment.

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