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Exploring Interaction through the Online Language Instructor Lens: Perceptions, Strategies, and Challenges

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by

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ABSTRACT

As our world becomes more interconnected, our learning environment and interactions continue to evolve, moving away from face-to-face meetings, toward online discussions using various forms of engagement. In the online learning environment, instructors now need to swiftly pivot their methods of instruction in order to assure student success in the online learning environment. In order to achieve this goal, instructors must be provided with concrete instructional and design strategies to support student interactions. To this end, I examined how online language instructors support interaction in their courses, how the Community of Inquiry (CoI) framework applies to their selection of instructional strategies, instructor perceptions of interaction in online language learning, and the challenges instructors experience when designing online language learning courses in a qualitative exploratory case study of five instructors. I discovered several elements influenced the design, organization, and facilitation of the courses, including extra assessments of the environment, technology, and student population. Additionally, the instructors exhibited similar perceptions regarding interaction and shared common technology issues which could lead to further examination of shared experiences in second language acquisition teaching strategies in future studies.

REFLEXIVITY STATEMENT

Merriam (1998) asserts, “the investigator is the primary instrument for gathering and analyzing data…” (p.9) and, in light of this, I feel I would be remiss if I did not begin with a description of myself as the primary instrument since my experiences, perceptions, and feelings influence the motivation for this study as well as the method of data collection and analysis. I am a lens within the study and as such, knowing my background and experiences as it relates to the study is a component of the study itself. As Seidman (2006) asserts, “Rather than decrying the fact that the instrument used to gather data affects this process, we say the human interviewer can be a marvelously smart, adaptable, flexible instrument who can respond to situations with skill, tact, and understanding” (p 23). It is essential then to describe how my background and experiences contribute to my flexibility and responsiveness within the study. I have multiple subjectivities in my education, personal, and professional experiences, and each has shaped my overall ideas on language education, language acquisition, course design, and qualitative research.

My educational background provided the foundation for what has now turned into my professional interests and careers in education. In my undergraduate studies, I enrolled in Japanese courses to fulfill a requirement; I did not realize how this small decision would impact my entire life and shape my perspectives. After studying for two years in college, I took a leave of absence from my university and enrolled in a university located in Northern Japan and spent three semesters immersed in Japanese language and culture. As a minority in a foreign country learning the language, I felt what it was like to be outside the mainstream of society and not fully understand social contexts in conversations or cultural nuances. I understood the small struggles of life in a second language, like a wellness check or filing taxes, and it was through this lens I could empathize with the everyday needs of language learners

in a foreign country. Living in the country also afforded me with constant opportunities to interact and as a result of these exposures, my language improved dramatically within a short period.

My love for the Japanese language and culture led me to want to live in Japan and further my language skills as I became an English instructor. I began teaching pre-school and elementary school and, as my teaching skills and language skills increased, my ability to adapt to the needs of varying levels and learners expanded. I taught in junior high schools, colleges, and vocational colleges, and provided teacher education seminars. I took on jobs in translation and later became a curriculum developer and instructional designer for synchronous language courses in addition to my face-to-face courses. This was a turning point in my perspective as an instructor. My classroom teaching would provide ample language interaction for my students. Yet, the same activity in the online course would not have the same impact. As a young instructor, I began to experiment and adapt my teaching style based on the environment, just as I had adapted to teaching different learners. My teaching experience in both face-to-face and an online environment motivated me to better understand instructional strategies and impacts on learning environments.

As a student, I learned to adapt to my learning environment as I shifted from face-to-face learning to semi-synchronous online learning. My master's degree was a fully online degree program in England with students from Canada, America, England, France, and Japan. I entered a small cohort of seven individuals who took courses together online for three semesters a year for two years. There was a sense of isolation in my online studies as I was unable to quickly call or meet other students. Many of us lived in different time zones and could not communicate in a synchronous manner. As a result, my cohort created an online discussion board to discuss life, homework assignments, and future career plans. This interaction helped create a group identity, and many of us felt included because we had this group. Many students noted how the group chats helped them overcome obstacles in their thesis papers or exams and our bond increased our motivation to complete the program. Similarly, my doctoral program has been a mix of in-person and online courses, and it was through interactions online we have reached out for help,

guidance, and support. The interactions in both of my programs increased my motivation and sustained a sense of community, and many of my cohort shared this feeling.

During my doctoral studies, I took on a new role as an instructional designer in an online program management organization. In this role, I often work one-on-one with instructors from universities across the country as they move their programs and courses from face-to-face programs to asynchronous online programs. Most of the instructors I worked with hold advanced degrees in their area of research and may or may not have experience teaching online. While some enjoy the process, many struggle during the development to translate their activities to the online environment. I am there to help guide them through development and foster their understanding of best practices for online learning. During my meetings with the instructors, I learned about various design challenges instructors encounter as they convert or design an online course. One recurring challenge has been the design of instructional strategies to support interaction in an online learning environment. My motivation to identify instructional strategies to promote interaction began in these conversations with instructors and where I first utilized the Community of Inquiry framework to explain course design.

Reflecting on my education and professional career to date, no single event led to this study. My perceptions on interaction, language learning, online learning, and second language instructions are shaped by decades of experience as a language learner, as a student, as an instructor and instructional designer. My lens as a language learner impacted the way I consider authentic and relevant content and materials as well as my perception about interaction for second language speakers. My time as student made me feel strongly about connection and community as those interactions amplified my motivation and determination to complete the program. Through my experiences as an instructor, I feel there is no 'right' answer; every situation and course are different and being able to adapt to the environment is a critical skill for instructors. As an instructional designer, I believe a holistic approach to course design promoting interactions is critical to student success and literature on best practices needs to be shared with the knowledge base of the intended audience in mind.

CHAPTER 1: INTRODUCTION

Human beings are social creatures. We are social not just in the trivial sense that we like company, and not just in the obvious sense that we each depend on others. We are social in a more elemental way: simply to exist as a normal human being requires interaction with other people. - Atul Gawande

Background of the Study

The quote by surgeon Atul Gawande (2009) echoes the belief of many great thinkers who came before him who considered interaction to be a vital component for learning. Philosopher Aristotle (Aristotle, ca. 350 B.C.E./1925) proposed the human mind was a sum of experiences and, for centuries, psychologists have examined the mind, cognition, and varying degrees of interaction. Scientist and philosopher René Descartes (1641/2008) propounded the notion of mind and body as separate substances, yet neither can avoid interaction with another. In his work *Democracy and Education,* John Dewey (1916) proposed education and learning are born from social, interactive experiences, and students have their own part in the learning process. Paramount to Lev Vygotsky's Sociocultural Theory (1962) was social interaction with more knowledgeable others (MKO) through language is indispensable to cognitive development. He stated social interaction is the origin and engine of learning, and knowledge is the product of the interaction. Jerome Bruner, whose work in early language development showed social interaction to be at the core of cognitive development and language development, shared similar beliefs regarding interaction (Bruner, 1983). Similarly, linguist Stephen Krashen (1981) stated, "Acquisition requires meaningful interaction in the target language - natural communication" (p. 1). For over two

centuries, thinkers from varying disciplines sought answers explaining interaction and how it impacts our cognitive development and learning. Social interaction became a significant branch of research as we discovered how it impacts our thoughts and actions, the foundation of how humans learn, speak, communicate, and act relies on experiences of authentic social interaction (Bruner, 1983; Krashen, 1981; Mead, 1934; Vygotsky, 1962).

In a language learning context, interaction takes on even more importance since interaction is the method of instruction for language acquisition as well as the goal of language learning. Social interactions provide an opportunity to receive new information and develop new perspectives on a topic then assimilate the information and perspectives into new knowledge. However, the method of instruction uses language to present the topic and the interaction is the topic. The method of instruction and goal of instruction are intertwined into one unlike other disciplines where language is the method of interaction and not the topic of instruction.

The multitude of language acquisition theories citing interaction as the key component demonstrates the significance interaction has to successful language learning. Interaction is a central element in Stephen Krashen's (1981) Input Hypothesis of Second Language Acquisition (SLA). Michael Long (1996) maintains conversational interaction "facilitates language acquisition because it connects input (what students hear and read); internal student capacities, particularly selective attention; and output (what student produce) in productive ways" (p. 451-452). Teresa Pica (1994) describes interaction as a negotiation, stating "modification and restructuring occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility" (p. 495). Susan Gass (1997) looks at the entire communication as a mutual exchange of input and output and negotiated meaning through interaction. Merrill Swain (1995) depicts interaction as an opportunity to notice gaps in knowledge and allows interlocutors to receive feedback and output until their knowledge of the language elicits meaningful production of the language. The interaction becomes a process of noticing a knowledge gap by comparing newly presented content (short term memory) with what is known (long term memory) to modify knowledge and produce comprehensible output, and the output is part of the language learning

process (Swain, 1995). Just as the great thinkers concluded interaction is paramount to learning, language learning theorists demonstrate it is the same in language learning, perhaps even more so when we take into consideration how interaction is not only the method of instruction but also the purpose of the interaction.

As our world increases in connectedness, our environment for learning and interaction takes on a new shape, shifting from face-to-face meetings to online conversations through various modes of interaction. Distance education started early in the 1800s (Gunawardena & McIsaac, 2004; Kentnor, 2015), however, interactions did not change significantly until the turn of the 20th century with online technical advancements. (Casey, 2008; Kentnor, 2015). In the 1920s and early 1930s, there were as many as 175 educational institutions with broadcasting licenses, and by 1966 educational television channels accounted for 632 channels (Koenig & Hill, 1967). Once the internet became a common mode of communication in the late 1980s and early 1990s, the potential for interaction grew exponentially with many universities offering at least one online course by the late 1990s (Arenson, 1998).

Over the past three decades, online learning research focusing on instructional design and online learning processes all identified some form of interaction as the key component to successful online learning experiences (Castellano-Reyes, 2020; Garrison, Anderson, & Archer, 2000; Garrison, 2007; Garrison, Anderson, & Archer, 2010; Harasim, 2000; Harasim, 2016). One of the earliest frameworks, the Community of Inquiry Framework (CoI) developed by Randy Garrison, Terry Anderson, and Walter Archer (2000), explored the essential elements for a successful online learning experience and found social interactions contributed to a positive and successful experience. Interactions are a vital component to online learning (Garrison & Cleveland-Innes, 2005) as they lead to critical inquiry. Castellanos-Reyes (2020) highlights two stages to the evolution of the CoI framework, namely, 2000-2009 when Randy Garrison, Terry Anderson, and Walter Archer established the framework and 2010-2019 when others analyzed and critiqued research into the CoI. In the first stage of its evolution, the authors proved the impact poor course design had on social interactions and students' inability to achieve critical thinking as a result of the poor design. Moreover, the authors noted the critical role teaching presence exerts on social

presence, cognitive presence, course design and the overall learning experience. In the second half of the framework's evolution, the CoI research expanded into diverse learning environments and was further tested alongside online course design best practices.

Consequently, learning theories and online design practices expanded as the research into online learning grew. The CoI, a framework originally presented by Pierce and Dewey (as cited in Shields, 1999), explained the development of knowledge through social interactions. The CoI Framework examines interaction between three types of presences and provides a model of how the online course design framework can support the creation of a collaborative and interactive learning experience in an online learning community. The framework relies on the development of three separate types of presence – social, cognitive, and teaching. Each presence plays a critical role in the learning process (Garrison, Anderson, & Archer, 2010). Social presence describes how students portray themselves in an online environment and build relationships within and as a group (Garrison, 2007). The types of social presence focus on expressing oneself, building individual relationships, and building a cohesive unit. The interactions contribute to cognitive presence, as students may gain perspectives from other students. Cognitive presence refers to a sequential process learners partake in to construct meaning through discourse and reflection (Garrison, Anderson, & Archer, 2010). Instructors present an issue or challenge to students, explore new information regarding it, integrate selected information, and then resolve the original issue. The process of working through an issue and collecting information through discussion and reflection is the process of constructing meaning.

Teaching presence, the most critical of the presences (Garrison, Anderson, & Archer, 2000; Garrison & Cleveland-Innes, 2005; Szeto, 2015), refers to the design, direction, and instruction of the learning processes (Anderson, Rourke, Garrison, & Archer, 2001). Teaching presence focuses on the organization of the course, how the instructor promotes interaction among students and with the instructor, as well as how the instructor contributes to the students' body of knowledge. Teaching presence directly impacts social and cognitive presence since the instructor is responsible for creating the organization, learning materials, and activities which are the basis of the interactions in the course and

activities leading to meaning construction. Design, direction, and instruction all impact how students present themselves online and contribute to how effectively students can construct meaning.

Interactions promote learning, yet, when the organization, design, and facilitation of an online course do not support interaction, the student often becomes "a passive viewer of slides, listener of lectures, screen, and mouse clicker, or a quiet taker of evaluations" (Masie, 2006, p. 25). When the organization and design are misaligned to the target audience, it can negatively impact instructor-student interactions, student success, and learning outcomes and result in students who do not understand the organization and content and miss key material necessary to complete the learning objectives. Teaching presence (organization, design, and facilitation) creates the expectations and requirements for social presence (interactions among students) and facilitates cognitive presence (constructing meaning). A lack of teaching presence results in lower interaction and impacts the student's ability to construct meaning with others.

As a result of its applicability across academic disciplines, the CoI framework is often employed in research to measure the type and levels of interaction in online learning environments and yielded insights into the design and instruction of online communities as well as research informing online course design (Akyol & Garrison, 2008; Castellanos-Reyes, 2020; Fiock, 2020; Janicki & Liegle, 2001; Stewart, 2017; Swan, 2019; Swan & Ice, 2010; Szeto, 2015). In a language learning context, instructors must consider interaction in their course design as the method of instruction as well as interaction as a goal of instruction. This aspect of online course design makes teaching presence even more critical to student success as the course design and instructional strategies must promote and support interaction. Despite the model's applicability and the dual function of interaction in online language learning, limited research exists on its application in online language learning courses. Indeed, few studies have integrated teaching presence as a component of the instructional design process within online language learning (Szeto, 2015). With the undeniable fact interaction plays a critical role in learning, it is vital to assess how language instructors account for interaction online in the instructional design process and select instructional strategies to promote interaction online.

Statement of the Problem

Recent education trends show an increase in distance education enrollments at universities nationwide (Seaman, Allen, & Seaman, 2018) which were only exacerbated by the COIVD-19 pandemic. Online education offered at the college and university level has risen each year over the past fourteen years, with over six million undergraduates enrolling in an online university course in the United States alone (Friedman, 2018). Statistics presented in reports from the Changing Landscape of Online Education (CHLOE) Project show a steady increase in postsecondary course enrollments with over 36% of students enrolled in 2019 and a sharp increase in 2020 enrollments (Garrett, Legon, & Fredericksen, 2020; Garrett, Simunich, Legon, & Fredericksen, 2020). Universities may have opted to move their courses online to meet the needs of adult learners, to keep a competitive edge in the market (Garrett, Simunich, Legon, & Fredericksen, 2020), or to provide education amidst the pandemic and ensuing lockdown. COVID-19 forced instructors worldwide to abruptly shift to online learning, and universities have since opted to increase their technology investments and continue growing their online course offerings (Garrett, Simunich, Legon, & Fredericksen, 2020). Therefore, we are at a pedagogical precipice as we need to make informed curricular selections in online course design.

The shift to online education is a continuing concern for instructors, as much of the shift becomes their responsibility. Instructors must juggle multiple roles to be effective in an online environment. They must be a curriculum designer, understanding the best practices and instructional strategies to support the learning outcomes in an online environment, and implement them accordingly. They must be a course designer, organizing instructional materials and clearly outlining instructions, expectations, and schedules. They must be a facilitator, encouraging learner autonomy and motivation, supporting student interactions, and providing demonstrations to model the desired outcomes. Finally, they must be instructors providing feedback, clarification, and guidance of the learning material. Yet, while many instructors assigned to build courses are familiar with curriculum design and instruction, they are unfamiliar with instructional design and online facilitation strategies. Moreover, universities have not provided thorough support courses for instructors to learn best practices in instructional design (Garrett,

Simunich, Legon, & Fredericksen, 2021) and instructors in online language learning need support to understand the dual nature of interaction within their course design.

Some instructors are reluctant to switch their role from lecturer to facilitator, although research shows facilitation is a fundamental role of the online instructor, (Berge, 1995; Garrison, Anderson, & Archer, 2000; Keengwe, Onchwari, & Agamba, 2014). Other instructors are not aware of how to create effective language activities online (MacGregor-Mendoza, 2017; Smidt, McAndrew, & McDyre, 2016) since instructional design is not a requirement for teaching in face-to-face environments. Furthermore, the strategies used in a classroom must now be adapted to online environments, and instructors may not have the experience to modify the course activities to make them appropriate for an online environment. The CoI framework offers inexperienced instructors with a holistic approach to course design promoting interaction, cognitive development, and student success.

When an instructor is unable to adapt face-to-face learning strategies into interactive online learning strategies, the course exhibits poor design, social interactions are diminished or nonexistent, the cognitive development suffers as a result of the poor interactions, and the student is unable to succeed in language learning. Poorly designed instructional strategies in a course fail to support the learning objectives and impact the student's ability to communicate with others and construct meaning through discourse. In other words, a lack of teaching presence (organization and design of a course) impacts social presence (interactions among students) and cognitive presence (constructing meaning). When students do not have sufficient social interactions in a language course, they miss opportunities to use the target language, and their learning suffers (Wu, Chen, Hsieh, & Yang, 2017), which inhibits the success of the student. Garrison's (2007) examination of cognitive presence found when students were unable to achieve the final stage of cognitive inquiry, it had more to do with teaching presence than other factors such as context, medium, or the inquiry model itself. When the instructor's teaching presence is deficient, social presence and cognitive presence decrease as well. Without meaningful social interactions, the exploration and integration stages of cognitive presence, which require interaction through critical discourse, fail to bridge the knowledge gap for learners. Instructors must first utilize strategies for effective teaching

presence to implement strategies for social and cognitive presence. Researchers investigating the importance of teaching presence have found a positive relationship between teaching presence and student perceptions of learning (Akyol & Garrison, 2008; Baker, 2010; Swan, 2002) as well as the student's social presence. (Boston et al., 2010; Shea, Pickett, & Pelz, 2003). Interactions are a vital component to social presence and online learning (Garrison & Cleveland-Innes, 2005) as they lead to critical inquiry.

As Garrison, Anderson, and Archer (2000) observed, "When social presence is combined with appropriate teaching presence, the result can be a high level of cognitive presence leading to fruitful critical inquiry" (p. 96). In other words, a well-designed course focusing on interactions provides students with a greater opportunity to learn from one another, gaining valuable perspectives, and promote critical inquiry. One can conclude a course lacking proper design, organization, facilitation, and instruction (in other words, teaching presence), may lead to students unable to complete the learning outcomes or share who they are and build a sense of community. Teaching presence acts as the requisite component to interaction (Garrison, Anderson, & Archer, 2000; Garrison & Cleveland-Innes, 2005; Szeto, 2015) and is a necessary first step to creating a well-designed online course. In a language learning classroom, interactions using the target language are critical to promoting language acquisition. Similarly, interaction plays a pivotal role in learner achievement and success in online learning environments (Cui, Lockee, & Meng, 2013; Swan, 2002). Still, there is limited research addressing how to implement instructional strategies to encourage interaction specifically in an online language learning course. Despite the fact interaction is a key element in language learning, there is limited literature and education on instructional design strategies supporting interaction within the context of online language learning. Few researchers have included the role of interaction in online language learning in the development of course design research (MacGregor-Mendoza, 2017) and seem to underestimate the critical need to address interaction as a method of instruction and as the goal of language learning.

Interaction is a key component to all online education, and language instructors would agree interaction is vital to online language courses since the goal of a language course is to develop skills to

utilize the language and interact with something or someone (Blake, 2011). As higher education institutions shift to online learning, identifying, and analyzing instructional design strategies to support interaction in online language courses is critical to student success. With a view to understanding the instructional design strategies of language instructors, I sought to explore the ways in which instructors considered interaction in their course design and the rationale behind their design decisions. I explored the knowledge base of language instructors as it pertains to the implementation of online learning strategies and discover what design and instructional strategies instructors selected to create a language course in an online environment. It was critical to explore how instructors approach the design and development of online language learning courses and the intent behind the design decisions to better support language instructors in online course design for language learning.

Purpose of the Study

The purpose of this study was to explore how online language instructors support interaction in their courses, how the CoI framework applies to their selection of instructional strategies, and what challenges they experience implementing the instructional strategies. The discoveries of this study may inform language learning research and practices pertaining to interaction in online course design. To achieve the study purpose, first, I investigated how online language instructors perceived interaction in their course. Utilizing the subcomponents of teaching presence in the CoI framework, I categorized how their responses. Following this, I analyzed what instructional strategies were utilized to promote student interaction in the course design. Third, I explored how the online language instructors perceived interactions during the course design and facilitation of the course. Finally, the results of the interviews indicated the unique challenges language instructors faced when considering interaction in their online language course.

Research Questions

Through this inquiry, I explored:

1. In what ways do five online language instructors perceive they promote student interaction through tenets of the Col framework?
2. What instructional design strategies do I perceive the online language instructors use to promote student interaction in an online language course?
3. What are the instructors' perceptions about student interactions?
4. What challenges do online language instructors perceive in the course design process, and how do they overcome the challenges?

Significance of the Study

Since education has undergone a paradigm shift to further incorporate online courses into the mainstream, it is imperative for research to explore the challenges instructors face with online education and develop techniques and strategies to overcome the challenges. Therefore, I intended to fill the gap in the existing literature by providing a complete description of how instructors sought to promote interaction within their course, the instructional design strategies, and techniques they utilized, and the challenges instructors faced in designing online language courses. Collecting data through interviews provided a clear description of their common experiences in course design and reasons for their selection of instructional strategies to support student success in language learning.

The instructors' insight helped uncover if a knowledge gap exists for language instructors moving their courses to an online environment. Additionally, a thorough analysis of how instructors selected their instructional design strategies led to discoveries into how language instructors are designing courses. Additionally, I intended to build on existing best practices for online course development with special attention to language learning and instructional strategies to support interaction in online language learning environments.

Through the study, I intended to contribute to the limited research available concerning language instructors' understanding of online course design and provide implications for further research. The interviews provided a better understanding of what language instructors consider when designing a

course, what instructional design strategies they implemented to support language learning, and what challenges arose for language instructors.

Definition of Terms

Second Language Acquisition – the process by which an individual learns a second language and includes any subsequent language (Gass & Selinker, 2008).

CoI Framework – a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive, and teaching presence (Garrison, Anderson, & Archer, 2000).

Teaching Presence - the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

Cognitive Presence - the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001).

Social Presence - the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities." (Garrison, 2007)

Interaction- "discursive practice through who persons create, express, and position themselves, according to their own sociocultural histories, needs, and expectations" (Lantolf, 1996).

Learning Management System (LMS)- a software application accessible by computer, tablet, or smartphone for the administration, organization, tracking and reporting, and delivery of educational content and programs.

Instructor – I have selected to use the term instructor throughout the study. It is an individual responsible for teaching a particular subject area. While the CoI framework uses teaching presence, teacher typically cares the connotation it is a full-time career. Instructors in online language learning are sometimes part time employees and contracted for specific courses in addition to full time employees.

Online Learning - are courses delivering the student learning experience using some technology, typically a Learning Management System (LMS) (Benson, 2002).

Distance Learning - refers to courses taken without the need to be physically present at the institution and is as an overarching definition (Keegan, 1996). It varies from online learning by the fact distance learning came be more than one medium while online learning is strictly through the internet.

Summary

In this chapter, I introduced research on interaction in the learning process and how it plays a key role in online learning environments. Interaction not only plays a critical role in language learning, but it is also vital to learning in any learning environment. Although interaction is a key element in the learning process, few studies have demonstrated how instructors account for interaction in the instructional design process. In Chapter Two, I further investigate interaction, the CoI, and instructional design strategies for online language courses.

CHAPTER 2: LITERATURE REVIEW

In Chapter Two, I first provide a background into several interaction theories in second language acquisition and the CoI Framework to demonstrate the important role interactions plays in language acquisition and in course design. I then present instructional strategies for teaching presence, cognitive presence and social presence to depict how these strategies relate to interaction. Finally, I explored the presence of interaction in on language learning in online environments, the CoI in online language learning, and course design for online language instructors.

Interaction Theories in Second Language Acquisition (SLA)

A definition of interaction is impartible from the context and desired outcome, especially within the context of second language acquisition. Several language frameworks have examined interaction within second language acquisition and learning (Gass & Selinker, 2008; Krashen, 1984; Long, 1996; Swain, 1995), yet the concept of interaction vary as each framework may focus on the cognitive, psycholinguistic, and social processes more than others. Additionally, some of the concepts of interaction applied are not specific to language acquisition. This section discusses how the concept of interaction has evolved in SLA research with particular attention to the differences of each defintion.

Vygotsky: Sociocultural Theory

Vygotsky (1978) underscored the important role social interaction plays through his studies of cognitive development in early childhood, although he does not explicate what the interaction *is*, only what it *does* and *how* it occurs. Interaction highlights the stimulus-response conditioning of cognitive development and higher-order functions through cultural mediation and social communication. The conditioning presumes a culturally relevant social interaction guides a less experienced learner to further their cognitive connections and does not necessarily mean there is a mutual action or influence.

The definition originates from Vygotsky's Sociocultural Theory (1978) which maintains interactions play an essential part in the learning and development process through which children develop mental functions (i.e., new language) during culturally relevant interactions with a more knowledgeable other (MKO). The MKO may be an instructor, parent, or another child who has acquired skills which the less experienced child is learning to acquire. In other words, repeated social interactions contribute to communication skills and not limited to verbal interactions; children also learn culturally relevant non-verbal signals. One element of the theory not conclusively stated is the anticipated level of output from the interaction. While children develop the appropriate language necessary to comprehend the interaction, it does not state whether output is necessary, only how children acquire the new knowledge. His definition concentrates on how exchanges promote development but does not provide a well-defined outline of what the interaction should be. The definition summarizes the required elements for a successful interaction, including cultural mediation and interpersonal communication with a more knowledgeable interlocutor, however, it does not conform to a set of rules or shared expectations, nor does it address output, which is a necessary part of language acquisition. Nevertheless, Vygotsky offers a first look into cognitive development through interaction.

Input Hypothesis

Not long after Vygotsky, Krashen (1981) applied a definition of interaction to a second language context, stating, "…meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (p. 1). Krashen illustrates core elements of his concept of interaction, which includes natural communication and message conveyance. Like Vygotsky's theory, this definition involves input and comprehension, although it does not necessitate a reciprocal action for language learning to occur.

In Krashen's Input Hypothesis of SLA (Krashen, 1981), also known as the Monitor Model, this aspect of interaction is a key component. Each of the five hypotheses in the model contributes to language learning: acquisition—learning, monitor, natural order, feedback, and affective filter. To begin, Krashen distinguishes between acquisition— a subconscious language learning process based on natural

communication, and learning—a conscious language learning process based on laws and grammar. Second, the natural order of language learning is stable and unchangeable, and direct instruction would have little effect on it. Third, the knowledge acquired through language instruction monitors and controls language production. Fourth, exposure to language input drives acquisition, and a language learner's affective filter can influence and impede acquisition. These hypotheses endorse active learning in a culturally appropriate context of substantive and genuine interaction, defined as output from one interlocutor (or source) obtained as comprehensible input for the other interlocutor. In this model, as in the Sociocultural Theory, language learning is based on information just beyond the reach of the learner's comprehension and delivered by someone who is more advanced or competent in the language yet still negate an examination of context, expectations, and output.

Interaction Hypothesis

While the above theories demonstrate the need for comprehensible output, Long (1996) claims conversational interaction requires output, describing interaction as a process which "facilitates language acquisition because it connects input (what students hear and read); internal students' capacities, particularly selective attention; and output (what students produce) in productive ways" (p. 451-452). Long's assertion encapsulates the concept of process interaction—input, internalization and analysis, and output, as shown in Table 1 (VanPatten, 1993).

Table 1. A Model of Second Language Acquisition and Use

I	II	III
Input ⇨	Intake ⇨ developing system ⇨	output
Input processing	Accommodation and Restructuring	Monitoring, access, retrieval speech etc.

Others examining interaction in language learning (Cook, 1978; Ellis, 2008; Gass & Mackey, 2006; Pica, 1996) have proposed or utilized Long's definition of interaction. Pica (1994) proposes the

interaction process is a form of mediation, asserting, “modification and restructuring that occurs when students and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility” (p. 495). Gass (1997) takes a reciprocal approach to interaction, incorporating both the input and output exchange necessary for communication as well as a means of learning within the interaction through negotiated meaning. Interlocutors (nonnatives and nonnatives together, or natives and nonnatives) use interaction to note gaps in their known knowledge of the target language and the knowledge of the other interlocutor. They use cognitive functions to further communication and negotiate meaning when they notice a difference, and they gain input and adjust their output based on the interaction.

The Interaction Hypothesis (Long, 1996) builds upon Krashen’s comprehensible input and research put forth by Hatch (1978) on communication for grammar growth. The Interaction Hypothesis suggests modified interaction is what produces coherent input, as the two interlocutors negotiate meaning through continued interaction. When interlocutors do not completely understand an exchange, the interaction occurs, and interlocutors modify communication and adopt techniques to construct common meaning. Comprehensible feedback provides a basis for interaction, similar to the Sociocultural Theory and Monitor Model, and a more knowledgeable interlocutor provides input. However, in this model, the negotiation of meaning when the input is not comprehensible is significant; interlocutors restructure their interactions until input and output are comprehensible. This definition better demonstrates interaction as an ongoing process for each interlocutor, demonstrating the dynamic process of interaction and reinforces each interlocutor’s use of their linguistic abilities, although there is no time frame or shared expectations of the exchange.

Comprehensible Output Hypothesis

Swain and Lapkin (1998) state, “when language use is considered as communication, the concepts of input, comprehensible input, and comprehensible output are appropriate metaphors…” (p. 1). Although this concept has some similarities to Long's (1996), it emphasizes language acquisition as primarily an internal interaction with comprehensible output as the key function of language acquisition.

Their definition of interaction, though similar in process, emphasizing comprehensible output as the purpose.

In the Comprehensible Output Hypothesis (Swain & Lapkin, 1998), the interaction allows the interlocutor to identify informational gaps in their language and use strategies to evaluate their understanding. The interlocutor receives feedback that helps them to further adapt and adjust output until their language exchange elicits measurable language production. The interaction becomes a process of noticing a gap in language by contrasting what newly acquired knowledge (short term memory) with what is known (long term memory) to adjust their knowledge and generate comprehensible output (Swain, 1995), which is part of the language learning process. This hypothesis focuses on the cognitive process of the interlocutor much like the Sociocultural Theory and Monitor Model; however, Swain (1995) suggests comprehensible output impacts language acquisition, meaning the interaction effects one's ability to construct meaning.

The following example of interaction illustrates the similarities and differences among the constructs. A dialogue is taking place between two non-native speakers. Non-native speaker #1 provides an utterance. According to Sociocultural Theory and the Monitor Model, this utterance must be intelligible, while the Interaction Hypothesis and the Comprehensible Output Hypothesis do not require comprehensible input, although it is possible. It is possible the non-native speaker #2 understands the interaction fully and no learning is necessary, or it is possible the non-native speaker #2 does not. In this occurrence, according to Sociocultural Theory and the Monitor Model, the non-native speaker #1, being more competent, would utilize strategies to bridge the gap of knowledge and create the opportunity for learning. Conversely, the Interaction Hypothesis and other interactionists (Gass, 1997; Pica, 1996) would expect non-native speaker #1 and non-native speaker #2 to utilize known strategies to negotiate meaning together. Finally, the Comprehensible Output Hypothesis would expect the non-native speaker #1 to notice the knowledge gap, apply strategies to bridge the gap, and produce a modified output as a result.

While the definitions vary in form and function, the underlying goal of the interaction is unilateral—a development of skills, whether it be through input, output, or negotiated meaning. Likewise,

in each of the models of interactions presented, interaction is in a face-to-face environment, yet it does not need to be. With the advent of the internet and the growth of online education, interaction can transcend face-to-face classroom environments and it is in this environment where the above definitions may not be applicable. In an online environment, students may not be able to produce an intelligible utterance and may not know strategies to overcome the disconnect in the utterances.

Defining Interaction in the CoI Framework

I have presented various theories about interaction thus far. However, the study needs a definition of interaction for clarity. From an instructional design perspective, the CoI defines interaction as social interactions which build group cohesion and support critical discourse. Still, the CoI does not contain expectations regarding the outcome of the interactions (Garrison, Anderson, & Archer, 2000). SLA theories about interaction suggest a social interaction where language learners negotiate meaning through their own existing knowledge and shared discourse, although to what extent this occurs varies depending on the theory. Within this study, I took the definition of interaction from Lantolf (1996) who states,

> "…social interaction is jointly and dynamically constructed by individuals who use their linguistic resources to align themselves with others and to position themselves in the activity. Furthermore, social interaction entails a time frame, that is, a set of shared expectations on the part of the participants as to what the interaction ought to entail (Goffman 1974; Tannen, 1993). Thus, social interaction is a discursive practice through which persons create, express, and position themselves, according to their own sociocultural histories, needs, and expectations" (p. 90).

Lantolf's (1996) definition is most salient for this study since it outlines several desired characteristics of an interaction for this study. First, individuals are using their own linguistic resources in an activity. Second, there are shared expectations or rules of the interaction. Third, they use interactions to express themselves to others. I applied this definition to any interaction with two or more individuals, whether it is instructor and student, student and student(s), or instructor and all students. It is applicable to individual activities in an online environment such as asynchronous discussions and assignments producing utterances or passages in the target language.

The Community of Inquiry (CoI) Framework

Not only is interaction a vital component in language acquisition, its importance is similarly stressed in online learning communities. Interaction provides students with the opportunity to receive supplementary information, discuss perspectives, test hypotheses, and acquire new knowledge. The CoI framework, first proposed by Garrison, Anderson, and Archer (2001) and based on transcript research in computer-mediated communications in an online learning environment, is a tool for examining interaction, course layout, task design, learner perceptions, and effective tools for fostering presence in an online learning environment (Saadatmand, Uhlin, Åbjörnsson, & Kvarnström, 2017).

Researchers have expanded the environments since its inception, including blended learning environments, collaborative learning, and flipped classrooms (Szeto, 2015; Wicks et al., 2015; Yang, Quadir, Chen, & Miao, 2016). Garrison, Anderson, and Archer's (2000) groundwork study looked at how to create a meaningful educational experience resulting in successful learning outcomes. They discovered interaction is a critical component of a successful online course, although interaction is not the only required component. Interaction works in combination with other elements to constitute a meaningful learning experience. Garrison, Anderson, and Archer (2000) proposed the CoI, which outlines three interdependent presences forming the foundation of a learning experience – teaching, social, and cognitive. Figure 1 depicts the interconnectedness of the three elements creating the CoI Framework. Every presence represents an important aspect of the educational experience, and the intersections synthesize areas for success in a meaningful learning experience. Below I described each presence and its components in greater depth to provide an overview of how it contributes to the learning experience.

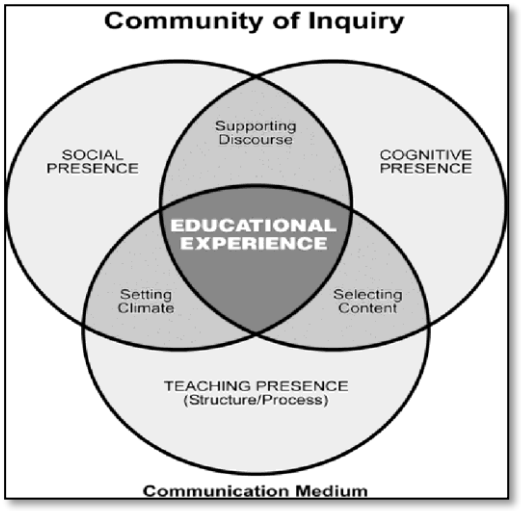


Figure 1. Social, Teaching, and Cognitive Presence of The CoI (Garrison, Anderson, & Archer, 2000)

Teaching Presence

Anderson and colleagues (2001) define teaching presence as "the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes." (p. 5). Teaching presence underscores three areas— instructional design and administration, discourse facilitation, and direct instruction— as essential components to a successful learning experience. Instructional design and administration consist of the organization, design, creation, and maintenance of the learning materials and learning process. Examples of this include curriculum design, course design, and learning content. Facilitating discourse describes how instructors can nurture student engagement and motivate students to interact in a knowledge-building process (Garrison, Anderson, & Archer, 2001). The instructor can help to facilitate discourse by establishing interaction expectations, encouraging student interactions and contributions, increasing understanding, and identifying agreements and disagreements. The role of the instructor as a subject matter expert who provides skilled direction as a more knowledgeable other (MKO) (Vygotsky, 1978) is an example of direct instruction. Provision of feedback, clarification, and redirection are other examples

of direct instruction. Each of these components creates opportunities for interactions which in turn support learning in an online environment.

When instructors use strategies outlined by the CoI to implement and cultivate teaching presence, they are then able to maintain cognitive and social presence through designing instruction and facilitating learning (Garrison, Anderson, & Archer, 2000). The alignment of social and cognitive presence, as well as learning outcomes, is one outcome of teaching presence (Garrison & Akyol, 2013). Furthermore, teaching presence contributes to CoI by developing learning outcomes, and encouraging interaction with peers and content, resulting in an overlap of interaction with students' cognitive and social presences (Garrison, 2011). Table 2 outlines the three categories of teaching presence and provides examples of how you can support each category of teaching presence in online course development.

Table 2. Teaching Presence Category and Examples

Presence	Subcategory	Examples
Teaching Presence	Design & Organization	Curriculum design, course design, and learning content
	Discourse Facilitation	Establishing interaction expectations, encouraging student interactions and contributions, increasing understanding
	Direct Instruction	Provision of feedback, clarification, and redirection.

Cognitive Presence

Cognitive presence, according to Garrison, Anderson, and Archer (2001), is "the extent to which participants in any particular configuration of a CoI are able to construct meaning through sustained communication" (p. 5). To construct meaning, cognitive presence employs a four-phase, sequential process of critical inquiry, similar to Dewey's practical inquiry model (Swan, Garrison, & Richardson, 2009). The first phase, the triggering event, is when the instructor provides an issue or challenge for students to explore. Students must then investigate to comprehend the nature and circumstances of the problem. This second phase of exploration is based on interaction as students negotiate their knowledge and collect relevant data via course content and vital inquiry with their peers.

Low social presence in a course negatively impacts the exploration stage, and, thus, cognitive presence (Garrison, Cleveland-Innes, & Fung, 2010). As students gain new knowledge about the issue, they integrate the third phase and construct meaning from the shared knowledge gained in the second phase. Finally, in the fourth phase, students use their newly acquired knowledge of the situation to solve the problem. Teaching presence directly influences the resolution phase through the facilitation, direction, and task design (Garrison & Arbaugh, 2007), emphasizing the importance teaching presence has in the development of critical thinking skills in students (Garrison & Akyol, 2013). Table 3 outlines the three categories of cognitive presence and provides examples of how you can support each category of cognitive presence in online course development.

Table 3. Cognitive Presence Category and Examples

Presence	Subcategory	Examples
Cognitive Presence	Triggering Event	Issue/question addressing a knowledge gap
	Exploration	Gathering ideas and new perspectives
	Integration	Construct new meaning
	Resolution	Resolve event

Social Presence

Garrison, Anderson, and Archer (2000) define social presence as "the ability of participants in the CoI to project their personal characteristics into the community, thereby presenting themselves to the other participants as 'real people'" (p. 59). Social presence plays a critical role in online learning as it promotes interaction and provides students with the opportunity to critically evaluate and synthesize knowledge in a community of learners, thus leading to cognitive development and increased cognitive presence (Rourke, Anderson, Garrison, & Archer, 2001). Student engagement promotes further interaction and knowledge integration (Garrison & Akyol, 2013; Tinto, 1987). There are three types of interactions or responses in social presence: affective, interactive, and cohesive (Rourke, Anderson, Garrison, & Archer, 2001).

Affective responses reveal a student's emotions, moods, and feelings. In face-to-face interactions, one can easily identify affective responses; however, online communication is noticeably different. In an online environment, humor, emoticons, memes, and self-disclosure in text and discussion create affective responses. Interactive responses describe the way students develop social relationships and maintain a sense of community. Students form a cohesive unit as they create bonds and establish a community. The way students address themselves and the group, and their use of phatic and greetings (Rourke, Anderson, Garrison, & Archer, 2001) shows the cohesion in an online environment. Social presence strengthens learning through interactions and impacts students' critical and higher-order thinking skills (Garrison, Anderson, & Archer, 2001; Garrison, Cleveland-Innes, & Fung, 2010). Table 4 outlines the three categories of social presence and provides examples of how you can support each category of social presence in online course development.

Table 4. Social Presence Category and Examples

Presence	Subcategory	Examples
Social Presence	Affective	Emotions, moods, feelings
	Interactive	Relationship building interactions
	Cohesive	Group Identity/Collaboration

Instructional Strategies for Cognitive, Teaching, and Social Presence

This section outlines strategies used in previous studies to promote the CoI Framework in online courses. There is extensive research on each presence stemming from various types of online courses. I broke the sections down by presence and, within each presence, listed strategies according to additional distinctive classifications.

Strategies for Teaching Presence

Teaching presence is the design, facilitation, and direction of cognitive and social processes to support learning. It is a critical component of any course design, regardless of delivery method since it impacts the 'final product' of the course. Teaching presence is the only part of the CoI executed before the course starts and relies exclusively on the faculty to come to fruition. Consequently, teaching presence

impacts the social presence and cognitive presence within a course and, ultimately, impacts the success of the students. I grouped strategies for teaching presence by the subcategories—instructional design and administration, discourse facilitation, and direct instruction, as outlined by Anderson and colleagues (2001).

Instructional design and administration. Design and administration account for a vast majority of the teaching presence strategies since the design, organization, and administration of the course are the responsibility of the instructor. The strategies outlined in this section focus on learning activities, assessment, expectations, and the organization of instructional materials. When creating learning activities for students, Lowenthal and Pascal (2008) and Richardson, Ice, and Swan (2009) suggest creating collaborative learning activities in projects and discussions. This better supports the exploration and integration phase of cognitive presence and allows students to strengthen their social presence with one another. Additionally, when activities account for different learning styles and preferences, and students are able to relate their daily lives to the classroom activities, students are more motivated and invested in the coursework (Dunlap & Lowenthal, 2018; Stephens & Roberts, 2017).

Assessments in online courses need more detail and structure than in face-to-face environments, as students are not able to ask follow-up questions immediately upon receiving the instructions. The instructors need to provide explicit instructions and effective tools for assessments, such as rubrics (Dunlap & Lowenthal, 2018). Research recommends using continuous, authentic, and diverse assessments (Lowenthal & Parscal, 2008; Richardson, Ice, & Swan, 2009), provide feedback (Swan, 2002), and, when possible, create group projects or work strategies (Dunlap & Lowenthal, 2018).

Instructors set the stage for the course by providing students with expectations. By openly stating the course goals and expectations (Richardson, Ice, & Swan, 2009), students have a clear description of what is necessary for success. Instructors need to outline the requirements of course participation, participation grading, and how the instructor participates should the situation call for it (Rovai, 2000). Additionally, instructors need to establish netiquette for the course by describing appropriate strategies for in-group and cross-group communication to promote the learning experience (Stephens & Roberts, 2017;

Szeto, 2015). Lastly, instructors should ensure students understand the importance of student and group interactions and how it contributes to the course learning outcomes (Stewart, 2017).

The design and organization of an online course may vary depending on the content and subject; however, there are principles to apply across all subjects. First, it is critical to have a consistent, clear, and well-organized design for the course and provide students with a detailed course schedule (Richardson, Ice, & Swan, 2009) as this allows students to plan for assessments and helps them organize their workload (Dunlap & Lowenthal, 2018). The goal of an organized course is to ensure students to fully understand expectations, the instructor's expectations of them, when assignments are due, what they can expect of the instructor, and where the required content is located (Dunlap & Lowenthal, 2018; Watson et al., 2017). Additionally, instructors can increase clarity for students by providing explicit instructions for activities and assessments, provide clear grading criteria, and ensure clear deliverables and deadlines, and structured to allow time for interaction (Dunlap & Lowenthal, 2018; Lowenthal & Parscal, 2008; Richardson et al., 2012). Lastly, when possible, limiting class sizes can increase student-teacher interactions and create a stronger sense of community (Lowenthal & Parscal, 2008; Rovai, 2000).

Discourse facilitation. Facilitation in a course can blend with the design and organization of the course as, sometimes, the two areas may overlap, depending on the content. To ensure direct facilitation, instructors can implement the following strategies. First, instructors must be cognizant of their students and ensure they are addressing universal design for learning when selecting learning materials (Dunlap & Lowenthal, 2018). This allows all students to access the same learning materials from the start of the course. Additionally, when working with diverse populations, instructors may want to account for cultural differences when designing learning materials and course activities (Dunlap & Lowenthal, 2018). Second, instructors should contribute to discussions or activities when instructor facilitation contributes to student learning. In discussion boards, instructors need to be conscious of their role and avoid posting too much, as this decreases student interactions (Lowenthal & Pascal, 2008; Richardson, Ice, & Swan, 2009; Watson et al., 2017).

Direct instruction. Direct instruction in an online course focuses on the grading, feedback, and interactions instructors have with their students. Providing personalized, clear, explicit, constructive, and timely feedback where students can ask clarifying questions (Dunlap & Lowenthal, 2018; Lowenthal & Dunlap, 2018; Richardson, Ice, & Swan, 2009; Rovai, 2000; Szeto, 2015; Watson et al., 2017) are examples of direct instruction. Other examples of ways instructors engage in direct instructions are promptly answering questions through emails, chat, or discussions (Lowenthal & Parscal, 2008; Watson, Bishop, & Ferdinand-James, 2017) and sending progress reports during the term to notify students of their current grades, postings, or progress (Lowenthal & Parscal, 2008). Finally, instructors should show their personality online, as it increases social presence within the course. Verbal immediacy behaviors such as giving praise, self-disclosure, and humor can reduce psychological distance for students and lead to greater learning (Gorham, 1988; Kelley & Gorham, 1988; Rodríguez, Plax, & Kearney, 1996).

Strategies for Cognitive Presence

Cognitive presence is the ability to construct meaning through interactions through an exchange of knowledge (Garrison, Anderson, & Archer, 2001). As previously stated, cognitive presence relies on a four-phase process to construct meaning. When designing a course to support cognitive presence, instructors need to limit distractions and items impacting the cognitive load of students. To lower their cognitive load, instructors should avoid extraneous videos, text, or audio (Dunlap, Verma, & Johnson, 2016; Richardson et al., 2012; Seckman, 2018). Moreover, instructors can provide structured guidance, using examples of papers and projects for samples (Watson et al., 2017) and grading rubrics for discussion and course activities to reward desired cognitive behaviors (Richardson et al., 2012). Learning materials should be well-organized and include descriptions of the components (Richardson et al., 2012). I categorized strategies below based on the specific phase of the mean-making process.

Triggering event. The triggering event is typically an issue, problem, challenge, or question provided by the instructor. Instructors can focus on perspectives or ideas they would like students to have by the end of the course and use goals to develop assessments and discussions to facilitate this learning of new perspectives and ideas (Richardson et al., 2012; Stephens & Roberts, 2017). Additionally, instructors can

utilize video, case studies, labs, stories, simulations, and games within the course (Dunlap, Verma, & Johnson, 2016) and create open-ended critical thinking discussion questions (Lowenthal & Parscal, 2008). Lastly, instructors can support cognitive presence and allow students to demonstrate higher-order thinking by asking questions to probe students' knowledge (Rovai, 2000).

Exploration. It is critical for students to gather new knowledge, information, and perspectives regarding the triggering event in the exploration phase. To support this, instructors can create an opportunity for students to assemble. Instructors can develop student-led discussion or collaborative group assignments (Rovai, 2000) where students can share their opinions and perspectives. Instructors may also utilize online technology such as blogs, vlogs, wikis, and journals (Peacock & Cowan, 2016; Stewart, 2017) or provide a collective space for students to post shared resources (Dunlap & Lowenthal, 2018). Furthermore, instructors might create activities and assessments using experiential learning materials, simulations, or fieldwork to encourage higher-order thinking and reflection (Dunlap & Lowenthal, 2018; Dunlap, Verma, & Johnson, 2016). Additionally, instructors can use discussion boards to encourage diverse perspectives and support conceptual learning (Richardson et al., 2012; Stewart, 2017). Finally, instructors can provide several depictions of the desired content or activities so students can practice a desired skill (Richardson et al., 2012).

Integration. In the integration phase, instructors can support the mean-making process by providing students with guidance, direction, and a space to integrate new knowledge. Instructors can implement self-testing activities, simulations, and interactive content to support convergent thinking and test possible solutions to the issue presented (Richardson et al., 2012). Instructors can provide or require a discussion summary to help students identify the mean-making process (Richardson et al., 2012). Similarly, instructors may want to add a reflective activity, such as journaling or brainstorming to facilitate the mean-making process (Lowenthal & Parscal, 2008; Dunlap, Verma, & Johnson, 2016). Using peer review and evaluations to shape discussion responses (Richardson et al., 2012; Stephens & Roberts, 2017) and providing feedback to others (Rovai, 2000; Stephens & Roberts, 2017) also benefits the mean-making

process. Lastly, instructors should provide relevant and timely feedback to support the process and limit ideas which would not contribute to the learning goal (Dunlap & Lowenthal, 2018).

Resolution. Within the resolution phase, students can eliminate erroneous perspectives and draw conclusions to solidify the new knowledge. To support this mean-making process, instructors can provide frequent opportunities for testing and feedback and automate both when possible (Richardson et al., 2012). Additionally, instructors can construct formative assessments for group work and peer learning (Stephens & Roberts, 2017; Szeto, 2015).

Strategies for Social Presence

Social presence is the ability of students to present themselves authentically and develop a feeling of group cohesion. The following strategies supporting social presence are based on research demonstrating their effectiveness in course design and the learning experience. Rather than categorizing the strategies based on the subcategory of social presence, I divided them into content and interaction strategies. The reason for this is a strategy may support more than one category of social presence and are more concise in the manner presented.

Content. There are several strategies to support social presence in the content, namely, activities, discussions, expectations, and technology. When designing activities, instructors can promote social presence by designing collaborative activities focusing on problem-solving tasks, projects, small group discussions (Richardson et al., 2012) and allow students to rename their groups to further identify as a group (Richardson et al., 2012; Stephens & Roberts, 2017). Furthermore, having students work in the same groups with changing roles or actions can further interactions and strengthen cohesion (Richardson et al., 2012). Group discussion, group brainstorming sessions, journaling, or blogging can encourage reflections and increase relationship building (Dunlap, Verma, & Johnson, 2016).

Instructors can set the climate for discussions by creating an ice breaker or "meet your classmates" discussion (Richardson, Ice, & Swan, 2009; Rovai, 2000). By encouraging students to share their own experiences and perspectives, they form bonds with one another (Peacock & Cowan, 2016; Richardson et al., 2012; Stephens & Roberts, 2017). When using discussions as part of the graded

assessments, instructors should require students to post and provide responses to their classmates, make students responsible for continuing the discussion, and encourage the students to summarize the discussions (Richardson et al., 2012). To ensure full participation, instructors should allot a portion of the grade to the discussion and, when available, use a tracking mechanism to reward reading in addition to posting (Richardson et al., 2012).

The expectations of the course can also influence social presence. By establishing rules of netiquette for the course (Richardson et al., 2012; Stephens & Roberts, 2017), instructors establish the social climate for interactions and contribute to the learning environment and experience (Stephens & Roberts, 2017; Szeto, 2015). Instructors should model the type of interactions and behaviors they want to see in the course and ensure students know the importance of student-to-student interaction and its value in creating new knowledge (Stewart, 2017).

Technology provides instructors with valuable options for communication. Instructors should create short videos to introduce themselves, the course, and topics (Richardson et al., 2012; Seckman, 2018). Additionally, instructors can include audio and video within the course content, encourage students to utilize video posts and screen casting software, and utilize real-time communications such as chat, whiteboards, and virtual messaging (Dunlap & Lowenthal, 2018; Lowenthal & Parscal, 2008; Seckman, 2018). Lastly, instructors should provide students with an area for them to interact whether it is a discussion board, class wiki, social media app, or similar (Stewart, 2017).

Interaction. In addition to content strategies, there are several strategies to increase and support interactions between students and instructors and between students. When providing feedback to students, consider using one-on-one sessions, emails, phone calls, audio, or videos (Lowenthal & Dunlap, 2018; Richardson et al., 2012). Peer review can support collaboration and relationship building (Lowenthal & Dunlap, 2018). Other types of interaction strategies include being personable and getting to know your students. For example, addressing students by name, connecting with them one-on-one, and sharing personal stories with them encourages a sense of community (Dunlap & Lowenthal, 2018; Lowenthal & Parscal, 2008; Richardson et al., 2012; Rovai, 2000).

CoI in Online Language Courses

Instructors can use the CoI as a guide to develop instructional design skills by implementing research-based strategies and techniques presented within the framework. The next section introduces research utilizing CoI in online language learning environments with specific attention to how instructors considered and implemented teaching presence within the environments.

To date, the CoI framework is one of the most cited frameworks in course development and online course design research (Bozkurt et al., 2015). However, research utilizing the CoI framework in online language courses at the university level is insufficient and there are no central themes of inquiry within the area of online language learning and CoI. Research typically focused on one or more of the following: Learning Environments, Technology Use, CoI Analysis, and Learning Outcomes (Abe & Mashiko, 2016; Alavi & Taghizadeh, 2013; Herrera-Díaz & González Miy, 2016; Goda & Yamada, 2012; Lee, 2013; Lin, Kang, Liu, & Lin, 2016; Lomicka & Lord, 2012; Mo & Lee, 2017; Olesova, Richardson, Weasenforth, & Meloni, 2011; Saude et al., 2012; Solimani, Ameri-Golestan, & Lotfi, 2019; Wu, Chen, Hsieh, & Yang, 2017; Yildiz, 2009). Many of the studies focused on student perceptions while a few studies described the instructors' decisions or how the strategies supported teaching presence. I briefly examined each study in the following sections to review how CoI has been used in studies and current examinations of teaching presence and interaction in SLA studies.

Learning Environments

The studies examined in this section encompassed a variety of learning environments, including asynchronous, synchronous, flipped, unplugged, blended, and in person. Although the variety of learning environments demonstrates the applicability of the CoI, none of the environments produced more online learning than others. However, some studies reveal how learning environment influences online presence. For example, Wu, Chen, Hsieh, and Yang (2017) noted developmental progress in oral proficiency of students in flipped classrooms and higher proficiency and CoI survey results between the courses. However, the research does not state the implementation of the course design in the different types of

learning environments nor whether there were adjustments in the different environments. Nevertheless, the authors concluded,

> participants benefited from explicit curriculum and interactive learning activities, and from ample instructor created opportunities for collaboration and reflection on learning. The findings were consistent with previous research in that teaching presence is a core factor in determining learning outcomes because students benefited from the instructor's provision of clear guidance and direction in the technology-enhanced instruction (p. 149).

The quote outlines how teaching presence is the catalyst for important design elements including clear and concise rules, expectations, guidance, and technology as well as a need for collaboration and reflection. This study demonstrates the importance of teaching presence and the benefits of instructional strategies focusing on interaction and how learning environment can impact interactions between learners.

Similarly, Solimani, Ameri-Golestan, and Lotfi (2019) compared flipped, unplugged, and traditional classroom environments and documented higher teaching, cognitive, and social presence in flipped classrooms than in unplugged classrooms. While the research design describes the flipped and unplugged instruction procedures, it does not state the traditional classroom procedures. The lack of information regarding the design and organization of all courses makes comparing teaching presence and instructional strategies difficult.

Lee (2013) examined student perception in EFL students through discussion boards and noted higher levels of interaction in mobile-assisted language learning (MALL) versus communicative language teaching (CLT). The results demonstrated cognitive density was not necessarily related to CoI levels. The disconnect between cognitive density posts and low cognitive presence could be due to a lack of instructor facilitation and guidance, as the authors noted minimum instructor intervention. However, it is difficult to draw conclusions since the researchers do not clearly outline the course's organization, design, and facilitation method in the paper's methodology. While all the studies examined different learning environments and did not have statistically significant results, it is evident the selection of the learning environment impacts interaction and, thus, student success. It is difficult to compare the teaching presence

in each environment since there was no information regarding the organization, design, and facilitation for the three environments and no way of knowing if the three environments had equivalent teaching presence. Due to this, one cannot conclude whether one environment is truly more conducive to student learning, however, we can conclude the learning environment may impact design selections and interactions.

Technology Use

Much of the technology explored in this section focuses on social media integrations in the online environment. Social media in online learning environments produced promising results; however, the CoI results are not homogenous. While research into Twitter (Lomicka & Lord, 2012) demonstrated how social media apps can contribute to social presence, the American's participation using Twitter was mandatory while students in France was not. As a result, perceptions regarding social presence varied between the two groups. This is relevant since the study demonstrated social presence and, specifically, interactions which encouraged language discussion. By not requiring the students in France to participate, the United States students had less opportunity to interact and use the target language with native speakers. Additionally, the United States participants noticed this, and the lack of responses from the French students was disappointing for some. This may have negatively impacted student satisfaction and motivation. Similarly, Wang, Fang, Han, and Chen (2016) used WeChat to connect students in two different countries for language exchange activities. Like the previous study (Lomicka & Lord, 2012), WeChat participation was not mandatory for both groups, leading to results which varied according to group. Wang, Fang, Han, and Chen outlined how they implemented teaching presence into the design of the study and noted the limitations of teaching presence in the design.

Lin, Kang, Liu, and Lin (2016) reported mixed reviews from both instructors and students when using Facebook to create a more interactive social outlet for a course. The research reported areas of teaching presence, including syllabus issues, task promotion, communication, assignments, and submissions, as part of the negative experiences of the students. This is significant for future research

since the instructors can adjust teaching presence strategies and change areas of teaching presence noted by the students as negative.

Fornara and Lomicka (2019) researched the use of Instagram to promote social presence in a language course. The study indicated how Instagram can be a tool to promote social presence; however, it did not include details regarding the instructional strategy and task design. Additionally, the researchers noted the instructors' roles in prompting conversation and questions as possible limitations which impacted the results of the study (Fornara & Lomicka, 2019).

Studies examining the effectiveness of discussions and blogs have mixed results; one study reported lower social presence yet higher cognitive presence (Liu & Jernigan, 2013) while another reported all presences were high when using these methods (Mo & Lee, 2017). Finally, confidence levels correlate to open communication and group cohesion—two subcategories of social presence (Mo & Lee, 2017). Since the study did not include the exact instructions and course design in the methodology, it is not possible to determine whether the variance results from a difference in design or instruction.

Overall, social media apps demonstrated high levels of social presence, with affective and interactive responses noted most often (Fornara & Lomicka, 2019; Lomicka & Lord, 2012; Saude et. al., 2012; Wang Fang, Han, & Chen, 2016). Activities using Twitter helped establish a sense of community and encouraged authentic interaction among students (Lomicka & Lord, 2012). WeChat was associated with high levels of interactivity (Wang Fang, Han, & Chen, 2016), Instagram was associated with high levels of social presence (Fornara & Lomicka, 2019), and WhatsAPP supported interactivity (Solimani, Ameri-Golestan, & Lotfi, 2019). These studies suggest social media apps may encourage interaction in online courses and stimulate authentic interaction when implemented correctly. In most of the studies, there were no clear guidelines regarding the selection of the social media applications and limited information regarding the desired outcomes for the application. Furthermore, few studies outlined how considerations regarding teaching presence during the course design process and how it impacted the interactions and perceptions of the presences.

CoI Analysis

This category comprised research examining student perceptions of the CoI. In many studies, researchers used the CoI Survey (Arbaugh et al., 2008) to measure student perceptions of learning. The survey consists of thirty-four questions asking students to utilize a Likert scale to answer questions regarding teaching presence, social presence, and cognitive presence within a course. Several studies focused on the presences when using a certain technology or within a certain environment. Many of the research questions investigated how the presences were established, maintained, or impacted and, in some cases, if the presence impacted learning and student interaction. In each study, the researchers examined student perceptions of the CoI, yet the research rarely states whether the instructor designed the course or utilized the CoI framework during course design or course implementation.

Saude and colleagues (2012) explored which of the three types of social presence indicators (affective, interactive, or cohesive) is the primary influencer of student interactions. While the study did report on the three types of social presence indicators, the results indicated low levels of cohesive responses. As the researchers did not clearly outline instructional design in the research design, it is possible the low levels of social presence were due to a lack of strategies supporting teaching presence. The researchers noted how further research could benefit from redeveloped discussion themes and questions, as well as a need for further relationship-building activities. These conclusions indicate the growing need to explore how instructors promote teaching presence in the research design and how it impacts the level of social presence within a course.

Herrera-Díaz and González Miy (2016) surveyed learners' perceptions of the CoI in an online language course. The study reported the highest levels of teaching presence in design, organization, and facilitation, while teaching presence was lowest in direct instruction. This is important to note, as all levels of cognitive presence and social presence were low. Additionally, the researchers noted a different selection of instructional activities may produce different results with the same design and organization.

Yildiz (2009) assessed how linguistic and cultural differences influence student perceptions of social presence in EFL courses and discovered non-native speakers were more likely to voice their

opinions in online courses compared to face-to-face classrooms. However, this finding was not statically significant. Yildiz (2009) mentioned the instructor's roles are facilitation and providing descriptive information on the participants and the rules for discussion posting. However, it is difficult to draw conclusions regarding course design because researchers did not clearly outline the organization, design, and facilitation within this study. For example, there are no details as to how instructors selected their discussions, how often the instructor expected students to post, or if the instructor participated in the discussions, although it did mention guidelines for netiquette.

Abe and Mashiko (2016) examined if social presence, teaching presence, cognitive presence, and interaction predict the outcome of computer-supported collaborative learning satisfaction within different modes of computer supported collaborative learning communication. The findings of the study revealed cognitive presence was strongly related to student satisfaction and learning success in chats; however, this study included students from two different countries, and their levels of perceived satisfaction varied. This may indicate the survey captured differences in perceptions resulting from the students' cultural background rather than the course design or learning environment. They did not examine or discuss how teaching presence impacted levels of cognitive and social presence in the course or how teaching presence impacted satisfaction. This is relevant because teaching presence can impact satisfaction and learning success, cultural differences, and as a result, students' levels of interaction. Likewise, Lowry, Zhang, Zhou, and Fu (2010) examined the effects of culture, social presence, and group cohesion and concluded the quality of the communication impacted the way students trust one another and, as a result, influenced their social presence. The findings in this research supported cultural relevance in the design process, yet neither study detailed how the design and organization of the course or the instructor's facilitation accounted for cultural differences. Examining areas of teaching presence may impact how the design of future studies and better support conclusions regarding cultural relevance in course design.

Mo and Lee (2017) asked to what extent cognitive presence existed in the virtual learning environments and how did the participants' awareness of three types of presence relate to their perceived

improvement in L2 proficiency and confidence. The researchers reported high levels of social presence and cognitive presence and low levels of teaching presence. Additionally, they stated

> …the instructor's systematic design of activities and clear instruction are essential. In addition to the teacher's role, it is important for students to recognize that they need to participate and support each other for a mutually successful learning experience in an online learning community. In this regard, teachers need to encourage learners to work together and participate meaningfully in their online activities (p. 19).

This conclusion aptly demonstrates how important teaching presence and instructional strategies are to fostering social presence and supporting interaction within an online course.

Learning Outcomes

This category included research exploring the CoI presences in relation to a learning objective or outcome. Goda and Yamada (2012) investigated the relationships between CoI and EFL learners' learning behavior, their satisfaction with online discussions, their interactions with and perceived contributions to the discussion groups, and English proficiency as a foreign language. They found a statistically significant correlation between social presence and the number of posts. They determined social presence is a key element for students' producing more posts. High teaching presence combined with social presence also increased the number of discussion board posts. Additionally, teaching presence and cognitive presence were indicators of students' satisfaction. Goda and Yamada (2021) suggest careful consideration of cognitive and teaching presence during the design process to support learning activities and student satisfaction.

Ko (2016) demonstrated how decision-making tasks promoted collaboration and interaction among students and demonstrated higher social presence when compared to jigsaw tasks. While this study did not examine teaching presence specifically, it did explore instructional activities and their effectiveness within a course. The researcher suggested further research examining instructional activities, which could impact learning effectiveness and student satisfaction. Herrera-Díaz and González Miy (2016) surveyed the connection between social, cognitive, and teaching presence of the CoI and

indicators of oral skills. Interestingly, video conferencing demonstrated high levels of teaching presence and low levels of social presence, and the researchers concluded instructors should first consider teaching presence when establishing community, then social and cognitive presences can adapt.

Online Course Design for Language Instructors

One key element missing from many studies was a clear rationale for the course design and selection of the instructional strategies and materials. The missing element may suggest there is a need for a closer examination of teaching presence and the instructor's role in the course design to better understand course design for online language learning. Current instructors may not have a basis for teaching online even with a wealth of experience and knowledge of face-to-face instruction. In face-to-face classrooms, the traditional role of the instructors has been to deliver knowledge; however, as education continues to shift to online, the role of instructors also shifts to one of learning facilitator (Berge, 1995; Berge, 2008; Baker, 2010; Cargile Cook & Grant-Davis, 2020). Currently, there is limited research to aid educators in this evolving shift from classroom to online language learning.

The instructor is responsible for the "design, facilitation, and direction of cognitive and social processes" (Garrison, Anderson, & Archer, 2000, p. 5) in an online learning environment, and instructors may not be able to adapt their face-to-face instruction strategies to online environments. As a result, there is a knowledge gap due to this shift to online education. Examples of research topics which may benefit teacher educators include specific strategies on how to design the online experience for language learners, what instructional methods are most effective, how to create a social environment built on trust, and effective strategies for providing feedback in an online environment. Regarding interaction, instructors need to build strategies for effective communication between themselves and students as well as guide student interactions (Garrison, Anderson, & Archer, 2000) to promote social presence and cognitive presence.

Summary

In Chapter Two, I introduced theoretical frameworks utilized in the study, including Interaction theories in Second Language Acquisition and The CoI Framework. I provided a definition of interaction for the study and presented Instructional Strategies for Cognitive, Teaching, and Social Presence. Additionally, I explored language learning in online environments and presented research on implementing the CoI into language courses online. In the next chapter, I present the methodology of the current study.

CHAPTER 3: METHODOLOGY

The purpose of this chapter is to detail the research methodology used to explore language instructors' promotion of interaction, implementation of instructional strategies to support interaction, and challenges to implementing strategies supporting interaction. The methodology allows for a unique examination of the experiences of online language instructors and may help inform current literature on instructional strategies in online language courses.

The research questions guiding the study are:

1. In what ways do five online language instructors perceive they promote student interaction through tenets of the Col framework?
2. What instructional design strategies do I perceive the online language instructors use to promote student interaction in an online language course?
3. What are the instructors' perceptions about student interactions?
4. What challenges do online language instructors perceive in the course design process, and how do they overcome the challenges?

Research Design

A qualitative research approach best supports my goals of exploring the topic and collecting personal views regarding the *how* and *why* of the design process for online language instructors (Yin, 1989). According to Denzin and Lincoln (2011), "Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p. 2). Qualitative research helps us to understand the experiences and meanings associated with social phenomena (Merriam, 1998) and leads to inductive research rather than testing theories and hypotheses. The outcomes of qualitative research are rich and detailed descriptions of the phenomena born from the content. Moreover, Stake (1995) provides four characteristics for qualitative research,

which are ‘holistic, empirical, interpretative, and emphatic.’ These characteristics of a qualitative study promote an examination of the participants’ lives not easily captured or detailed by quantitative data methods. Since Merriam (2009) suggests allowing the theoretical framework and research questions to guide the organization of a study, I selected a descriptive, exploratory study design.

Participants

The study needed participants with a specific set of skills and experiences, therefore, I used purposeful sampling as the study focused on a specific community of instructors with specific course design experience. It was vital to first determine the selection criteria by identifying essential skills and characteristics of the participant (LeCompte & Preissle, 1993) to create a list of participants. Table 5 provides an overview of the inclusion criteria.

Table 5. Inclusion Criteria

Taught an EFL, ESL, or foreign language in an online environment within the past three years
Experience designing an online language course
Experience at the postsecondary level
Background knowledge of second language acquisition, language teaching, online design strategies, and instructional design

The focus of this study was the perceptions and experiences of language instructors; therefore, the instructors must be teaching or have taught a language course—EFL, ESL, or a foreign language—in an online environment within the last three years. The EFL or ESL course must include non-native English speakers, or the foreign language course must be a language other than the students’ native languages. The instructor must have experience designing an online language course. As this study focused on instructional design strategies and the reasons for their implementation, experience with designing online courses was critical. Third, the participant must have background knowledge of teaching online, teaching a language, and instructional strategies to promote language exchange. This was determined through initial conversations and was determined by myself and the instructor based on questions about teaching history and course development history. Each participant had background knowledge of the second

language acquisition, curriculum design, and online course design through their work as a language instructor online. Each participant needed to have knowledge based on their experiences as an online-based language instructor. Lastly, I decided to require postsecondary teaching experience to provide uniformity in the type of learner and availability of access to online courses.

In my initial search request, I recruited language instructors from the College of Education at the University of South Florida and through connections in my workplace. I contacted ten individuals to participate in the study. I contacted five individuals from my doctoral program. One of the individuals introduced me to three individuals working at the University of South Florida who were interested in taking part in the study. Finally, coworkers provided me with introductions to two other individuals who met the criteria and expressed interest in the study. Using the criteria, I selected a total of five language instructors teaching language courses in universities in the United States for interviews. I chose to work with the instructors through the program because the instructors had various language and personal backgrounds yet have all taken the same courses within the program and had similar foundational knowledge. I recruited one participant through my work as an instructional designer. This instructor had experience as an instructional designer, was working in online language education, and had experiences as a second language learner.

Among the five participants there were three native languages and three second languages as seen in Table 7. Their years of experience teaching a second language range from 10-25 years and online experience range from two to eight years. All five participants fulfilled the inclusion criteria. Each participant had experience teaching a foreign language. Three participants taught English to second language English speakers, one taught her native language Spanish to second language Spanish speakers, and one English speaker taught Spanish to non-Spanish speakers. Additionally, all five participants had experience designing an online language course at the postsecondary level. Finally, all participants had some background knowledge of teaching in an online environment.

Table 6. Participants' Demographic Data

Name	Isako	Yoko	Chieko	Keiko	Kanako
First language	Indonesian	Spanish	English	English	Russian
Second language	English	English	Italian	Spanish	English
Other Languages	Spanish; Creole	Italian; French	German; French; Korean; Spanish	French	n/a
Experience as online student	Yes	Yes	Yes	Yes	Yes
Years teaching second language	10	16	25	14	18
Years teaching online courses	2	5	4	8	2
Years developing online courses	2	5	3	8	2

Research Setting

I conducted online interviews using Zoom, a video web conferencing software, to collect data for the present study. Zoom was the most appropriate tool for the interviews since participants were remotely located and could not conduct face-to-face interviews. Furthermore, using Zoom allowed participants to remain in a comfortable environment, which can contribute to the overall quality of the interview. I conducted the interviews during a convenient time for the instructors and in a comfortable setting selected by the participants. The time frame of the interviews varied depending on the participant and the answers they gave. Each interview ran between 25 and 55 minutes.

Data Collection

Stake (1995) suggests a constructivist approach to qualitative case study research, highlighting inductive exploration and holistic analysis. I utilized a qualitative and exploratory design to collect background information and increase awareness of the topics in the interviews. I used in-depth, semi-structured interviews as the primary method of data collection, supported by course artifacts to study the language instructors' promotion of interaction in an online course, implementation of instructional strategies to support interaction, and challenges instructors may face implementing strategies to support interaction.

Interviews

Interviews provide descriptive qualitative data, allowing for a detailed account of the participants' experiences and beliefs (Rubin & Rubin, 2012). I utilized semi-structured interviews to conduct the research. The interviews provided an unstructured outlet for describing the process of course design (Fultz & Herzog, 1996) and provide descriptive accounts of information and data not easily captured in a quantitative study. Upon receiving IRB approval, I met with participants via Zoom three times to discuss the topics within this study. The first interview explored the instructors' overall approach to course design. In the second interview, I concentrated on the strategies instructors use to promote interaction throughout the course. In the last interview, we discussed challenges in the design process and how instructors resolved them.

Each interview lasted between 25 and 55 minutes and I used the questions in Appendix B to help guide the conversation. As each participant had different experiences with language instruction and course design, I adapted follow-up questions when the conversation called for it. I noted cultural and language differences, as each participant had a different cultural background, and English was not the first language for many of the participants. I provided each participant with a verbal consent agreement and agreed to the interviews and examination of course artifacts. All interviews took place on Zoom and recorded them for transcription. I uploaded the transcriptions for analysis to a computer-assisted qualitative data analysis software MaxQDA. During each interview, I took notes on comments or thoughts I had and wanted to review later.

I based the interview questions on Castillo-Mantoya's (2016) interview protocol refinement framework, a four-phase process to ensure a systematic and concise interview. The steps included aligning your questions with the research questions, constructing an inquiry-based conversation, receiving feedback on interview protocols, and piloting the interview protocol. This not only improved the reliability of the interview protocols (Castillo-Montoya, 2016) but ensured the interview process is thoughtful, systematic, and thorough. Questions were well-aligned to the research questions and enhanced the quality of the response and provided a complete picture of the participants' experiences. Interview

questions written differently than the research questions would increase an inquiry-based conversation and included a variety of follow-up and leading questions. After a final revision of the questions, I had a colleague review the questions to ensure the clarity of each question and the alignment with the research questions. This colleague holds a doctorate in education with extensive teaching and curriculum development experience, has previously conducted research at the doctoral level, and currently oversees the management of online programs. Lastly, I piloted the questions in a mock interview prior to the first interview to practice presenting the questions and increase the fluidity of the interview. The colleague provided feedback on the clarity of questions and suggested I have different questions ready in case the participant did not want to share certain information or could not share their content.

I applied a variety of questions to shape the conversation (Brinkmann & Kvale, 2015) and included the questions in Appendix B. The first interview included questions regarding interaction in their online course and their overall thought process behind design. The second interview discussed how they selected the instructional design strategies and their perceptions regarding interaction in their course design. The third interview discussed challenges they encountered during the design process and while teaching the course.

The interview questions for each of these interviews had three components. First, I asked broad questions to get the conversations started and begin understanding how they approach design. Second, I asked probing questions to investigate specific topics further. Third, I asked follow-up questions to discover further meaning in a participant's statements. Additionally, I asked about challenges and resolutions in each interview. Appendix B provides a list of interview questions. The length of the interviews varied depending on the experiences of the participant and the course. I intended for each interview to last approximately 45 minutes, however, the second interview for most participants were longer as we were examining the course and strategies in detail while the third interview was less time consuming as the instructors were reflecting only on challenges with the design and teaching process.

Many of my participants took time to consider the question and I acknowledged their thought process and reiterated their thoughts when possible. Furthermore, I assumed our perceptions and

challenges regarding course development were similar because we have similar foundational knowledge, however, I discovered each participant to have different perceptions and strategies for implementing interaction.

Creswell (2014) suggests researchers define a set of beliefs or paradigms within their study to guide the research process. To this end, I considered how I view knowledge construction as a process, including experiences, interactions, and ideas. My role as a language learner shaped this as I gained valuable insights through interactions and personal experiences. My role as an instructor was based on my time as a student and the experiences and interactions I had as instructor until now. My professional interactions with faculty shaped the course development process. It was through my experiences I developed this study, and these experiences continue to influence how I construct knowledge.

Triangulation

Triangulation utilizes multiple sources and methods to gain evidence and thus increases the validity of the data (Patton, 2015). As participants discussed their course and design strategies, I asked for visual presentations of the design strategy or items they are referring to as this provided a detailed and descriptive account of their design strategies and strengthened the validity of the interview statements. It was important to gain multiple sources of data to allow for triangulation and increase the validity of the study (Baxter & Jack, 2008).

I collected course artifacts to correlate the content of the interviews with physical examples of the strategies in their course. The course artifacts included visual demonstrations of design strategies and I collected photos, videos, and screenshots to use as artifacts. While sharing their screens, participants agreed to a video of the content, screenshots of their work, or sent a picture or document representing the design strategy. Four participants were not able to provide me access to the course due to university rules, however, each participant provided examples and screenshots of their strategies. I asked participants to share their screens and provide visual references to the design strategies in.

The course artifacts provided visual examples of how the instructors incorporated design strategies into their courses. The design strategies exhibited teaching presence, course components

outlining the organization and design of the course, photos of activities, discussions, and/or assignments. The artifacts helped visually demonstrate the strategies instructors were referring to in their interviews and provided greater detail into how they implemented the strategies. For example, I asked participants to provide a screenshot of an introductory discussion board or activity or to provide their instructor introduction as evidence of their design strategy.

Data Analysis

I utilized both inductive and deductive coding and a mix of open, descriptive, and thematic coding analysis in the data analysis. Deductive coding relies on the researcher "a priori orienting constructs and propositions to test or observe in the field" (Miles, Huberman, & Saldaña, 2014, p. 238). I incorporated a list of essential concepts based on my research questions in my initial coding. For Question one, I coded passages discussing interaction based on the subcategories of teaching presence which it impacted most—*design and organization, facilitation,* and *direct instruction*. In Question two I coded explanations of strategies using *strategy*. For Question three, I coded larger statements or thoughts from the participants with *perceptions* and for Question four, I coded passages using *challenge*, *resolution*, and *obstacle*. Using deductive coding helped me to identify passages connected to each research question, however, the codes did not fully represent the content of the interviews. Table 7 (pg.47) provides an overview of the research question, the corresponding data source and analysis method, as well as the purpose of this method.

Inductive coding allows for codes to emerge from the data and develops based on the content of the interview (Miles, Huberman, & Saldaña, 2014). Since there were unique statements and features in each interview, I decided to code a second time using only inductive coding in passages. In the second cycle, I used open, descriptive, and process coding to capture concrete descriptions of the interactions, strategies, perceptions, challenges, thoughts, and feelings of the participants. The inductive approach helped generate patterns and themes from the existing data (Patton, 2015). In the third cycle of coding, I compared the deductive codes and inductive codes and reconciled using the deductive coding assigned and a descriptive or open code to better categorize passages within the assigned deductive codes.

Table 7. Research Question and Data Sources

Research Question	Data Source	Analyzing Method	Purpose
1. In what ways do five online language instructors perceive they promote student interaction through tenets of the CoI framework?	Interview	Deductive, inductive, open, and descriptive analysis	Identify how language instructors' promotion of interaction using TP subcategories
2. What instructional design strategies do I perceive the online language instructors use to promote student interaction in an online language course?	Interview; Course Artifacts	Inductive; open, descriptive, and content analysis	Identify instructional design strategies used to promote interaction
3. What are the instructors' perceptions about student interactions?	Interview	Deductive, inductive, open, and descriptive analysis	Identify perceptions regarding interactions in online environments
4. What challenges do online language instructors perceive in the course design process, and how do they overcome the challenges?	Interview	Deductive, inductive, open, and thematic analysis	Identify patterns and themes in language instructors' challenges in course design

For example, in the first cycle, an instructor discussed how she planned student interactions and listed activities and assignments to support the student interactions. I coded this in the first cycle as *design and organization*. In the second cycle, I coded the same passage with *student interaction* and *assessment strategy*. In the third cycle, I included all items to create a code and subcategory of the code, *design and organization-assessment promoting student interaction.* When analyzing the coded data, I was able to group the data based on the subcategories of teaching presence and identified perceptions and strategies.

I labeled the course artifacts during the interview. When examining and coding the interviews, I coded the artifacts using the same final coding themes as the interview passage. I used the artifacts to further detail the design strategy and explored the implementation of the design strategy.

Trustworthiness

Trustworthiness in a qualitative study refers to the worth of the study (Lincoln & Guba, 1985) and is a critical component of qualitative research as it legitimizes the research discoveries. Lincoln and Guba (1985) provide four criteria to measure trustworthiness and provide methods to enhance trustworthiness. To enhance the trustworthiness of the study, I used multiple participants, implemented a review of the data collection, and provided contextual details.

To increase credibility in this study, I included the perspectives of five instructors with different backgrounds. In addition, I had participants review the transcript of their interviews for accuracy and encourage follow-up conversations or notes about their perceptions regarding the interview. Dependability refers to the constancy of the data over time and conditions. To increase the dependability in a study, it was critical I stated the principles and criteria utilized for participant selection. To this end, I have created inclusion criteria and provided additional descriptions of the participants' backgrounds through the interview process. Confirmability refers to objectivity in the study (Polit & Beck, 2012). To ensure confirmability, I included a reflexivity section in the beginning of this study to report research perspectives, values, and beliefs which impact the research process. Transferability describes the extent to which the discoveries can be transferred to others in similar settings. To improve the transferability of a study, Lincoln and Guba (1985) suggest providing detailed contextual information so a reader may determine whether the study's discoveries would transfer. The research design in this chapter provided contextual information necessary to determine transferability.

Summary

In Chapter three, I detailed the methodology for this qualitative, exploratory study. To answer my research question, I designed a semi-structured, interview-based study focusing on the lived experiences of each participant and described the setting and method of data collection and analysis. Additionally, I concluded Chapter three with considerations on how to increase the trustworthiness of the study. In the next chapter, I present the results of the current study.

CHAPTER 4: DISCOVERIES

The purpose of this chapter is to present discoveries from each participant's interviews. In Chapter Four, after providing a background description of each participant (pseudonyms: Isako, Yoko, Chieko, Keiko, and Kanako), I present each research question and the results from each participant.

Introduction

Instructors are concerned with the paradigm shift to online education since it is up to them to fulfill the new responsibilities associated with this shift. To be effective in an online context, instructors must juggle multiple tasks within the learning environment. They need to implement best practices and instructional strategies into their online curriculum design, organize instructional materials, outline instructions, expectations, and timetables, and foster learner autonomy and motivation, and model desired outcomes through demonstrations. However, many of the instructors tasked with developing courses are unfamiliar with instructional design and are not receiving adequate ongoing education to implement instructional design best practices (Garrett, Simunich, Legon, & Fredericksen, 2021). Instructional strategies which fail to support learning objectives negative impact a student's ability to construct meaning through discourse. In other words, a lack of organization and design impact how students interact with others and the language as well as how they construct meaning. If students do not have adequate interactions in a language course, they miss the chance to use the target language, and their learning suffers (Wu, Chen Hsieh, & Yang, 2017).

As a first step to better prepare instructors for this ongoing shift, I explored how instructors are currently approaching the design and development of online language learning courses, their intent behind the design, their perceptions of interaction in the course, and challenges implementing strategies for

interaction in the design and development process. To this end, I sought to answer the following questions:

1. In what ways do five online language instructors perceive they promote student interaction through tenets of the Col framework?
2. What instructional design strategies do the online language instructors use to promote student interaction in an online language course?
3. What are the instructors' perceptions about student interactions?
4. What challenges do online language instructors encounter in the course design process, and how do they overcome the challenges?

To research this topic, I selected a qualitative design to better answer the *how* and *why* of the design process (Yin, 1989) in a setting accounting for each participant's experiences and background (Denzin &Lincoln, 2011). I selected an exploratory case study design since I would be able to gain in-depth insight on each topic, focus on behaviors and processes, and increase the validity of the discoveries with multiple case studies (Miles & Huberman, 1994). Each case was bounded by the instructors' experiences, perspectives, and preferences as a second language learner, as an instructor, and as a designer of online courses. I utilized a series of interviews with five language instructors working in higher education in two regions of the United States. I recruited these instructors using purposeful sampling and specific inclusion and exclusion criteria (see Table 5 page 55).

I recorded using Zoom web conferencing software and saved on the USF shared server. I transcribed the videos using OtterAi software then I reviewed them and checked them for accuracy. According to Stake (1995), participants can support triangulation and credibility by examining transcribed data to verify its correctness. To increase the credibility of the study, I sent each participant the three transcriptions and asked to review the content for correctness. The participants noted no major corrections or errors through this process. Additionally, I collected course artifacts to correlate the content of the interviews with physical examples of the strategies in their course. The course artifacts include visual demonstrations of design strategies collected through photos, videos, and screenshots. Once I edited and

verified the transcriptions, I analyzed the transcriptions using MAXQDA coding software. I utilized a mix of inductive and deductive coding. I outlined specific information on coding in the introduction to each research question.

Participants

As stated in Chapter 3, I utilized purposeful sampling to recruit participants for the study. All five participants gave verbal consent on a recorded video and passed all inclusion criteria. I provided background descriptions of each instructor below.

Isako

Isako was born in in Indonesia. She was raised speaking Indonesian as her native language in the home environment, however, she grew up in the Philippines using English to communicate outside of the home. Following the Philippines, her family moved back to Indonesia before she moved to the United States. Currently Isako resides in the southeast of the United States. She speaks Indonesian, English, Batak Karonese, and Tagalog, and has foundational knowledge in Spanish and Creole. Isako has been teaching second languages for twelve years and teaching online and designing online for the last two years. She currently teaches English as a Second Language in the United States.

During our interview, Isako shared an intensive course with district approved curriculum for adult learners with limited English literacy skills. The course met daily for two and a half hours synchronous sessions along with asynchronous content and assignments. The focus of the course centers around the immediate needs of the adult learners in their second language. For example, Isako group topics under everyday experiences such as a doctor visit, household chores, or common experiences. Her students for this course spoke Creole and Spanish. Their main assessment is a standardized test which they must pass to take the next course. She had the same layout for her synchronous sessions to lower the cognitive load of her students and increase their ability to participate.

Isako began each synchronous session with a warmup activity meant to activate their knowledge around the topic of the day or encourage metacognitive thinking. After the activity she would proceed to

the direct instruction of the lesson. This typically entailed introducing new target vocabulary and grammar, with no more than ten new words a lesson and she shared the words and grammar on the screen for students. First, she expected students to repeat the vocabulary together working on pronunciation and meaning. Next, they would practice the target grammar together as a class. Isako would then provide a practice activity for the class. She would ask each student the question and have them answer, with each student then asking the question to the next student. Once sufficiently practiced, Isako would use breakout rooms to form smaller groups for the activity. Students would work together in groups as Isako went to each room to facilitate and encourage students. After the activity, students would rejoin the main room and report answers to Isako. Isako administered the course through Google Classroom and Isako used Kahoot, Jam Board, Quizlet, Youtube, and Learning Chocolate. The only high stakes assessment was the standardized test required to move to the next course. Throughout the course Isako provided students with summative and low stakes assessments, including homework and automatically graded quizzes.

Yoko

Yoko was born and raised in Havana, Cuba. She moved to Mexico at twenty-six years old then to Tampa where she currently resides. She was raised speaking Spanish and did immerse herself into English or any other language during her childhood to early adulthood. She began learning English when she moved to the United States and has been living and speaking English for twenty years. Additionally, she speaks Italian and French conversationally.

She has been teaching languages for sixteen years and currently teaches both Spanish and English in a variety of settings. She began teaching online and developing courses online five years ago. She is currently working on a doctoral degree in educational technology and second language acquisition.

Yoko shared an elementary Spanish 1 online course with a university selected textbook. The course was asynchronous with 3 mandatory synchronous sessions. However, Yoko recorded weekly sessions for students, so all students had access to the recordings and benefited from the direct instruction through those sessions. In other words, she provided weekly sessions while students only needed to attend three throughout the semester. The student population included adult learners from varying backgrounds,

however, all students spoke English. Their main assessments, created by the instructor, consisted of participation, discussions, submitted assignments, chapter exams, a conversation final, and written final exam.

The course pattern for the synchronous sessions focused on direct instruction from Yoko. She encouraged students to join the synchronous sessions and answered questions about homework and provided clarification during these sessions. Before introducing a topic, she would often present brainstorming questions or topics for the students to discuss and utilized PowerPoints to present during the live sessions. She administered the course through Blackboard and used Collaborate for live sessions. The university required Yoko to use the technology provided and did not integrate other software or technology into the course.

Chieko

Chieko was born on a military base, Ft. Jackson, in Columbia, South Carolina. Since she was raised in a military family, she lived in several states and countries including South Carolina, Indiana, Georgia, Texas, Germany, South Korea, Italy, and Belgium. As an adult she lived in New Jersey, California, New Hampshire, and Massachusetts, and currently resides in Florida. Her first language is English, however, as one can see she was exposed to several languages during her times living abroad. During her childhood she learned and used German, French, Korean, Spanish, and Italian. Chieko went to kindergarten in Germany, then lived in Seoul and studied both Korean and French and learned Italian after moving to Italy. While living in Belgium, Chieko learned some French and Spanish. She currently feels she is conversational in Italian and Spanish with some hesitations. Chieko has been teaching a second language since she was a study abroad student twenty-five years ago. She began teaching online in 2018 and has been working on course development since 2019. Additionally, she is familiar with and utilizes the Quality Matters standards as guidance in her course developments.

Chieko shared an intermediate level Grammar 3 English course using a university mandated curriculum. The student population was heterogenous, with anywhere from sixteen to twenty-four students enrolled in a semester. The students came from several countries including, Vietnam, Indonesia,

South Korea, China, Brazil, Zimbabwe, Oman, Kuwait, Qatar, and Egypt in one section and Pakistani, Russia, Brazil, China, Vietnam, Sudan, Georgia, Azerbaijan, Venezuela, Ecuador, and Morocco in another.

The class was hybrid with asynchronous and synchronous activities. Before the pandemic, this course was face to face, however, during the pandemic it was a mix of in-classroom, online synchronous, and asynchronous due to covid restrictions and student country restrictions. She administered the course through Canvas and utilized Blackboard Collaborate for synchronous activities and Microsoft teams for group activities and chats. The focus of the course is present perfect, past perfect, modals, and similar grammar structures and includes several types of assessments throughout the course. Chieko utilized Kahoot, Quizlet, Mentimeter, Poll Anywhere, Microsoft Forms, and Microsoft Teams.

Keiko

Keiko was born in Colorado and grew up in Missouri where she currently resides. She was raised speaking English and began studying Spanish at the age of thirteen. She gained greater exposure to the language when she studied abroad in Argentina during college and continued her studies in Spain over a summer break. Additionally, Keiko speaks French conversationally. Keiko has been teaching second language speakers for fourteen years. She began developing and teaching language courses online eight years ago.

Keiko shared a first semester Spanish class. The university offered the course in a variety of formats, one is a completely asynchronous course with course objectives provided. The department selected an online textbook and used an outside provider, Lingua Meeting, as online language practice for students. Students had two other options for the same class— face-to-face sessions and online work through the LMS or synchronous meetings and online work through the LMS. In our discussions, we frequently discussed comparisons between all three courses and noted differences. The synchronous sessions and face-to-face sessions met twice a week for 75-minute sessions. The university had recently switched from Blackboard to Canvas, so she developed each course in Blackboard originally and recently went through redesigns after the migration to Canvas. Keiko used Lingua Meeting as an online meeting

space for students to complete speaking practice and required two meetings with her through Zoom. Additionally, she utilized Zoom for synchronous sessions and for required speaking assessments. Occasionally Keiko incorporated outside technology for games such as EdPuzzle, however, students mostly relied on Canvas, Lingua Meeting, their online Textbook, and Zoom.

The student population was English speakers, and the Spanish course filled a general education requirement for the students. In the completely asynchronous session, she notified students of the rigorous expectations and needed approval to join the asynchronous format. This group typically consisted of working professionals and those with busy schedules. Keiko noted the asynchronous group seemed to be high achievers who wanted to get their work done and the group seemed 'a bit more disconnected.'

Kanako

Kanako was born in Russia and her primary language is Russian. She studied English in school, however, she did not speak fluently until she studied English in college. She majored in English while in Russia and following her degree, moved to the United States in 2005. She lived in a few areas of the United States, including the East Coast and Central states, before moving to Florida in 2014.

She began teaching English in 2004 and currently teaches English in both face-to-face and online environments. She began developing online courses and teaching online due to the Covid-19 lockdown and has since continued teaching in both environments. She is relatively new to online learning environments; however, she has taken many online courses prior to beginning as an online instructor.

The course she presented was a beginning level English for Academic Purposes course for adult learners at a community college with university-provided course objectives. Most students were Spanish and Arabic speakers and Kanako did state most of the students were immigrants with beginning English literacy and technology skills.

The university offered the course 100% online with flexible Zoom sessions and optional zoom meeting during the first week. Kanako created modules and used a numbering system so students could easily note where they were in the module. The assessments were timed writing, assigned writing and revisions, quizzes, zoom session participation, and weekly discussions and assignments. Kanako provided

Zoom sessions throughout the semester on a weekly basis, and she required students to select six sessions over a fifteen-week period. She administered the course through Canvas and utilized Zoom for collaborative meeting sessions.

Research Question 1: In what ways do five online language instructors perceive they promote student interaction through tenets of the Col framework?

I sought to explore how instructors utilize teaching presence to support interaction in an online learning environment. As I was examining instructors' *actions* in the development process, all content fell within one of the three subcomponents of teaching presence. One typically reviews social presence as well as cognitive presence through student interactions, which was not the intention for this study, however, I do discuss some of the impact to social presence and cognitive presence. In research question one, I focused on examining teaching presence and discuss the implications in the Chapter 5 discussion.

I utilized a mixed coding scheme to analyze how instructors promoted interaction in their online courses. First, I coded passages using the sub-categories of teaching presence, namely, *design and organization*, *facilitation*, and *direct instruction*. In the second cycle of coding, I assigned the same passages open or descriptive codes to describe the element within the subcategory.

Based on Lantolf's (1996) definition of interaction, I reviewed and coded interactions where the instructor intended the students to use 'their linguistic resources to align themselves with others and to position themselves in the activity' and when students would be 'creating, expressing, or positioning themselves according to their own sociocultural histories, needs, and expectations.' For example, this included but was not limited to instances where the it was intended the student:

- practiced language in a class or group setting
- practiced language repetition or pronunciation
- produced a body of written work for a group or individual assignment
- interacted through a written communication such as a discussion
- interacted with the faculty or aide in written or verbal communications

Isako

Isako's course provided a great deal of interaction due to the hybrid learning environment. Isako required students to be present in the online learning environment daily for two and a half hours, for a total of twelve and a half synchronous hours each week in addition to asynchronous studying, activities, and assessments. When coding the interviews, I noted forty-five instances discussing an element of interaction across the three interviews—twenty-nine instances in *design and organization*, ten in *facilitation*, and four in *direct instruction*. The central guiding force behind Isako's course pertained to the student population and as a result I noted this fact several times through the subcategories of teaching presence.

Design and organization. While examining the design and organization of Isako's course, it became apparent Isako focused on two areas—student background and language needs, and content and technology selection. The student background and language needs consisted of instances relating to student culture, student needs, and background student information. The students' backgrounds impacted their understanding of American culture which in turn can impact their language comprehension and production. The language needs referred to their level of English which provided an additional constraint since their 'levels were so low' and this lack of language impacted the amount of language Isako could use to facilitate the course, what technology she would be able to use, and the development of online and offline activities. This is not a concern for non-language online courses as the student's lack of content knowledge does not impact language use in directions, facilitation, and design, however, in a language course this is a challenge since the facilitation and directions rely on command of the language.

The students' level limited Isako's selection of content and technology and Isako selected content focusing on 'simplicity, comprehension, and purpose of communication' for the students. This category included instances where Isako described the selection of activities or adaptations as well as the restraints or needs for technology. In this category, the main reasons for selection were student levels, student needs, and adaptability to an online environment.

Facilitation. Much like the previous section, the ways in which Isako promoted interaction were adapted to meet the language needs of her learners. Isako's facilitation incorporated strategies to provide and model expectations, consider language needs, and provide support. Outlining expectations to students is fundamental to shaping the interactions in a course. While Isako communicated the expectations to her students, their language level required her to adapt the way she communicated expectations while also constraining how she implemented and executed activities. As seen in the design and organization, the language needs of the students directly impacted the strategies Isako selected to facilitate the course. Likewise, while typically students reach out for support through the university or school, many of Isako's students relied on her and a language aide for additional support.

Direct instruction. Two underlying beliefs influenced Isako's method to direct instruction. First, she believed "in order for them to communicate and interact, you [the instructors] have to focus on simplicity, comprehension, and purpose of communication." Second, she felt not only were students learning a language, but they were also learning how to survive in a different country. As with the previous sections, many strategies selected during direct instruction were a result of the level of her students. Isako keeps her feedback simple for the language level, and while she does clarify and redirect her students, she felt it was necessary for them to try on their own and not immediately intervene to provide direction.

Yoko

Yoko's course had limited direct interactions due to the nature of the course. She was not able to require synchronous sessions, and the video conferencing software provided by Blackboard, Collaborate, did not have break out room capabilities. The university selected the textbook used in the course and Yoko built curriculum based on the content of the book. Yoko planned interactions through asynchronous activities including discussion boards, pair homework, and group conversation exams. After coding and reviewing the data, I observed forty-five instances discussing an element of interaction across the three interviews—twenty-one instances in *design and organization*, nineteen in *facilitation*, and five in *direct instruction*.

Design and organization. Since Yoko's course could not require synchronous session, she relied on course components to convey expectations, objectives, and schedules, focused on a design to reduce students' cognitive load, and selected content relevant to her student population. The interaction and language expectations supported the behaviors and actions she wanted from the students. Specifically, to encourage further language interaction in the course she outlined how often and how much they should be using their second language. Yoko aimed to create content to engage her learners and liked to "make it interesting, engaging for them." Her design principle for the course centered on how to make it easiest for the student to navigate the course and find what they need.

Facilitation. Yoko's facilitation in the asynchronous portion of the course included strategies to reinforce and support expectations Yoko's facilitation in the asynchronous portion of the course included frequent communications and timely support and modeling behaviors she wanted students to demonstrate. In the synchronous sessions, she encouraged interactions by creating discussions.

Direct instruction. Since Yoko did not have many opportunities for direct instruction with each student in synchronous sessions, she utilized asynchronous methods to interact with each student and provide individualized support. Yoko provided redirection, clarification, and feedback to students through the activities and assignments as well as in direct communication.

Chieko

Chieko's course provided ample opportunities for interaction due to the structure of the learning environment. Chieko required students to be present in a classroom once a week, online synchronously once a week, and had asynchronous studying, activities, and assessments. However, some students had to return to their home countries during the pandemic so in-class sessions had a mix of in-class and online students. Therefore, during the in-class/synchronous sessions, she created groups with students online and students present in the classroom in one group and Keiko required all students to bring a laptop to the class to complete pair work. When coding the interviews, I noted forty-four instances discussing an element of interaction across the three interviews—nineteen instances in *design and organization*, twenty in *facilitation*, and five instances in *direct instruction*.

Design and organization. Chieko's course designed utilized interactive activities and focused on student success. First, Chieko clearly communicated expectations. These expectations included technology expectations, language expectations, overall course expectations, and weekly expectations. Second, she embedded several support features—pages, guides, tutorials, and student checklists—to ensure students can utilize technology and have a clear understanding of an activity's outcomes. Last, Chieko selected interactive activities and assignments focusing on student-to-student interaction with indirect or direct feedback from the instructor.

Facilitation. Chieko implemented several useful facilitation strategies to ensure her students could effectively work individually as well as in groups. When developing expectations, content, or activities, she modeled behaviors and capabilities for students and asked students to model behavior for others. She clearly reinforced expectations and provided support during synchronous sessions. Moreover, Chieko guided interactive activities as often as possible to ensure students are interacting with one another. During these interactions, she provided opportunities for students to think critically about a topic and explore it together. She offered resolution to these activities by providing direct feedback during synchronous sessions or posts answers in the LMS for students to review during their asynchronous study time.

Direct instruction. Chieko demonstrated strong interaction during her instances of direct instruction. She focused providing consistent feedback which she integrated throughout the course. Most notable in Chieko's direct instruction was her drive to use student preferences in her approach to feedback. Chieko stated,

> I asked the students, if you make a mistake in English, do you want me to correct you? And then how do you want me to correct you? Do you want me to interrupt you when you make the mistake and tell you right then and there, do you want me to wait until you finish your sentence and then correct you? Or do you want me to write it down and give it to you either in class or in an email?

Chieko provided individualized instruction and encouraged further interaction by developing her feedback around their preferences.

Keiko

Keiko had the most experience as an online instructor and many of her design selections reflected this experience. Keiko had taught the Spanish course in all modalities and as a result, she had clear reasonings to her selections. The course was asynchronous; however, students were responsible for scheduling weekly language coaching sessions with a third party and students completed five assignments throughout the semester as synchronous group assessments although Keiko assessed each student independently. The department selected an online language textbook, My Spanish Lab, which "listening, answering questions whether true false or multiple choice. Then the following activity would be fill in the blank or the students actually have to type the word or produce the word themselves." When coding the interviews, I noted forty-five instances discussing an element of interaction across the three interviews—instances in twenty-five *design and organization,* eleven in *facilitation,* and instances nine in *direct instruction*.

Design and organization. As noted, Keiko had a strong background in online teaching and design. Her design selection and organization were well-structured and included many best practices for online course design. She felt interactions were a critical component to her design and stated, "anywhere I can foster interaction that helps students get to those learning objective, I definitely try to integrate it." Her design decisions integrated backward design principles, best practices, and careful selection of activities to foster interaction.

Facilitation. The design and activity selection as well as Keiko's communication supported her facilitation. She focused on promoting student behaviors by creating an introduction discussion board, reminding them of schedules, building confidence, and individual support. She promoted language use by aligning the content provided to the language coach to the course material and creating a schedule for early interventions with additional support.

Direct instruction. Similar to Yoko, Keiko did not have synchronous sessions to provide clarification or redirection in language, however, she utilized asynchronous strategies to direct their attention to important content and relied on descriptive rubrics to help provide detailed feedback. Additionally, Keiko's course involved the use of a language coach which provided small group language practice on a weekly basis and students received general feedback through these language sessions.

Kanako

When Kanako began teaching online at the beginning of Covid, she did not feel fully prepared to make the shift. However, knowing a lack of design would negatively impact her students, Kanako researched how to be present in an online course and implemented strategies based on the article. In discussing how she participated and interacted with her students, she offered to pull up the article and explained, "I was trying to remember where I got this idea of, you know, cognitive presence, social presence, teaching presence, facilitating courses and all of that. It was three things, how I should be present in my courses." The article she referenced was a white paper published by Pearson (2016) on Teaching Presence. At the end of the article, there was a list of strategies for design and organization, facilitation, and direct instructions and she used the strategies to inform her design decisions. When coding the interviews, I noted thirty-six instances discussing an element of interaction across the three interviews—fourteen instances in *design and organization*, twelve in *facilitation*, and ten instances in *direct instruction*.

Design and organization. Kanako's design centered on providing necessary information to fit her learners' needs, a structured layout, and content curated with interaction and engagement in mind. Kanako made the comment, "it's not just about writing a paragraph, it's also about communicating culture and navigating culture" and this thought was present in her discussion and assignment selections. She wanted students interacting when possible and added engaging activities to promote reflection and interaction.

Facilitation. Since Kanako knew she would not have regular and required synchronous sessions to facilitate, she concentrated on creating a positive online environment. With a positive online

environment, students would be more motivated to contribute and share with their peers. Kanako also established regular and frequent communications online with her students to best support their needs and help them receive individualized help. Lastly, Kanako concentrated on supporting engaging discussions using often debated topics to highlight students' cultural differences.

Direct instruction. Like other instructors interviewed, Kanako had limited synchronous sessions to provide clarification or redirection in language. She focused on creating assessments to engage her students so they would critically reflect on relevant culture topics. In addition, she provided direct feedback during the required synchronous sessions, on homework, and in discussions.

Research Question 2: What instructional strategies and instructional design strategies do the online language instructors use to promote interaction in an online language course?

I investigated what instruction and design strategies the instructors used to promote interaction in their online language courses. Based on the subcategories of teaching presence from research question one, I utilized open coding to analyze passages describing strategies, I noted when common themes arose and grouped common examples.

Isako

Design and organization strategies. To better serve her students, Isako implemented several design strategies focusing on student background and language needs, and content and technology selection. Isako stated she wanted to know about her students and asked about their background and culture. By collecting student data, Isako found essential background knowledge of the student, which informed her design and instruction designs. Isako stated in one example,

> But for me, I would go more than just looking at their score, because they did take pretest and posttest. And so, I asked them about their education, and then I found out my students, some of them actually finish, you know, third grade, or middle school or high school, or some of them didn't go to school at all. I also found out that high school in Haiti means something else, you

> know, things like that. Right? So, by finding out their information and getting to know them, it also helped me design my course.

Isako's questions into their education background help her find students who may struggle with being an online student due to lack of experience or students who did not have proper grammar instruction in their native language. Again, in another instance she states,

> But when you teach it, they are like, Oh, okay. You did not know that, like, first name, last name for the Haitian students, because they're so used to giving their last name as their first name, when they introduce themselves.

By collecting the preliminary information on the students, Isako was able to better understand the mistakes of her students, not as language barriers but as cultural barriers needing further explanation.

To adjust to the proficiency level of her students, she first established what their levels were with a pre-test. Isako thought "the needs of the students are always… that's the purpose of sometimes getting a pretest, right, to see where your students are at." In addition to a pre-test, Isako ensured the content focused on simple grammar structures with real life relevance, stating,

> I tried to make it simple. And I'm trying to make sure that my students understand the questions and the purpose of the conversation activity, like, why they need to learn this so that when they call the doctor, they will be able to explain, it's very basic, but that's what my students are, really low-level students. So yeah, I always tried to have very simple sentences.

In this way, Isako adapted lesson plans to include cultural cues and customs while also addressing the language needs, essential life skills, and gaps in knowledge in an activity.

When it came to selecting content and technology for the course, again, Isako's main constraint was the language level of the students. To support language learning in the online environment, Isako incorporated image-based content and activities, utilized first language resources, and practiced simple grammar conversations. Her selection of technology was based on whether the apps were 'user friendly' and if they were 'web based.' Most of the applications incorporated into her lessons were simple matching or word selection—Kahoot, Jam Board, Quizlet, and Learning Chocolate. These are all web-

based applications using images to quiz students. Isako opted for activities with lots of images, noting she preferred to use 'real images instead of cartoons' as a personal choice and "because their skill level is really low, I always have a lot of images." An example of an image-based activity is below in Figure 2

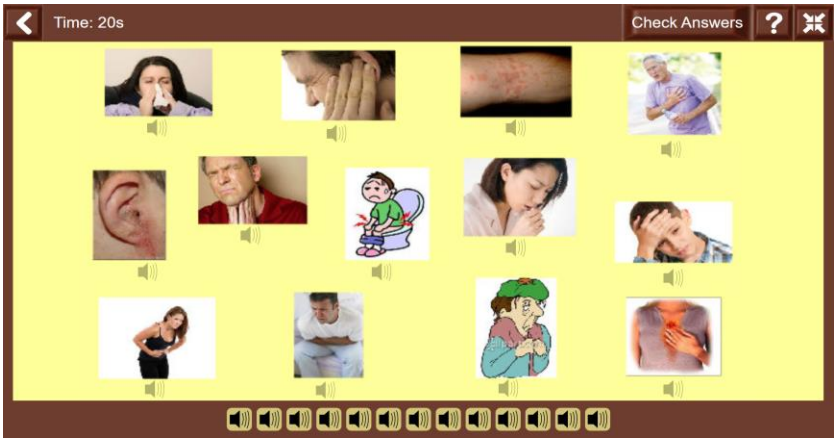


Figure 2. Isako's Image-based activity

Additionally, since she had taken the time to get to know her students, she created resources in their first language to better support their learning during activities. She stated, "This is more like a handout, this one is translating the words in English, this is for filling out medical form. So, these are the English words, and this is Creole, and this is Spanish." An example of this is below in Figure 3 below. Not only does this support interaction during the course, it contributes to her the facilitation of her teaching presence and supports cognitive presence.

English	Creole	Spanish
Name	Non	Nombre
First Name	Premye Non	Primer Nombre
Last Name	Siyati	Apellido
Address	Adrès	Direccion
Date of Birth	Dat Nesans	Fecha de Nacimiento
Health Symptoms	Problem Sante	Sintomas de Salud
Phone Number	Nimewo Telefon	Numero de Telefono

Figure 3. Isako's Multilingual Worksheet

When creating activities, group work and assessments, she focused on simplicity and relevance, stating,

> I tried to make it simple. And I'm trying to make sure that my students understand the questions and the purpose of the conversation activity, you know, why they need to learn this so when they call the doctor, they will be able to explain, it's very basic, but that's what my students are really low-level students.

An example of one such activity is below in Figure 4. Moreover, when creating activities which required language pairs or groups, she noted, "there has to be somebody who is higher level" to ensure correct language modeling to the lower-level students.

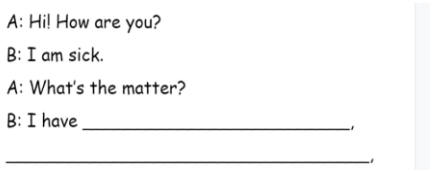

A: Hi! How are you?
B: I am sick.
A: What's the matter?
B: I have _____,
_____,

Figure 4. Isako's Sample Conversation

Facilitation strategies. Isako promoted interaction using strategies focusing on expectations, language needs, and support. When setting expectations in the course, Isako did not provide a syllabus; instead, she verbally communicated expectations and continually reinforced them through her daily interactions with the students, remarking "I remind the students always the expectations for that online class, what they need to do, they need to do their part and I do my part." She felt her students understood the expectations and noted "they try to meet my expectations as much as possible. Because they know I'm not just teaching, because I'm just teaching, they can see I put a lot of effort and patience in teaching the class."

One expectation she communicated clearly was the need to have a video turned on during the synchronous sessions of the course. When asked about this, Isako stated, "for me, I need that engagement. And I need to see them, especially because my students are low-level students. So, I really need to make sure that they actually understand my lesson," again demonstrating how each component of her course is adapted to the level and needs of the students.

Along with expectations, Isako utilized several strategies to adapt language needs when facilitating. Isako typically provided the content on screen while presenting whether it was vocabulary,

grammar, or conversation practice. By providing the words on the screen she adapted the blackboard to the online environment and provided additional support to learners struggling in listening comprehension. When starting an activity or lesson, she was aware of their cognitive load and provided simple and direct instructions. In one example Isako explains, "[I say] listen, pay attention, turn off your phone, turn on your camera, participate. That's what they need to do, just a word. Then the students do it. Two sentences or three sentences, they're already lost" demonstrating how limited her speech with them would be. As stated previously, she asked "the question first and then asked a higher-level student to respond to my question," providing a model of the target interaction for the students who may be struggling to comprehend or follow along.

Isako also utilized language aides in the online environment as a method to overcoming language challenges. Isako states when she gives instructions,

> and they don't understand, or when we have conversation, and they don't understand a question, I ask the translator to translate. I know, I can use Google Translate, because sometimes my translators are not available, I use Google Translate. But sometimes it's funny, or it doesn't make sense. So yeah, better to have that translator do it.

Her final way to support her students' language needs is unique to second language learners. In her current course, Isako felt the need to bridge the gap in languages by learning the languages of her students, explaining,

> whether I like it or not, I kind of had to learn the language. So, I ended up learning Creole. And you know, I'm my students and my bosses are actually impressed when they observed me in the classroom once we were back to face to face. Yeah, bosses like, when did you learn it? It was like before the pandemic you didn't know Creole. I had to, I was kind of forced to it, I liked it.

This passage demonstrates a unique development in an online language classroom, however, Isako attributes it to the pandemic and not due to the online environment and level of the students. Another way in which Isako provided support was setting the mood in the synchronous sessions. Students were more

like to keep to attendance expectations when they knew a game, or a fun activity was the first item on Isako's agenda. As she described,

> Sometimes I can start with a game too. And that's always like starting everything with a game always makes the students come on time to class…Or like something funny. That always happens in the beginning of class that really sets the mood and games do that really well.

She created a positive environment, increases students' motivation to fulfill expectations, and engages students immediately in the session. She showed further support by creating a chat group on social media application, WhatsApp. This strategy not only increased social presence through the sense of community, but it also built cohesiveness as students got to know one another better and their instructor. Isako demonstrated this fact,

> I created the group [in WhatsApp]. So that's where I sometimes post announcement or remind everybody you know, don't forget to come to class today or today somebody's birthday. You know, and then they will also send you know, like flowers or Happy Mother's Day you know, things like that.

And she continues in another discussion about how she gets to know her students stating, "we do talk about like giving personal information. So, we talk about when is their date of birth? You know and I wrote down everybody's birthday." She then shares the birthday news on the group chat so students can extend wishes to their classmate. The WhatsApp chat also functioned as extra support for the learning environment. Students can receive direct support from Isako when they send a message and Isako provides timely support which would not be possible through Google Classroom. Isako describes how she helps students,

> If it is something they do on their own at home, then they would send me a message through WhatsApp, that's basically our way of communicating with each other. Sometimes they also ask their family members who call me and explained a struggle. And then what I would do sometimes, I would actually take a video on my phone, on how to answer the questions or things

like that. Or sometimes I can just explain verbally, but a lot of times when I sent the video, then they understand.

Isako provides an additional account of how students require additional support to due to their low level of language and/or technology skills.

> when they're not able to log in, they're having issue with that, or they cannot make it like at that certain hour. I would actually spend time with them, like 30 minutes the most, and I'm just like holding the phone. And then I'm showing them what's on my screen. And then they turn on their video.

While most online courses provide student support and service pages, not many courses come with on-call instructor support such as Isako provides.

Direct instruction strategies. Most of Isako's direct instruction was in her synchronous sessions and incorporated the language needs of her students. Isako wanted students to follow a routine as it helps students adapt to the online environment. Therefore, when conversations or topics veer off, Isako did not entertain the questions. She stated other students "can get bored or I might lose their attention. And I'm just here, not in the classroom, it's a little different. So, I think, to stay focused is really important for the online class."

Additionally, since she knows students are not just learning the language for a requirement but rather in order to live, she feels "learning the language is going to take time, right, but they need to go out, they need to go to work, and they have to find ways to survive." Therefore, she does not rush to clarify or redirect them immediately, instead when she sees a student not responding she asked the "translator to translate, but I always tell them please wait. Let me ask them in English first and see whether students are responding or not." She followed up,

> the students actually know how to use the computer and navigate the different programs on the computer, the first two weeks is not easy. I let them struggle. I just watch and let them try without helping. Unless they're really stuck, then I help them.

As Isako is adapting her teaching style to meet the needs of her students, the students are also adapting their knowledge to meet the expectations of the course.

The last segment in Isako's instruction was her feedback. Typically, in the asynchronous session she provided simple feedback, for example,

> They look at the picture and then sometimes I call the students one by one. Okay, look at the picture. And then match the picture with a term is it mouth, shoulder, stomach, or toe something like that? And then they tell me stomach and I click it and then it's correct, you know, and then if it's wrong, it will tell them that it's wrong. [Figure 5]

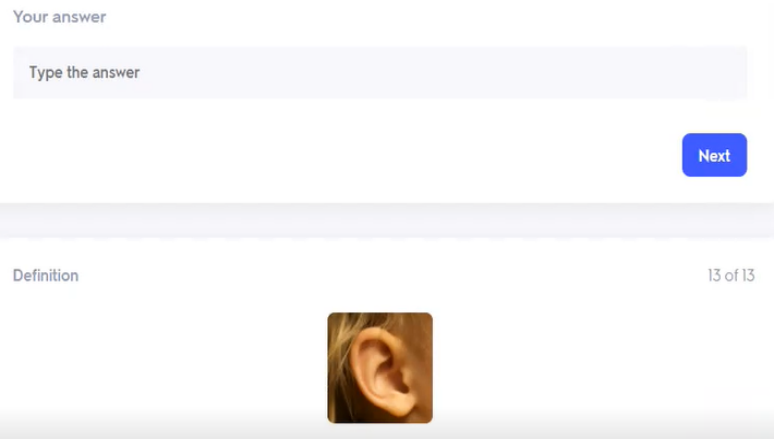


Figure 5. Isako's Match the pictures

In the asynchronous environment, Google Forms automatically graded quizzes, so students are able to receive immediate feedback on their performance. In written documents, Isako took advantage of the Google Documents comment feature. For example, "if instead of saying *cough*, maybe they put *coughs* or something like that, right? I use the feature on Google Docs for the comment" to note the mistake and reinforce the proper use.

The final way Isako provides feedback is by reinforcing metacognitive strategies she feels are necessary for students to survive in a culture when they are not fluent in the language. She describes this process,

> For my really low-level students who don't really know how to spell the whole thing, I have taught them explicitly, when they see the word, I ask them to sound out the first letter, what is the

sound right? It is r so when they look at the image or in the listening if it says like rash, then I will ask them okay, what do you think is the first letter sounded out? I try to activate, their metacognitive skills and their cognitive skills. What do they need to do when they don't really know how to read the whole thing, the whole word but the first sound you can try from there, so rash? Okay, so then they said, okay, R, okay for you know, a word with the letter r like beginning. So, that's for the low-level students.

In this demonstration, Isako explained how she needs to adapt her instruction to help the lower-level students and ensure they have some way to survive daily until their language skills catch up.

Yoko

Design and organization strategies. Since most of Yoko's course consisted of asynchronous components, her direct interactions with students were only when students came to live sessions. Therefore, Yoko relied heavily on course components to convey expectations, objectives, and schedules. The syllabus contained expectations, including language use and technology restrictions, for the students as shown in Figure 6.

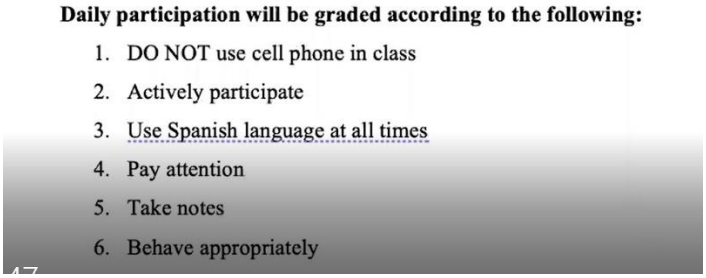


Figure 6. Yoko's Syllabus Rules

Additionally, she provided students with a clear timeline (Figure 7) outlining the content, assignments, and due dates in her schedule in the syllabus. She has a homework planning section, showing, "when homework is open, when the homework is due, PowerPoints with explanation about each of the module and the content they need to know. And then additional resources."

Any alterations to the schedule will be notified by email. Check your email daily.

Date	Content
Jan 22-Feb 03	Capítulo 1 (3-34)
Feb 05-Feb 19	Capítulo 2 (35-66)
Feb 21	Exam Capítulos 1 y 2
Feb 24- March 6	Capítulo 3 (67-98)
March 9- March 13	Spring Break
March 16	ONLINE Exam Capítulo 3 (From home)

Figure 7. Yoko's schedule

Overall, she feels the purpose in the layout and design of the course is "to provide as specific, clear, and concise instructions." Therefore, she aims to reduce the stress and cognitive load of students as much as possible. First, she modified the language to meet the students' levels. Second, she created PowerPoint slides to explain the topic and provides recorded lectures and synchronous sessions as seen in Figure 8.

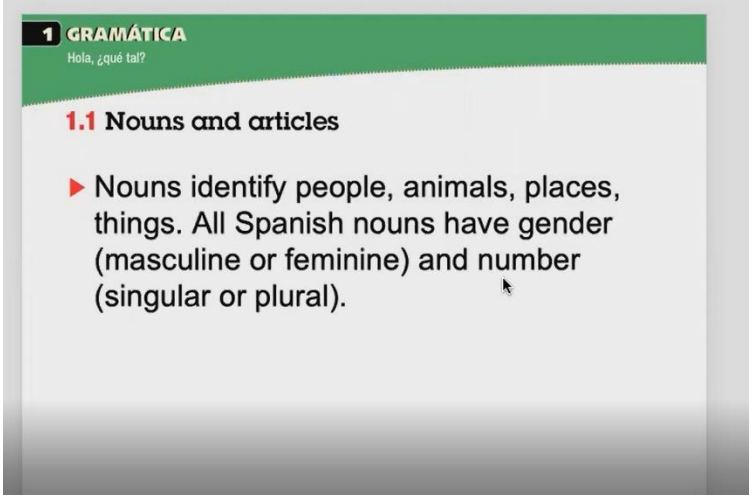


Figure 8. Yoko's PowerPoint

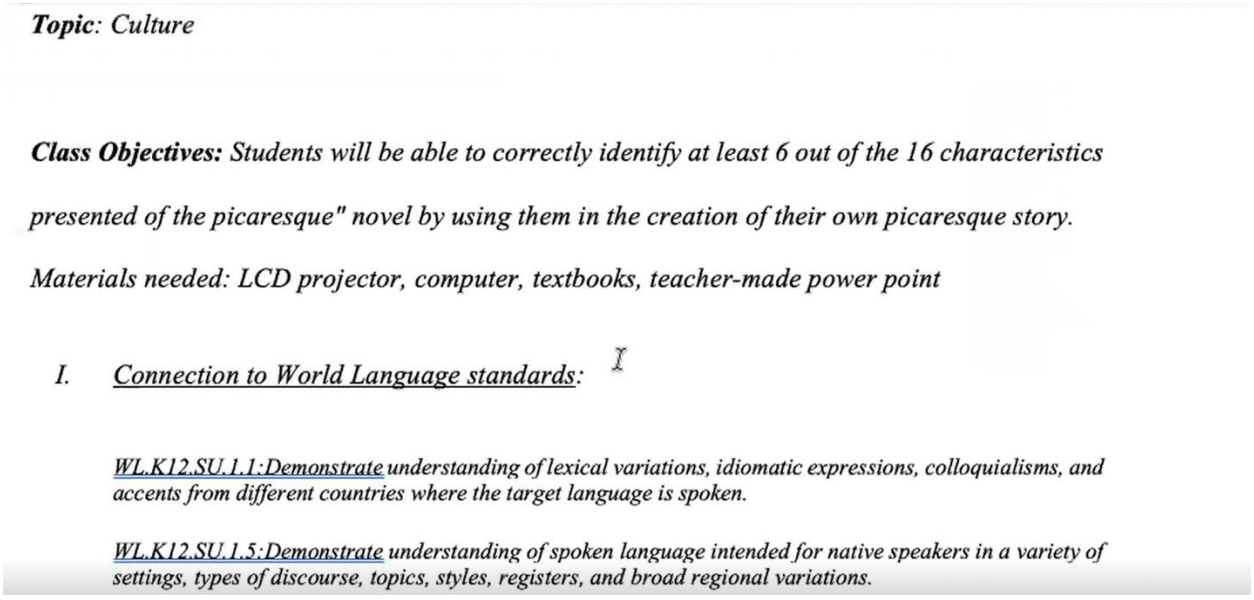
To continually motivate and engage with her students, Yoko thought it was important to provide relevant and engaging content and opportunities for authentic language use and exchange. She explained,

> authentic materials make the lesson a lot more relevant because those are the things that they can actually connect with. Or having projects where the class becomes student- centered, and they're

applying what they know. And that is highly engaging for the students and very motivating when they are at the center of the instruction. So, creating that type of activity, project, even thematic units with task-based activities, I was thinking of task-based activities, project-based activities, those are great.

In one activity, Yoko decided to use a type of story called a *picaresque* (Figure 9) as a way for students to connect their own experiences with their second language. Yoko describes the activity of writing a *picaresque*,

> It's all about themselves. So, it connects with them. I create an anticipatory setting where they brainstorm what it is about, what are the characteristics of this child? And then they talk about it. In Spanish, the good thing about this that even though I say high-order lesson, they can accomplish this, it is doable, because they already know how to describe it, most of the things that you will see in their duties, descriptions, and connecting with themselves through these frictions and elaborating a little bit more so it also pushes them to gain new knowledge. Right?



***Topic**: Culture*

***Class Objectives:** Students will be able to correctly identify at least 6 out of the 16 characteristics presented of the picaresque" novel by using them in the creation of their own picaresque story.*

Materials needed: LCD projector, computer, textbooks, teacher-made power point

I. Connection to World Language standards:

WL.K12.SU.1.1:Demonstrate understanding of lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where the target language is spoken.

WL.K12.SU.1.5:Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.

Figure 9. Yoko's Culture Assignment

Moreover, Yoko creates activities which are not necessarily language focused, stating,

> I like, trying to incorporate art in the class. I think it's a different way of expressing, it's good for them. And we had this, a student did this for me, they, they created a website. So, I posted, whatever their best examples were.

In addition to providing relevant content, Yoko often stated she relies on a variety of content to communicate the language. She feels "different videos, they see different possibilities, different questions, different answers" and a variety of videos ensures "it's a different person explaining in a different way." Not only videos but "pictures really help and organizers so they can see the information more structured, and they have a different view of it, and they can really internalize it." As a result of this, her typical module is composed of external links, instructor-created PowerPoints, selected examples, and external videos as seen in Figure 10.

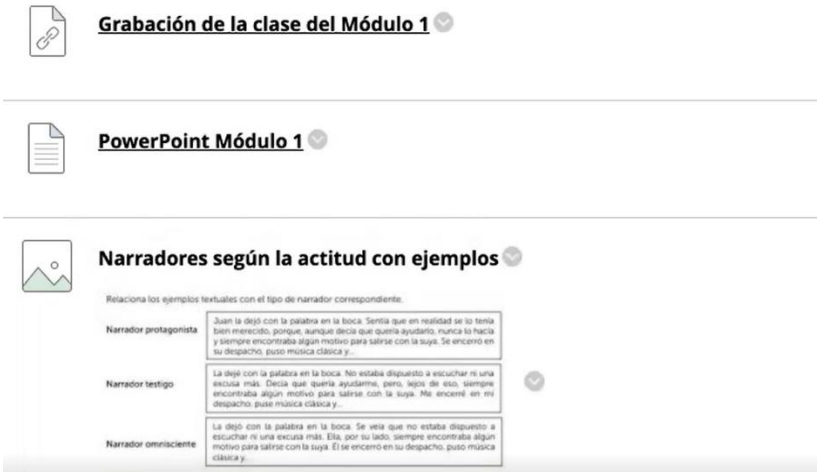


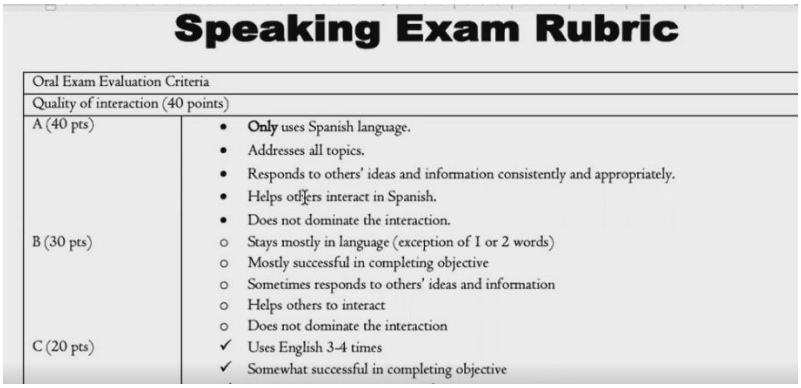
Figure 10. Yoko's Layout

Facilitation strategies. Yoko concentrated on establishing and maintaining expectations through frequent communication and support, modeled behaviors she wanted students to use, and integrated engaging content. To reinforce expectations, Yoko clearly stated her expectations for language use and language interactions in her syllabus, in assignment rubrics, and reiterated her expectations in synchronous sessions. She felt students are "supposed to speak Spanish at least most of the time, so I would say 90 to 100% of the time. It also depends on the level. If it is a beginner level, then I'm a little bit

more lenient." Additionally, unlike other courses, Yoko encouraged students to actively help another student during an assessment. Yoko felt when it comes to demonstrating language use,

> It's a real environment where they interact as if they were in a restaurant. So, I tell them, if you see that someone is stopped because they can't remember a word you can help in Spanish, I don't care if you even tell them the answer. I don't care. I mean, in real life, that's what happens.

Yoko believed, "the communication aspect of the interaction should rule, not the grammar or one word or vocabulary. That's secondary. The message you convey, and you can use whatever you have in your manage to do that." While she did encourage students to help one another, she penalized students relying on their first language. Yoko noted, "I tell them verbally, if it's in the online environment, I send them a message. And I specifically make it very clear that speaking, another language during the exam is a cause for losing credit." Her rubrics reflected this fact as shown below in Figure 11.



Speaking Exam Rubric

Oral Exam Evaluation Criteria	
Quality of interaction (40 points)	
A (40 pts)	• **Only** uses Spanish language. • Addresses all topics. • Responds to others' ideas and information consistently and appropriately. • Helps others interact in Spanish. • Does not dominate the interaction.
B (30 pts)	o Stays mostly in language (exception of 1 or 2 words) o Mostly successful in completing objective o Sometimes responds to others' ideas and information o Helps others to interact o Does not dominate the interaction
C (20 pts)	✓ Uses English 3-4 times ✓ Somewhat successful in completing objective

Figure 11. Yoko's Rubric

Yoko made use of announcements and introductions to promote interaction in her course. At the beginning of her course, she provided an introductory announcement and welcome message along with it. Yoko felt this was important,

> because it's kind of establishing a rapport between them and I. And it's just pretty much explaining the backbone of the course, how does it go, where to find information, then together with this, I let them know where to find the things I am posting my materials. So, you see here, I

tell them in this contentidos, section, contents, right, you can access all the additional information about the course shown in Figure 12.

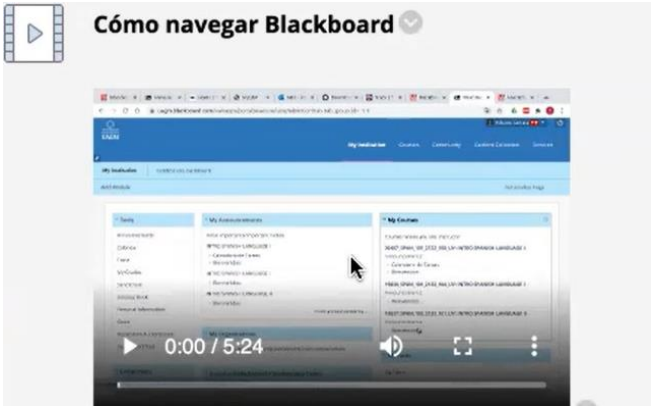


Figure 12. Yoko's Content layout

She preferred to communicate through text messaging as it provides timely support to her students, stating "that's another way of interacting with them. When they text me and I answer, they're super nice. They really appreciate that." She adds her preferred contact method on the homepage as well as her syllabus as shown in Figures 13 and 14.

Figure 13. Yoko's Contact method

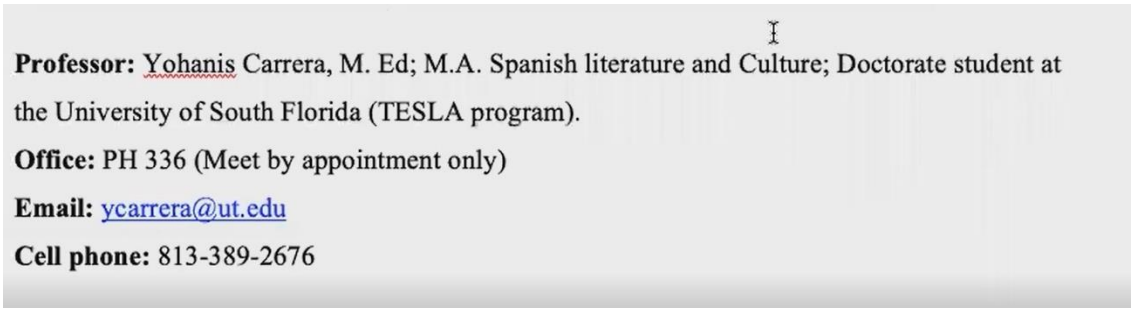


Figure 14. Yoko's Contact method in syllabus

Yoko used frequent communications through her announcements as well, she created "at least once a week, I post an announcement for them. So, they kind of follow through what they're doing and kind of have an idea of what's coming up and so on." In addition to keeping them informed on a weekly basis, she modeled the behaviors she would like students to demonstrate. For example, she wanted students to add pictures and describe themselves, so she described her own participation in the discussion,

> Once I make that announcement, I usually post a picture of myself, and I tell them just a few things on myself. I asked them to introduce themselves and post a picture. I remember a student, he was awesome. He posted a picture of himself with a costume with feathers, I thought it was so cool and it was very theatrical. And then he really went all out explaining the whole thing. I really liked it.

In the synchronous sessions, she encouraged critical discourse with thoughtful questions in her PowerPoint presentations as seen in Figure 15 and facilitated discussions asking students "to respond to your partners. What do you think about it? Do you agree? Do you disagree? Why? I'm more interested in the why than anything else."

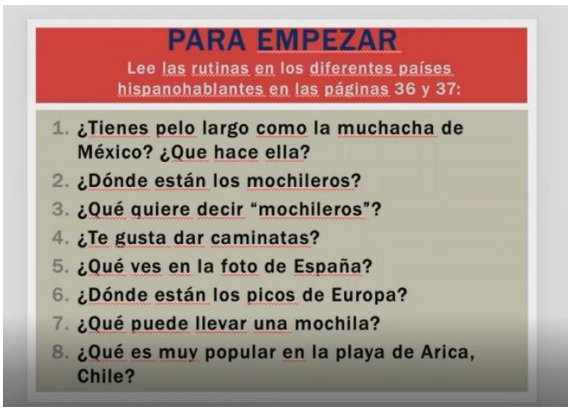


Figure 15. Yoko's discourse questions

In the online synchronous environment, she provided direct questions and guided the conversations, she described, "I give them a picture, and ask what do you see in that image? What are they doing? What do you think they're doing? Can you speculate? And they love it [the discussion in class]."

Direct Instruction Strategies. Due to the nature of Yoko's course, most of her direct instruction strategies were asynchronous. She created opportunities from further direct instruction at multiple points with the course and tracked student achievement to help guide her interactions with students. She started the course by providing her email as well as her cell phone number. She stated,

> This to me has been a super valuable resource, being able to exchange my cell phone number and I tell them only text because I cannot answer calls, I have other things to do. But texting, it is so quick. They feel like they're taken care of, I'm paying attention to them. It really works. They can ask anything related to the course through text. And normally, not always, I answer within twenty-four hours.

Yoko's strategy was to provide clarification or redirection as quickly and efficiently as possible. In this way, Yoko limited the time it takes her to reply and the student's wait for a reply. Yoko did encourage students to join live sessions and felt the live sessions reduced the distance between them and provided immediate answers. While not required to attend, students have the recording. But Yoko suggested students,

> Come, especially, if they have questions so that we can actually talk to each other. And I can understand what the question is and actually the ones that attend, they prefer attending the live session because if they don't understand anything on the spot, they can really interact with me and ask questions and then they get it and then they feel more comfortable to do their homework so in the beginning they usually keep attending.

When providing feedback on graded activities and assessments, Yoko likes to keep the tone informal and positive. She described her feedback, stating,

> when I'm grading, I talked to them as if I were talking to them, you know, by phone. I liked what you did here. And you're actually right, because of this, and that something short. Yeah, or I say, What an excellent job. Or I didn't quite understand this, but you might have said this, or I just provide my feedback, which I already have prepared, like the right answers, elaborated responses, so that they see.

After reviewing feedback, a student could easily create a dialogue with her or seek additional help if needed. If a student has not been submitting assignments and she has not seen the student in the live sessions she would,

> shoot them an email and initiate that conversation. And I tell them, hey, I noticed that you didn't turn this in. Are you okay? Are you understanding the material? Do you need to meet with me? Is everything okay? Because these are adults, so you never know what's going on in their personal lives. Right? Maybe sending a message can break the ice and help them?

If a student needed support or redirection, Yoko first provided support then reiterated expectations. For example, Yoko created a communication space for students, however she left it,

> for them to interact with each other. So, I make it very clear, I put an announcement saying this space is just for you to interact with all their colleagues. If you want to reach out to your teacher, then use cell phone or the email

When students forgot where to ask her questions and instead of contacting her, they posted on the student chat board, she would respond to the question and restated to use email or a text message. Yoko wanted to

support her students and provide an answer; however, she preferred the text messages and restated expectations.

Chieko

Design and organization strategies. In Chieko's course, she took time to consider what students would need to be successful and outlined behaviors students to ensure success. She outlined expectations on the syllabus, in a Getting Started Module in the LMS, and reiterated all expectations during their first synchronous or live session. These expectations included technology and what the students needed to complete assignments, language expectations, course expectations such as group work, and weekly expectations such as deadlines and upcoming activities. In her syllabus she detailed participation and attendance policies,

> we defined in the syllabus how often it would meet synchronously, and that it would be recorded. Since language students here in the United States are visa holders, it counted for their attendance. So, if they did not attend it would affect their attendance, which then would affect their visa status, because they're only allowed so many times to be absent without some sort of ramification. We required certain activities by the deadline, which also counted for their attendance. We all said in that office hours, were an expectation, and that you had to attend so many parts of the semester. Even if you were 100, you know, so it was an expectation. So, recording, frequency, attendance, and the expectations of office hour and asynchronous work.

In the Getting Started module of the course, she added "all the tech things that they need. I have the online netiquette page, the expectations of behavior."

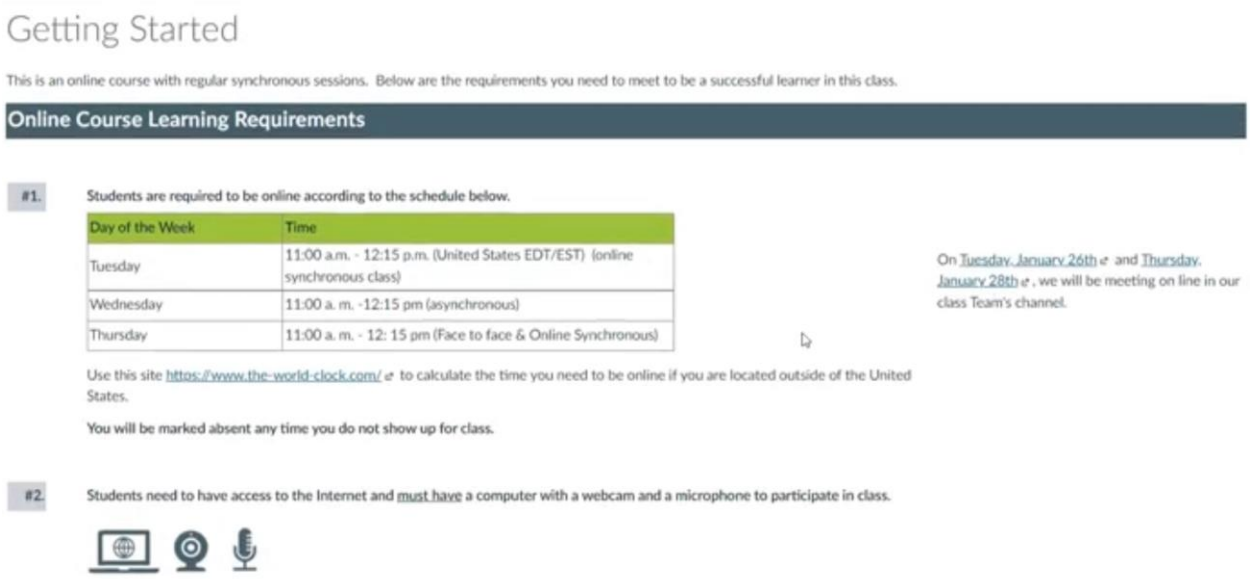


Figure 16. Chieko's Getting Started

In addition to the syllabus and online module, Chieko covered the syllabus, technology, and other expectations during the first synchronous meeting and utilizes a PowerPoint to go over the content in Figure 17.

Figure 17. Chieko's PowerPoint: Expectations

By the end of the first week, she exposed students to the expectations through three different modes and had a quiz (Figure 18) to assess how well they remembered vital information.

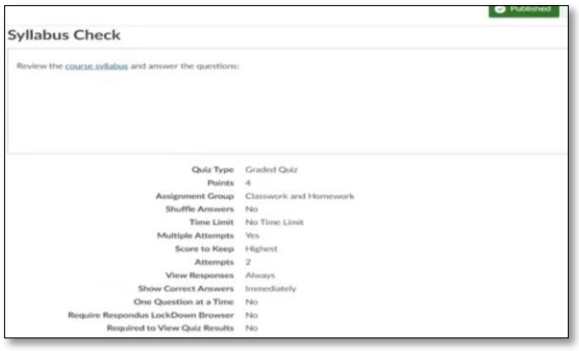


Figure 18. Chieko's Syllabus Quiz

Additionally, Chieko created daily agendas for the synchronous sessions, so students had a clear view of how she structured the time and better anticipated how to participate in the online session, shown in Figure 19.

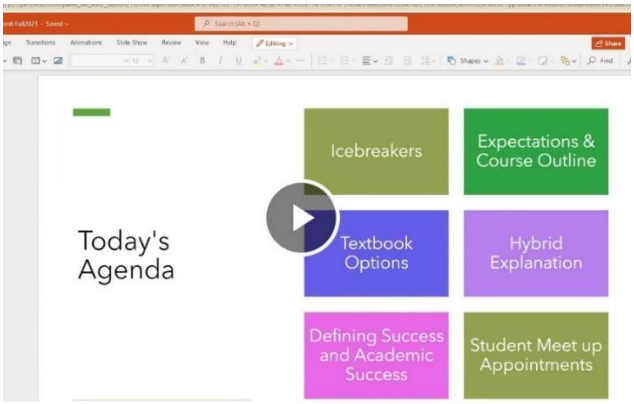


Figure 19. Chieko's Daily Agenda

Since learning to navigate the LMS and technology are critical steps to support, Chieko developed several pages, guides, tutorials, and student checklists to ensure students could utilize technology and have a clear understanding of an activity's outcomes. Chieko stated,

> Their technology page, they had the introductory page, and I have hyperlinked our team's channel, so all they have to do is click, all they have to do is download how to use it. Here's a video from the publisher of how to get their book. Where to get their book, and then who they can go to for help. So that's all in in there for them.

She went as far as demonstrating how to interact within Microsoft Teams and provided students with a tutorial on the software to ensure students could interact during live sessions and on chats with other students. (Figure 20)

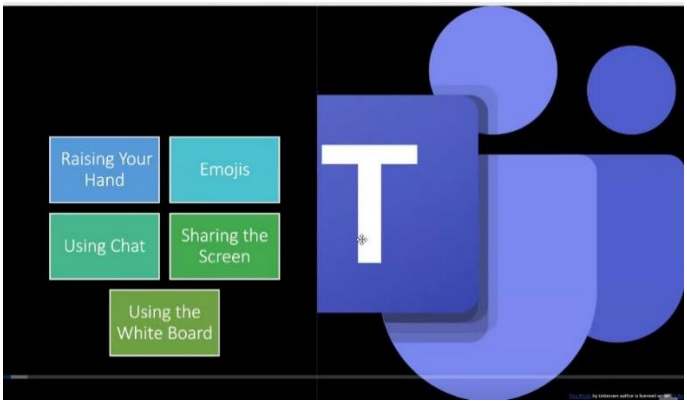


Figure 20. Chieko's Tutorial

Chieko's often created interactive activities and assignments targeting student-to-student interaction with feedback built into the activity. She clearly stated,

> I purposely did activities in the class where they cannot be passive, they have to interact with each other in some way. They have to either discuss or give an opinion or give an answer check the other person, show something by the end of the time period.

She provided several examples of these interactive activities. Chieko created an assignment based on utterances students provided in their recorded or written introductions, then used the misspoken utterances as an error correction exercise. She explained,

> this is an example of editing. I took the sentences based on something they said in class, either what they said in their introductory discussion boards or something that they talked about in class, and I wanted to incorporate them. I think it's kind of cool when the teacher pays attention to what you say, and you make it into an exercise. Oh, look, that's my name. So, I purposely did that, for this first editing exercise. (Figure 21)

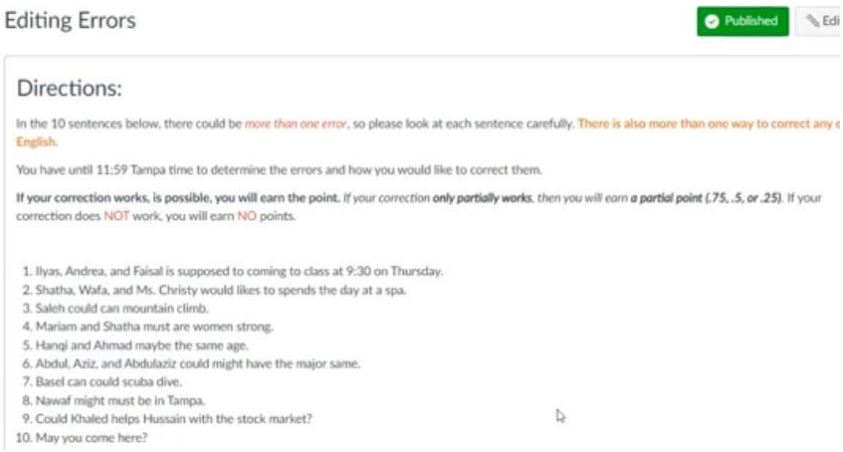


Figure 21. Chieko's Editing Exercise

To prepare for the students' individual submissions, she utilized a game where she planned to do "an individual activity, beat the clock. And then they had so much time when the timer went off. They had to check each other. So, they had the answers, and we played this game so that they could practice." (Figure 22)

Figure 22. Chieko's Beat the Clock Exercise

Another interactive activity Chieko implemented demonstrates how well-designed activities can increase social presence and impact interactions among students. Chieko designed an activity to reinforce vocabulary where the students created a vocabulary log. (Figure 23)

Figure 23. Chieko's Vocab Log

When designing synchronous activities requiring pair work, she thoughtfully designed how students would work together to use the learning environment to her advantage, stating,

> We can't do traditional pair share. So, I intentionally did the pair share, and pair somebody online with somebody here in the classroom. During the synchronous classes, I put them in small breakout groups. And they had a task. I purposely paired students from overseas with students in the class. So, they have to interact with each other. And not me. I did Quizlet live, I purposely created assignments, where they had to give each other some sort of feedback or talk to each other about what was either verbalized or written.

Furthermore, in these synchronous sessions, she provided a set time in the course for students to ask to follow up questions and relay reminders with what she called housekeeping time, "so if an assignment is upcoming, I remind them, and have an opportunity at that time for them to ask and about an assignment and go through it more detail if need be." Similarly, she utilized Microsoft forms in the beginning of the class to,

> do a warmup or a quick review activity, and there's a live feed right away, you can see the response. And then that led to either a possible discussion point or a one-on-one office meeting or something to review for the class.

The last element in her design strategy was incorporating low stakes technology assignments so students could practice using the technology before a required assessment. For example, in one activity she requires students to do a video recording. So, in her introductory discussion, she created,

> video recordings on how to make one, how to upload a recording, how to do Flipgrid. I always model it first and make it like a zero assignment like, did you, do it? Or did you not do it so that they can practice and feel comfortable before it becomes a requirement.

Then when they have the required assignment, "they got all the bugs out trying to do the first introductory discussion board assignment." She stated, "I purposely did this after, so that they could practice on the introductory discussion board."

Facilitation Strategies. To help students progress and achieve the learning objectives, Chieko modeled behaviors and capabilities for students and asked students to model behavior for others. Beginning in their first synchronous session, she provided a technology quiz in Microsoft Forms and shared the results. (Figure 24 on Page 89).

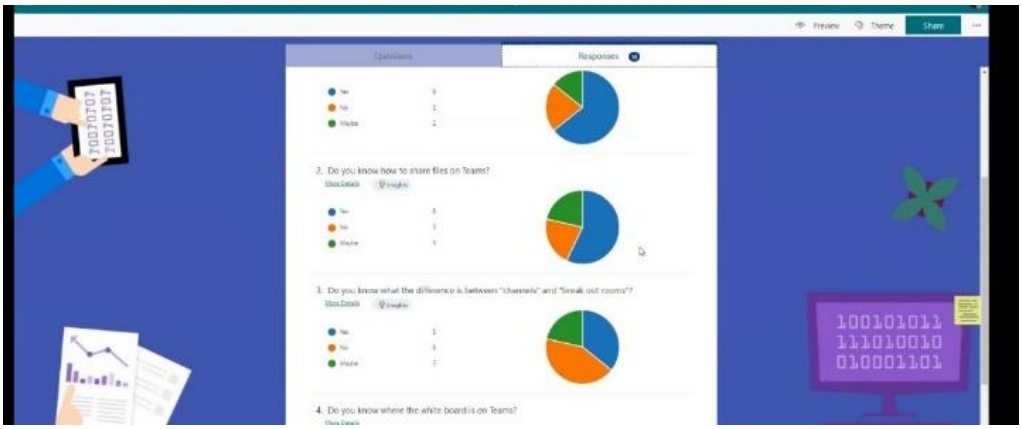


Figure 24. Chieko's Student Tech Capabilities Quiz Results

Then she reviewed each item and,

> if a student says, hey, I don't remember how to do this, I don't say, oh, let me help you right away. I always say, can anybody tell him or her how to do this? Could you tell them or show them? And if nobody remembers, then I'll jump in and say, no problem. Here we go. But I tried to give them

the opportunity to help each other first, because I want them to realize that I'm not always the source of information, right? They are sources of information themselves.

She modeled how she wanted them to act as a community and help one another in these questions while also providing support when students were not sure how to use the technology. Even as time goes on in the course, if a student forgot and asked a technology question, Chieko asked for a student to volunteer "and share how they do it and show the other classmates how to do it. I don't show them."

In asynchronous assignments, she demonstrated the answer and created a guide to walk students through the technology. In one activity she described the process,

> I wanted them to use the simple present, the present perfect, simple past, past perfect progressive. I gave them each of the questions they had to answer, record their video, and they had to make comments about it, so I gave my recording.[Figure 25] They had an idea of how long it should be because there wasn't really a timeline, and then my picture, and then they, you know, they went really out and they, they talked about it, and then they answered somebody, or they made a comment about what they learned about the person, the other person admired and why. I thought that was really interactive, they have a chance to talk about it and see what they thought about it.

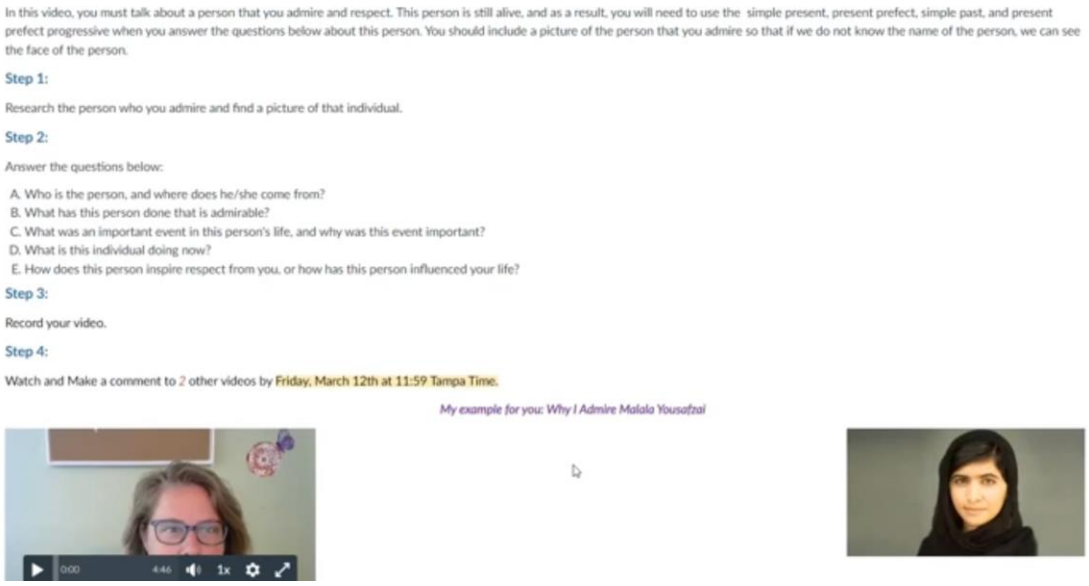


Figure 25. Chieko's Sample Activity

In synchronous sessions, she modeled language for them and then provided a structure for students to ask one another the questions instead of relying on her to ask each person. In this activity, she wanted them to speak,

> So, what they would do is they would ask the question, the partner would answer it, the next person would ask the second question, the third person would answer the second question as the third question, and so forth, it became like a round chain. So, everyone had to talk and answer and go back and forth.

In addition to modeling behaviors and language, Chieko clearly reinforced expectations and provided support. She stated on the first day, "we went through the syllabus, we did a training with the technology, because it's not so much the syllabus that is the problem, in general, the problem is like the technology aspect" and reiterated after, "the first week was syllabus and understanding technology, and training them how to use it." She tried to gather as much information as possible regarding the technology level of her students to provide additional support. In addition to the technology quiz, she asked questions such as "How familiar are you with campus? Is it your second semester here? Do you feel comfortable on campus? Is it your first semester here? Do you know how to find campus? Have you downloaded this app?

Furthermore, she felt inquiring about student preferences is an essential step to providing adequate feedback. In the first week of the course, she asked students,

> if you make a mistake in English, do you want me to correct you? How do you want me to correct you? Do you want me to interrupt you when you make the mistake and tell you right then in there? Do you want me to wait until you finish your sentence and then correct you? Or do you want me to write it down and give it to you either in class or in an email?

Lastly, Chieko incorporated activities to guarantee students were interacting with her and promoted student interactions throughout the course. In the synchronous environment, she prefers to check in with students and encourages the use of emojis and gestures (social presence) during a lecture, she asked students,

> How are you feeling today? Give me a motion. Give me an emoji to express how you're feeling right now. Something in the chat, a gif or an emoji or a meme. You know, to let me know where you are at or how confused you are right now.

When she wanted responses from all students during an activity she would say, “Okay, everybody, what's your answer?” Students would either write it in the chat or they would turn on their microphones and answered the question directly. During lectures and when students were providing opinions, she recreated the classroom by utilizing the Whiteboard feature in Teams and collected student answers, then she would,

> put the information on the whiteboard, when they're sharing out, I'm trying to put their ideas in a visible way so that everyone can see. Plus, it's recorded. So then that way, they can go back to it and take a look at the notes.

In this way, she included everyone in a group activity and supports the learning as she adds the recorded lecture as a reference to review later should any student need to.

In online discussions she aimed to create critical thinking and created a space for students to discuss it together. In some cases, she would break students into discussion groups then,

> provide the scenario and give them time to discuss within the group, and then they share. And we see what the different groups come up with. And sometimes it's really interesting how they all think alike, like, and then I say, well, okay, well, what about this, and then they're like, oh, and then that leads to something else.

Other times, when it was a simple exploratory discussion, she described how she maintained support while giving students ownership,

> If I'm supposed to be an audience member, then I will engage as an audience member. But this was theirs, I just checked to make sure their videos were working, I checked to make sure that you know that the pictures were clear, if something was missing or not working, I would privately send the student in a message not on the discussion board so that they could go back and fix it. And if they needed help fixing it, then they just let me know. And I would help them.

During group activities where she required peer feedback, Chieko outlined expectations in the design and encouraged students during the process and let them know,

> we're doing peer activity, and you want to have something so that when you go back to revise, and I grade it, there's a change. So wouldn't you want your grade to be better, because normally before the peer feedback begins, I skim what you know, and then I see what they have written back. And then I say, you also might want to consider this, you might also want to consider that. But I really tried to take a more of a hands-off approach.

Direct Instruction Strategies. Chieko provided direct instruction both in the synchronous and asynchronous sessions of her course. She provided feedback, arranged opportunities for students to collaborate and give feedback to one another, highlighted errors in their work, and gave clarification and redirection in multiple outlets when needed. She facilitated feedback through a mandatory meeting with students after specific assessments when she provided direct feedback to each student and she reiterated expectations of academic standards for example "the Turnitin score, and what does that mean, and how you can use it again, to help you with your paraphrasing with your in-text citations with your explanation of the idea."

During her synchronous sessions, Chieko utilized breakout rooms and group activities with a task or activity to complete. She expected students to discuss it in groups and produce an answer or opinion. She explained the feedback process, stating,

> The feedback was, I got this answer. I think it needs this. What do you think? Yeah, I agree with you. No, I don't agree with you. I think it means this. Um, so you know, I kind of let them try to figure that out. By themselves first, and then you know, I'll say, okay, time's up, everyone. Let's make sure we all are on the same page before we go on to anything else.

By creating break out rooms or utilizing groups in the classroom, she encouraged interaction and collaboration while also ensuring all students are on the same page before moving on to another activity. Her policy was "to give them constant feedback on the small things, and not just the big things, so that they have an idea."

In the asynchronous environment, she reviewed student assignments and assessments, highlighted errors, and gave direct feedback to help them understand. She provided an example of how she does this in the LMS (Figure 26) and explained,

> as you can see, the student didn't do so well, with the overall grade. And you asked for feedback. So, they had to create a chart. And they had to have all the, the modals and then the meanings. And then I gave them their feedback from here.

In this assignment, she marked errors, provided comments for improvement, and gave students the opportunity to respond in the homework so student can either confirm the changes or ask for further clarification.

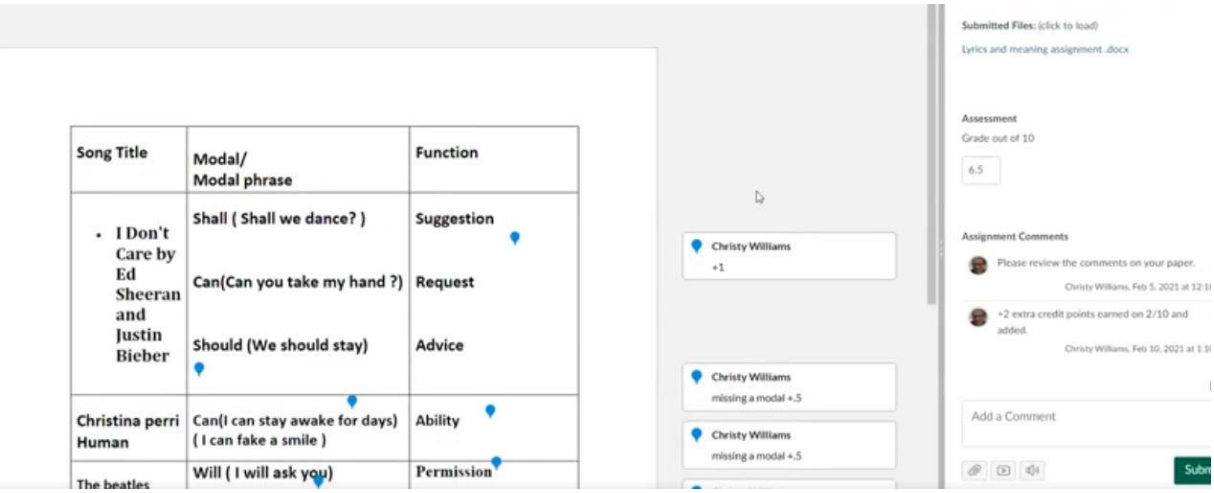


Figure 26. Chieko's Feedback

When problems arose in the asynchronous activities, Chieko addressed it through announcements and provided clarification and redirection during the live sessions. In one such example,

> I gave an example here. But they didn't understand that this little chart that I made, was what I was looking for. So that's the part they didn't understand. They understood that they had to identify the model and explain how it's being used. That was easy. But the actual formatting of what I was looking for, and how to format the assignment. So, I ended up having I posted it, I talked about it in class, and then I ended up having to talk about it again in class before the final assignment was due. And, and just show them yet another example so they could understand.

Since the students did not understand the chart (Figure 27) they were unable to complete the activity well. To overcome this, Chieko received the messages, addressed the issue in a group message, then during the next synchronous sessions, she went over the expectations and provided examples.

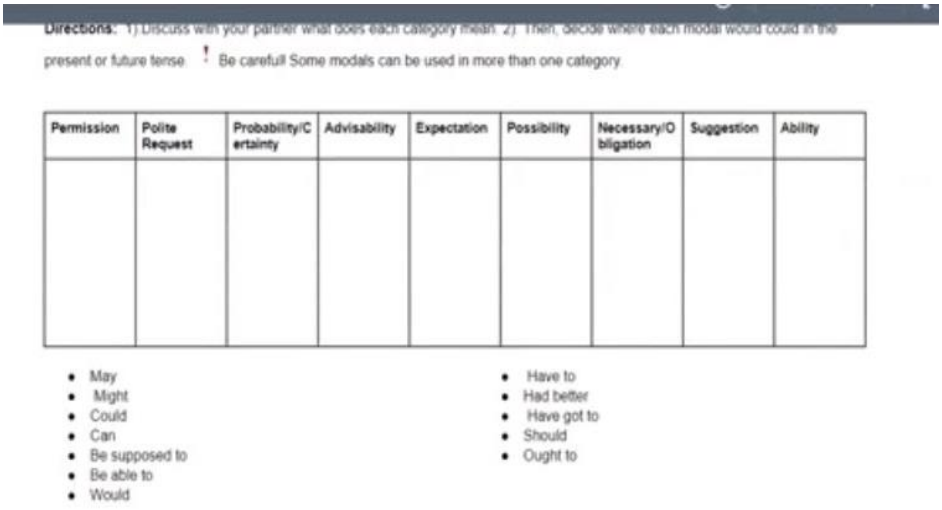


Figure 27. Chieko's Worksheet

Keiko

Design and organization strategies. Keiko demonstrated the strongest instructional design experience throughout the participants. She had a strong grasp of design principles and after years of teaching online, knew what worked well for herself and her students. As we discussed her approach to design she stated,

> I learned about backward design when I started learning about how to design an online course. So, I try to think about my learning objectives and start there, and make sure that I'm designing the activities in such a way that will guide students to achieve the learning objectives. So that's where I try to start.

As she develops the course, she thought from the student perspective and included elements she felt were instrumental to their success. She explained,

> The first thing they see is me in the course. [Figure 28,29] And then the course learning objectives. I copy and paste these from the syllabus. The purpose is to really highlight these and

get these to students right at the beginning. I have a course welcome video, just two minutes of me saying hello, welcome to the course, and then I have a separate video that's a little bit longer that gives them an orientation into the course, how to navigate through Canvas and how to use my Spanish lab.

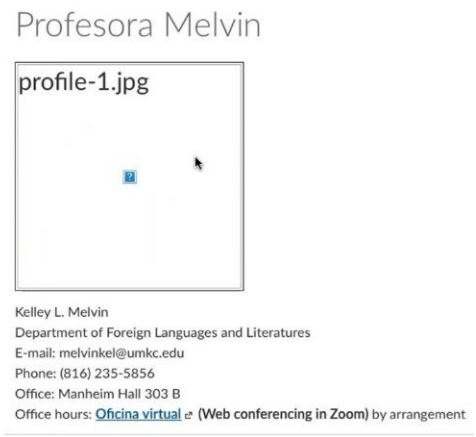


Figure 28. Keiko's Introduction

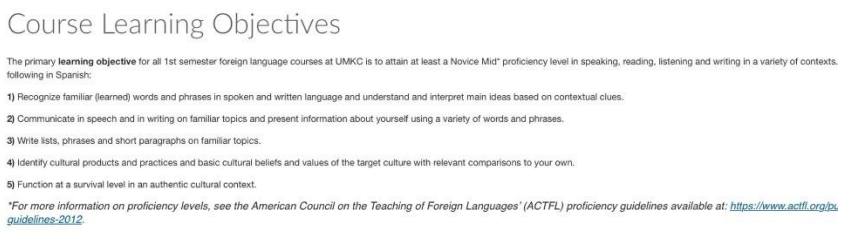


Figure 29. Keiko's Course Objectives

Additionally, she noted the expectations she felt were most important, stating, "In my syllabus, I outlined the late work policy, the academic integrity policies, all the policies of the school, I made sure that students knew about, due dates and everything… The first few years I was doing this asynchronous class, I wrote in all caps, I do not accept late work. I wanted students to be on the rhythm, so they would acquire the language through consistent practice." She noted, "A lot of the orientation items are informational, except for the syllabus quiz, I asked the students to read the syllabus and take a syllabus quiz. But most of the other elements are just informational."

Included in these informational items are rules, expectations, and guided videos showing elements of the course students may be unfamiliar with seeing. Seen below (Figure 30,31) is an example of one guided video where she introduced the students to part of their assignments.

Figure 30. Keiko's Lingua Meeting

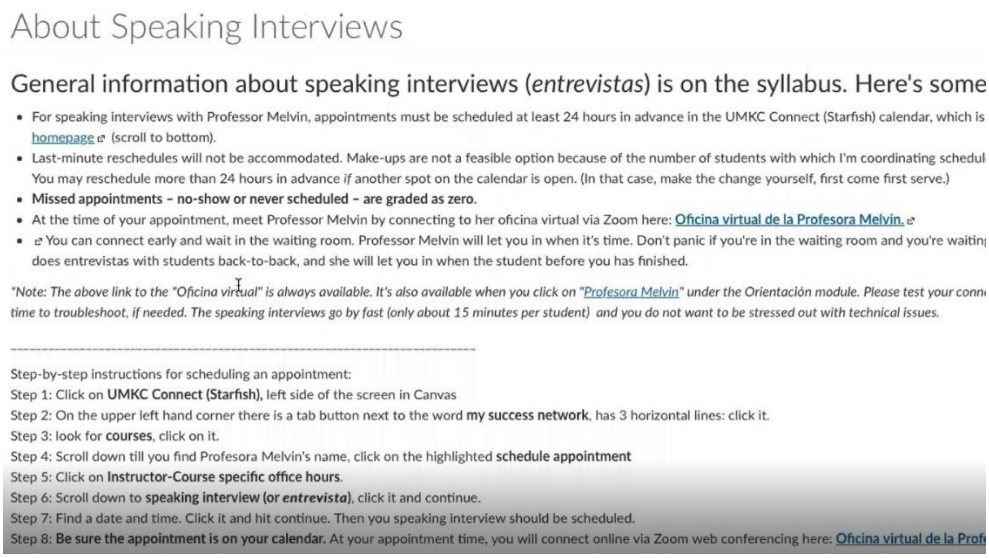


Figure 31. Keiko's Speaking Interviews

She explained,

> I give them a demo of what that looks like so that they aren't intimidated, not knowing what, what it looks like to have a conversation in Spanish. And then I give them the information about the speaking interviews, which are the assessments with me. The lingo meeting sessions are the weekly conversation practice and then the oral assessments with me about every three weeks at

the end of every chapter. I give them the instructions on how to schedule an appointment with me and all of the caveats. Like if you miss these, you get a zero, and then the standard language for netiquette.

Her orientation module included her introduction, course learning objectives, welcome videos, tutorial videos, netiquette, and tech support. She included additional support for students including a homework lab, tutoring, language tips, answers about her language experiences, and pronunciation support (Figure 32, 33).

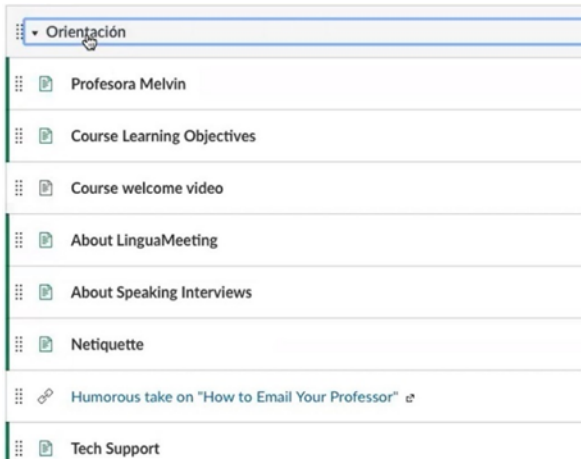


Figure 32. Keiko's Orientation

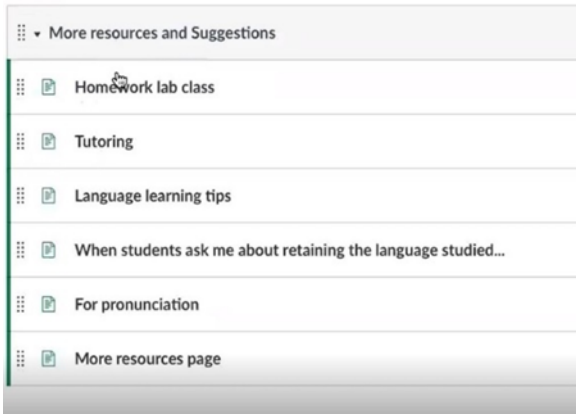


Figure 33. Keiko's Resources

Keiko incorporated best practices in her layout as well and used a consistent layout for students to follow. She described the process for each week,

> I would have the learning objectives for the week, more specific learning objectives for the vocabulary, or grammar or cultural topics that they were studying, then I would have a list of assignments or topics and due dates, so that they can see a summary of okay, I'm going to have to do my work. The pattern was repeating—your homework, due on Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday, whatever. I would list the names of the topics or the assignment, there would be a sequence of activities that would run from, introduction of the topic, grammar tutorial video, input type activity, so that students are listening or reading and then more open-ended stuff. The sequence of activities within each topic, we went from warm up, exposure, input, output, to more open-ended output.

She felt having a standard sequence of events would help students get into a routine of work. Furthermore, she noted how using a design and layout where students had ongoing assignments ensured students regular and frequent contact with the material, explaining how she sets up the assignments and layout to support their learning,

> Two days later, they would have another series of assignments here in my Spanish lab. I've explained it in Canvas so that they have a little bit of a framework and I give them a visual of how they're supposed to be studying by focusing on the bolded words, by listening over and over to the audio, and practicing their pronunciation out loud.

When asked further about her activity designs, she noted,

> I break it down step by step. For example, if it was a longer writing assignment, they had to write a paragraph, and these are Spanish one students, so even writing one paragraph is a step-by-step process. Step one, think of all the words related to this topic that you studied in this unit's vocabulary. Step two, read this, Step three, put your ideas together with these, you know this wording, or remember that you learned this grammar. So, I implement that. Definitely step by step. That's how I would lead them through activities. That was really important.

Keiko felt it was important to have clear and concise instructions for students in the asynchronous section because she is unable to provide direct instruction so she must compensate for the lack of interaction in

the instructions. Keiko's design and layout provide detailed rules, expectations, and guides to support students as well as structured weeks with routine activities for her students. Furthermore, all the activities she presented included clear and concise instructions.

> When selecting her activities, she incorporated varied activities and assessments so, the students didn't feel like they were just working on my Spanish lab. I tried to create more assignments on Canvas so students could see the connection between what they were doing on my Spanish lab and their real grades.

Keiko's diverse learning activities included weekly practice with language coaches, oral assessments, and varied use of discussions to provide different perspectives. The language coaches were,

> Once a week for 30 minutes. Students had a conversation with someone called a language coach. They are native speakers located in Latin America, mostly Guatemala, and they were mostly college-aged students that had a part time job as a language coach. They would lead the conversations based on the conversation questions that I provided or the curriculum that I provided. The students would interact with other students from our class, in groups of two or three. They would have weekly interaction in that setting.

Although the course was asynchronous, Keiko required students to meet weekly with these coaches as part of their language practice. They were able to interact with others in the course and the coach was someone close in their age who they may have want to discuss common interests with. Keiko's direct interactions with the students were limited to the oral assessments which there were five of throughout the semester. These speaking interviews (Figure 31) provided students with the opportunity to practice authentic language use with other students within the course and receive direct feedback from Keiko.

In preparation for these assessments, students could practice with the language coach and "a week before the actual assessment, [she] would post a video of [herself] asking some sample questions they might hear in the interview, so they could listen to those and kind of practice." Students had regular contact with the learning content online, weekly language discussions in synchronous sessions, and direct interaction with their instructor through these activities.

Additionally, Keiko implemented many discussion board activities, however, the way in which she used them varied. Keiko did have traditional discussion boards where she expected students to post and follow up with a student. One such example (Figure X) she provided was,

> Students described themselves and asked questions about their classmates. They needed to post a video, with their descriptions, I'm studious, I practice sports and they needed to add two more descriptions or statements to describe our university, our class, our, our city, our country. And then, after making the statements, they needed to ask questions, like, formulate and pose questions, using correct phrasing. And then they needed to respond to the questions in one of the videos of their classmate.

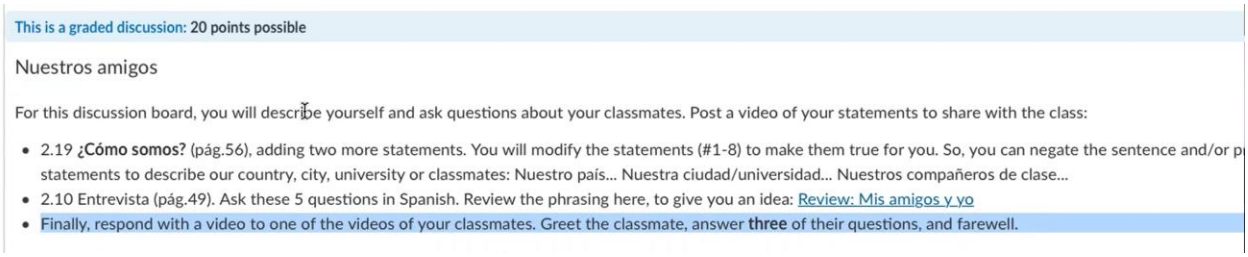


Figure 34. Keiko's Discussion

However, not all discussions required interaction between students. Many of the discussion boards Keiko proposed a question and had students explore the answers of other students. Keiko did require students to integrate responses or respond to others. In one discussion board (Figure 35), she felt,

> I do a discussion board at the beginning of the semester in English about the terms Latino, Hispanic, Latinx, it's in English and students love it. Sometimes students were like, I heard the term Latinx or Latino or Hispanic, but I didn't know the differences. So, I found a good reaction from that. That's a discussion board that I do in English, but really, it's just a reflection.

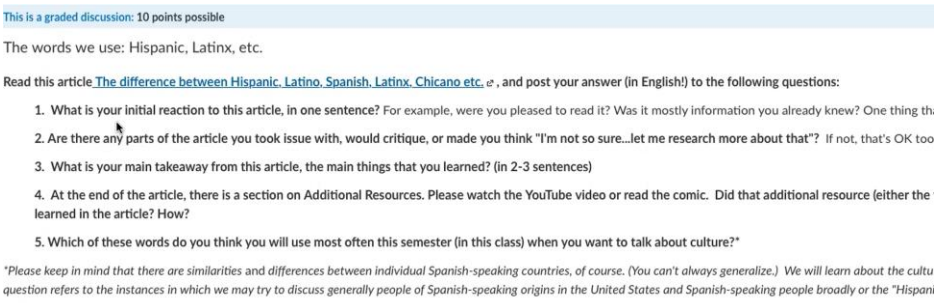


Figure 35. Keiko's Discussion 2

In addition to using discussions as a reflective experience, she implemented discussion boards to act like a self-check or peer feedback without requiring responses. In one example she stated,

> I had students read an article and then reply to the comprehension questions. And I wanted students to see their classmates' answers to self-check if they were comprehending. And on this particular discussion board, I set it up so they had to post first, they can't just see their classmates' responses and then copy them. They had to post first and then they could see their classmates' responses, but it allows them to immediately check their comprehension by comparing their comprehension to what their classmates posted. But in my mind, they didn't necessarily need to reply to anyone else. The way I was using the discussion board is just so students could see what their classmates answered.

And in other discussions, she utilized the space as a way for students to explore different answers and help prepare them for assessments.

> The assignment is calling to ask questions to the university bookstore where you're studying abroad. They're simulating a phone call to get information. I wanted students to see how their classmates did it, what questions they asked, but I didn't I didn't find any purpose in them answering the questions like pretending like they're the bookstore, even though they could have. I didn't see the purpose in that.

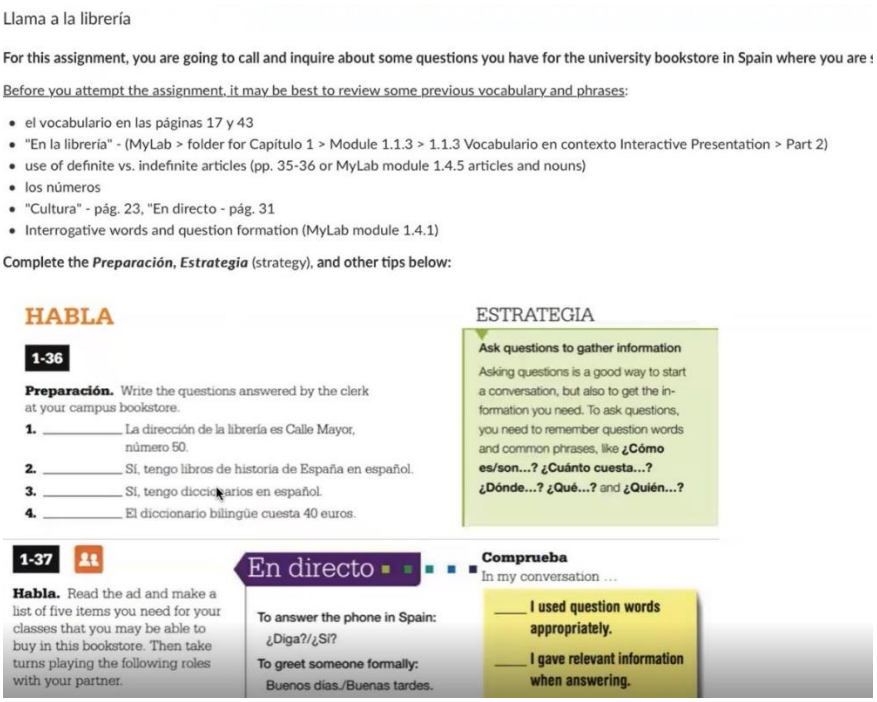


Figure 36. Keiko's Discussion 3

When considering how she used the discussion boards. She elaborated,

> Students have a lot of work in the language, just to keep up with memorizing the vocabulary and doing what they need to do to actually have a conversation in Spanish. So, they already have a lot of work and, replying to classmates, in this particular class hasn't had the same weight as maybe it does in other online classes.

Facilitation Strategies. Keiko felt the asynchronous students were more disconnected than the synchronous and in person students, so she focused on promoting student behaviors to encourage interaction with her and the content. Overall, she added, "more announcements, recorded more videos of myself explaining things... at least one or two times a week saying, like, pay attention to this, you know, if you have any questions, just inviting questions and all that." Furthermore she "communicated frequently via announcements, so the students know that they can contact me for any questions, and I tried to check up very regularly with students" and she created "a Q&A forum to make sure that students aren't sending a million emails about the same question, and I posted regular announcements to point them back to that Q&A."

Instead of creating rules about language use in the online environment, she chose to model behaviors, stating “Instead of trying to make a rule, I try to lead students so that they feel confident using the language or that they have a communicative task that motivates them to use the language.” She felt if students felt confident and engaged, the language use would naturally follow. Additionally, she “tried to make expectations really clear and then not modify them but try to support individual students that might be struggling or have different needs.” Keiko was able to reinforce expectations and increase motivation and engagement by frequently communicating with students, modeling behaviors, and providing individualized support.

In addition, Keiko instructed the language coaches on how to facilitate a session to ensure the language instruction in the sessions supported and aligned with the objectives. She explained,

> At the beginning of the semester, I uploaded my syllabus and list questions that I'd like for them to, to discuss every week, or I can choose one of they have. If you don't have a specific curriculum, you just want your students to have conversation practice, they have guides that you can just pick and choose from what they offer… The language coaches had access to the book that we use, but they also had a series of conversation questions.

Since Keiko had access to the recordings as well, she could verify the language practice and the questions asked by the coaches were supporting the objectives during each session.

The final facilitation Keiko implemented was early intervention. She felt the synchronous sessions were more rigorous for students since the students needed to login and practice on a regular and consistent basis. She felt it was important to “intervene early on to make sure students are on track.” When Keiko noticed a student not logging in enough or a drop in interaction with the content or language coach sessions, she would

> Try to set up meetings or suggest tutoring or make contact with the student early on to make sure that I know what's happening with them and try to help them identify what they might need to do to have success in the class. And then either I can help them, or I can suggest tutoring. We also

> have this other lab class, which is a one credit add on students can select to meet once a month or twice a week for an additional hour for homework.

By intervening early, Keiko can support their success and learning throughout the course and increase necessary support for individual students.

Direct instruction strategies. During the interviews, Keiko provided a clear overview of the interactions with the students and gave a clear view of her limitations on face-to-face interactions,

> They interact with me specifically for a speaking assessment at the end of each unit, which occurs five times in the semester, and they do their weekly conversation practice, on a third-party program called Lingua Meeting weekly, so that they're practicing before their assessment with me. In the asynchronous class, the students' main speaking interactions with me are those five times in the semester. I am grading their homework and giving them written feedback throughout the entire semester.

Since Keiko was unable to provide direct instruction through synchronous sessions and her interactions were limited, she blended scholarly leadership into the course design. Starting in her orientation module, Keiko wanted to ensure students knew they could ask language questions at any time. She explained,

> Students would email with questions. Lots of times the questions though were more technical, or can you accept my late homework? In fact, one semester, I decided, okay, I'm going to make two forums. One is a Q&A, and another is a Q&A for language questions, just to bring their attention to the fact that I'm here to answer your language questions, not just field complaints, and, and requests for extensions.

Although Keiko noted students did use the forum much, the use of a language learning Q&A forum could help students share language questions and increase interactions when used.

Keiko's course used an online textbook with activities and content online, so she streamlined her content during the design process to only incorporate what she thought was useful and necessary to their learning. She explained her reasoning as,

> The textbook brings, like grammar explanation videos, and so I found it redundant to recreate those when they're already created pretty well. What I would do is try to if I felt like there was something to add, or like something that needed reinforcement, or like, hey, space, you know, really spend your time with this or pay special attention to this. I created a video for example, in the first unit, to give them practice with using the verb to be so that they would really pay attention to the fact that I expected them to be able to describe themselves.

Not only did she provide her expertise on the language content, but she also reinforced learning objectives and expectations. She mentioned another instance of video creation when discussing how she blended activities and automated feedback, stating,

> There was a video here that was a conversation between me and some other instructors. That was recorded by us so that students could have a more personal example of how to use the phrases of greetings and so on that were part of the homework. And they answer questions in this quiz on canvas.

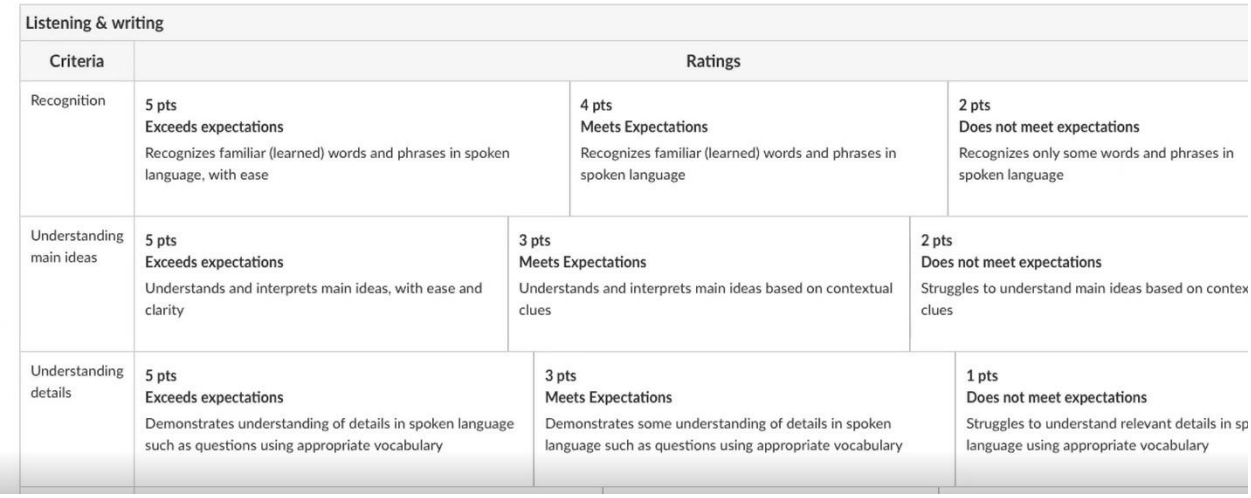
In another instance she explained,

> I created videos of conversations that would be models for those oral interviews, so that students could see us talking and answer questions. We recorded a five-minute video and then I assigned that video for students to watch and answer questions like, what does the professor do on Tuesdays or whatever, for comprehension? So, they could see a model of conversation.

Keiko provided instruction on content she felt needed further clarification for her students by incorporating videos into her design and gave them further modeling on authentic interactions. In addition to her videos and automated feedback, Keiko incorporated detailed rubrics (Figure 37) to provide clear feedback to her students as well as written feedback,

> I really relied on rubrics to kind of break down, here's the pronunciation, vocabulary, use grammar, use accuracy, I have pretty detailed rubrics, so that I can just click around on the rubric to let the student know what they did well, and what they need to work on. And then I would

provide written comments to support or clarify or elaborate more specifically on what I noticed from their work.



Listening & writing			
Criteria	**Ratings**		
Recognition	5 pts **Exceeds expectations** Recognizes familiar (learned) words and phrases in spoken language, with ease	4 pts **Meets Expectations** Recognizes familiar (learned) words and phrases in spoken language	2 pts **Does not meet expectations** Recognizes only some words and phrases in spoken language
Understanding main ideas	5 pts **Exceeds expectations** Understands and interprets main ideas, with ease and clarity	3 pts **Meets Expectations** Understands and interprets main ideas based on contextual clues	2 pts **Does not meet expectations** Struggles to understand main ideas based on contex clues
Understanding details	5 pts **Exceeds expectations** Demonstrates understanding of details in spoken language such as questions using appropriate vocabulary	3 pts **Meets Expectations** Demonstrates some understanding of details in spoken language such as questions using appropriate vocabulary	1 pts **Does not meet expectations** Struggles to understand relevant details in sp language using appropriate vocabulary

Figure 37. Keiko's Rubric

Students in the learning environment benefited from feedback focusing on language acquisition categories on their assignments and Keiko was able to direct their attention to areas of improvements through this style of rubric. Students also received direct feedback during their language sessions with the online language coach and the coach assessed students based on their participation and preparedness for the conversations. Keiko explained,

> The language coaches gave feedback, and the conversations were recorded so that I could go back and watch them. The coaches gave attendance and participation scores. So, they have three simple indicators and say the student attended, the student participated fully, participated mostly, participated somewhat. And then, how prepared the students seem to be like, fully prepared, unprepared, somewhat prepared. So, I give grade based on that, so that students understand that it's not just like, they just show up and do nothing, and they get 100%.

The weekly language sessions provide routine and regular interaction with a language partner and reinforced expectations of language use within the class. Additionally, it was a low stakes assignment

where students could focus on their effort in producing language and less about the accuracy of the grammar.

One unique challenge language instructors face during their courses is the use of Google Translate or other automated translation software. Much like plagiarism, the use of this software goes against most universities' code of academic honesty. Keiko ensure students were aware "the use of Google Translate, especially if it's excessive, falls under the academic honesty, or the academic integrity policy. I have the right to not accept that type of work." When confronted with an instance of students using Google Translate, Keiko did not automatically refuse the work, instead she,

> offered to meet one-on-one with students as I was giving them feedback. So, if a student Google translated a whole thing, I would say, let's meet so I can walk you through how to do this. Or I would send out an email or an announcement to the whole class saying, remember that I can meet with you.

Kanako

Design and organization strategies. As a second language learner, Kanako how important it was to have the necessary support to achieve learning objectives. When I asked Kanako to walk me through her through process when she started to design a course and she replied,

> Objectives, I have to look at my objectives. So basically, it's like that backwards design. Where am I supposed to end up? And how do I get there? I break it into modules. And then, how do they stay motivated. I don't want them to just watch YouTube videos, ...They have to participate and how do they participate in class? I'm trying to transfer it somehow into an online environment so some kind of discussion boards. They have to participate, and they also have to know that their teacher is there.

Her thought process highlighted important design processes she reflected in the course provided. She began with success in mind and modeled behaviors with her own introduction, provided student orientations, course information, and numerous how to pages to support the student population (Figure 38). Previously she had "a student who didn't even know how to use Word, I had to send them a training

on how to use Word so decided, okay, let me just give them directions just in case." When creating these, Kanako tried to cater the rules, types of support, activities, and assessments to fit the needs of her learner.

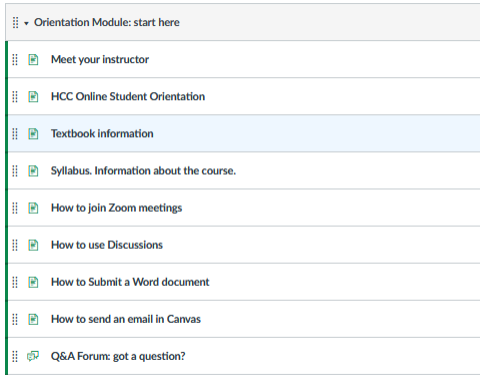


Figure 38. Kanako's Orientation

Furthermore, Kanako posted rules and etiquette (Figure 39) to ensure a positive online learning environment among students and created an introduction discussion board.

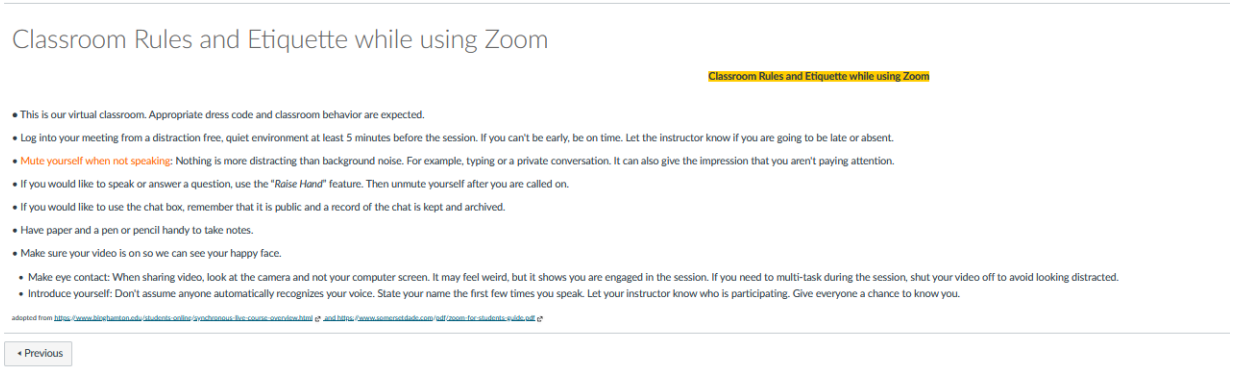


Figure 39. Kanako's Rules

Kanako structured the course, so students were easily able to follow along and know what to do next. Kanako used a numbering system and typically started the module with a review or self-study activity (Figure 40) and provided "low stakes with comprehension, then targeted practices, structured practices, which later on they have to apply to bigger writing." Kanako chunked the material and provide routine practice, she described it as, "trying to spiral it throughout the semester, during the modules." She felt chunking the material and building upon the content was important because she did not "want them to complete something and forget, I want to show them that there is a progression, there something

connected to it." In another instance she noted, she has review activities because she did not want "students to submit something and forget about it. I want them to go back. Think about it critically thinking what they have done."

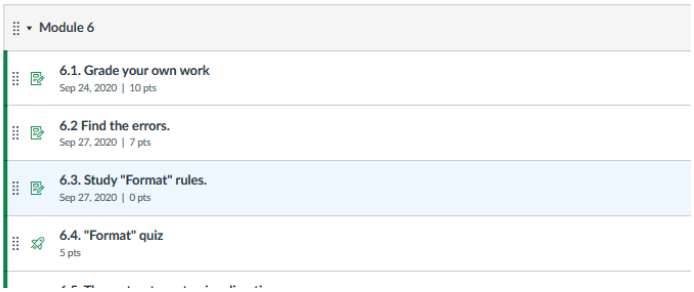


Figure 40. Kanako's Layout

Kanako was careful to design assessments aligning with learning goals and provided tasks with critical reflection and encouraged authentic answers. When selecting assessments, she selected interactive assignments. She explained,

> Discussion boards where they required to respond to the partners, I like peer reviews where they have to review their partner's work, and they give them feedback. When we have required live sessions, I put them in groups where they share their screen and essays to each other, and they discuss things. So, it's not just teacher giving them feedback, they actually write for some kind of audience other than teacher.

In addition, she tried to create meaningful and relevant assignments which would help students in their everyday life as well. In one assignment (Figure 41), she demonstrated her thought process, stating,

> These were three structures mentioned in that textbook. They had to read and work with their textbook. But then I wanted to make it meaningful. So, I gave them the article about how to send an email to a professor because they don't know how to send an email to the professor. So, because I like context, I like when things, context, and grammatical structure, are not separate. At least they have an idea how to write to professors and then they will see that all those structures, how to give directions are used by real people. It's authentic, it's not some kind of distant concept that we that they have in their textbook.

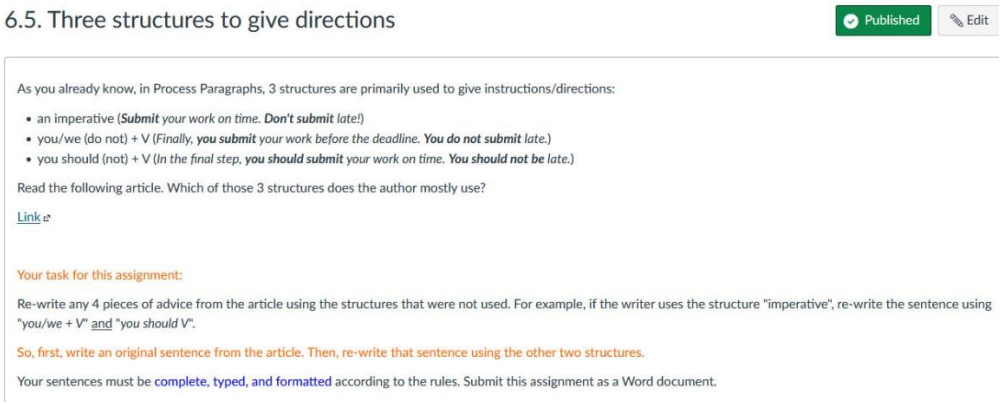


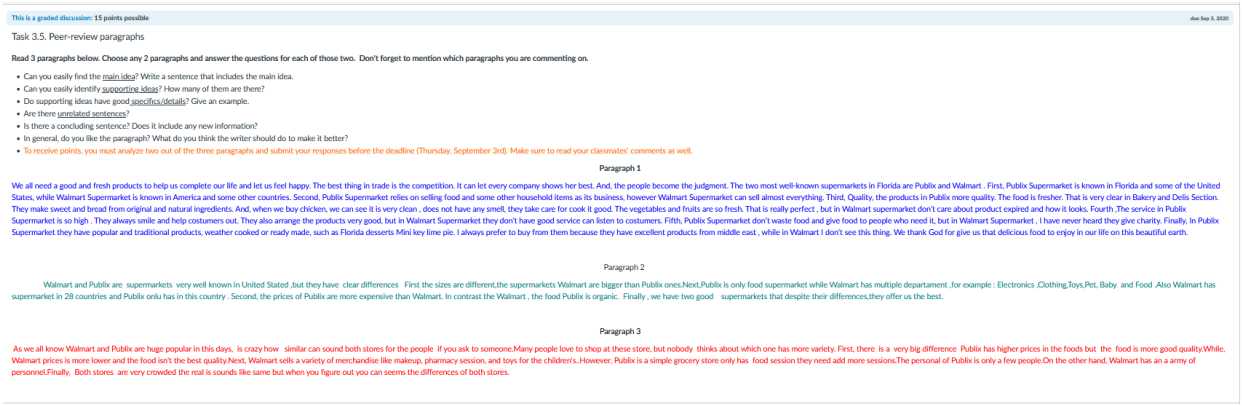
Figure 41. Kanako's Sample Assessment

Facilitation strategies. Since this was a writing course with numerous student interactions taking place in the synchronous environment, it was necessary for Kanako to create a positive and respectful environment. To facilitate this environment, Kanako reinforced syllabus and netiquette rules with quizzes and introductory discussions for students to begin interacting.

Figure 42. Kanako's Syllabus and Netiquette Quiz

Additionally, when selecting content Kanako would select student writing and use it in an editing assignment. She described how,

> It's just week three so I didn't want to put any students on the spot. So, what I did was I chose three paragraphs from the students. I did not tell them what the names are, and then they had to give feedback to their classmates. So basically, feedback on paragraph one, paragraph two, and paragraph three. They don't know who wrote that. When they become more confident in their writing skills, they are not as shy…so, they can give each other feedback. (Figure 43)



This is a graded discussion: 15 points possible

due Sep 3, 2020

Task 3.5. Peer-review paragraphs

Read 3 paragraphs below. Choose any 2 paragraphs and answer the questions for each of those two. Don't forget to mention which paragraphs you are commenting on.

- Can you easily find the main idea? Write a sentence that includes the main idea.
- Can you easily identify supporting ideas? How many of them are there?
- Do supporting ideas have good specifics/details? Give an example.
- Are there unrelated sentences?
- Is there a concluding sentence? Does it include any new information?
- In general, do you like the paragraph? What do you think the writer should do to make it better?
- To receive points, you must analyze two out of the three paragraphs and submit your responses before the deadline (Thursday, September 3rd). Make sure to read your classmates' comments as well.

Paragraph 1

We all need a good and fresh products to help us complete our life and let us feel happy. The best thing in trade is the competition. It can let every company shows her best. And, the people become the judgment. The two most well-known supermarkets in Florida are Publix and Walmart . First, Publix Supermarket is known in Florida and some of the United States, while Walmart Supermarket is known in America and some other countries. Second, Publix Supermarket relies on selling food and some other household items as its business, however Walmart Supermarket can sell almost everything. Third, Quality, the products in Publix more quality. The food is fresher. That is very clear in Bakery and Delis Section. They make sweet and bread from original and natural ingredients. And, when we buy chicken, we can see it is very clean , does not have any smell, they take care for cook it good. The vegetables and fruits are so fresh. That is really perfect , but in Walmart supermarket don't care about product expired and how it looks. Fourth ,The service in Publix Supermarket is so high , They always smile and help costumers out. They also arrange the products very good, but in Walmart Supermarket they don't have good service can listen to costumers. Fifth, Publix Supermarket don't waste food and give food to people who need it, but in Walmart Supermarket , I have never heard they give charity. Finally, In Publix Supermarket they have popular and traditional products, weather cooked or ready made, such as Florida desserts Mini key lime pie. I always prefer to buy from them because they have excellent products from middle east , while in Walmart I don't see this thing. We thank God for give us that delicious food to enjoy in our life on this beautiful earth.

Paragraph 2

Walmart and Publix are supermarkets very well known in United Stated ,but they have clear differences First the sizes are different,the supermarkets Walmart are bigger than Publix ones.Next,Publix is only food supermarket while Walmart has multiple departament ,for example : Electronics ,Clothing,Toys,Pet, Baby and Food ,Also Walmart has supermarket in 28 countries and Publix onlu has in this country . Second, the prices of Publix are more expensive than Walmart. In contrast the Walmart , the food Publix is organic. Finally , we have two good supermarkets that despite their differences,they offer us the best.

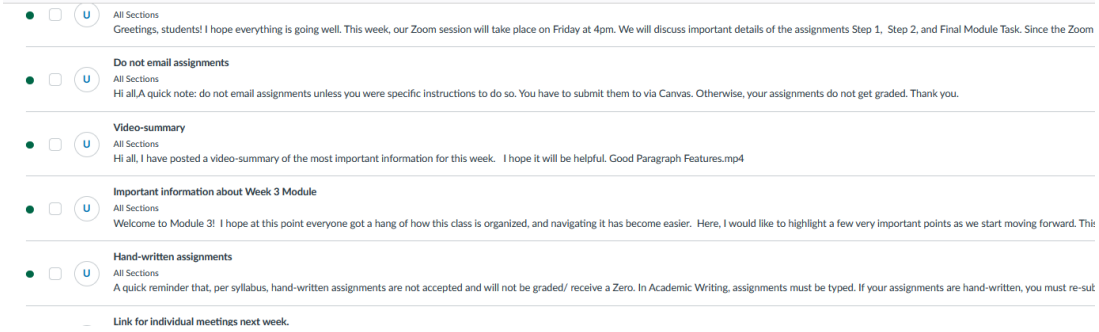
Paragraph 3

As we all know Walmart and Publix are huge popular in this days, is crazy how similar can sound both stores for the people If you ask to someone.Many people love to shop at these store, but nobody thinks about which one has more variety. First, there is a very big difference Publix has higher prices in the foods but the food is more good quality.While, Walmart prices is more lower and the food isn't the best quality.Next, Walmart sells a variety of merchandise like makeup, pharmacy session, and toys for the children's..However, Publix is a simple grocery store only has food session they need add more sessions.The personal of Publix is only a few people.On the other hand, Walmart has an a army of personnel.Finally, Both stores are very crowded the real is sounds like same but when you figure out you can seems the differences of both stores.

Figure 43. Kanako's Sample Feedback Activity

Kanako used authentic writing to engage the students and it benefited some of them directly as they received extra feedback from other perspectives, and it encourages a proactive and supportive environment by not using student's names or papers until they are ready.

Kanako utilized routine communications online to support student needs and individualized help using announcements, emails. office hours by appointment, and discussion board participation. She followed an announcement schedule (picture X) stating, "I tried to do regular announcements. I think it became my habit, I tried at the beginning of the week and the middle of it. And the day before the first assignment" and she would send "general comments to the whole class, and for example, a common issue, [I] will go ahead and tell everyone in a second announcement."



U All Sections
Greetings, students! I hope everything is going well. This week, our Zoom session will take place on Friday at 4pm. We will discuss important details of the assignments Step 1, Step 2, and Final Module Task. Since the Zoom

Do not email assignments
U All Sections
Hi all,A quick note: do not email assignments unless you were specific instructions to do so. You have to submit them to via Canvas. Otherwise, your assignments do not get graded. Thank you.

Video-summary
U All Sections
Hi all, I have posted a video-summary of the most important information for this week. I hope it will be helpful. Good Paragraph Features.mp4

Important information about Week 3 Module
U All Sections
Welcome to Module 3! I hope at this point everyone got a hang of how this class is organized, and navigating it has become easier. Here, I would like to highlight a few very important points as we start moving forward. This

Hand-written assignments
U All Sections
A quick reminder that, per syllabus, hand-written assignments are not accepted and will not be graded/ receive a Zero. In Academic Writing, assignments must be typed. If your assignments are hand-written, you must re-sub

Link for individual meetings next week.

Figure 44. Kanako's Announcements

Lastly, Kanako developed engaging discussion prompts to highlight students' cultural differences through popular topics. Twice when discussing how she selected topics, she noted,

> Those [cultural imbued topics] are one of the best topics to motivate them to write. Everybody likes to write about themselves. That's why I always asked those questions, how to raise children oh my goodness, you know, you open a can of worms.

And again, when discussing an opinion discussion board (Figure 45), Kanako stated,

> as soon as you touch upon culture, those family values, they are engaged because they want to express an opinion on that… It's something that concerns them, something that's relevant to them. I do it in my face-to-face classes. But in online classes, it's even more important, you know because how do you want to engage them? Why does he want to come to the computer and turn on the computer?

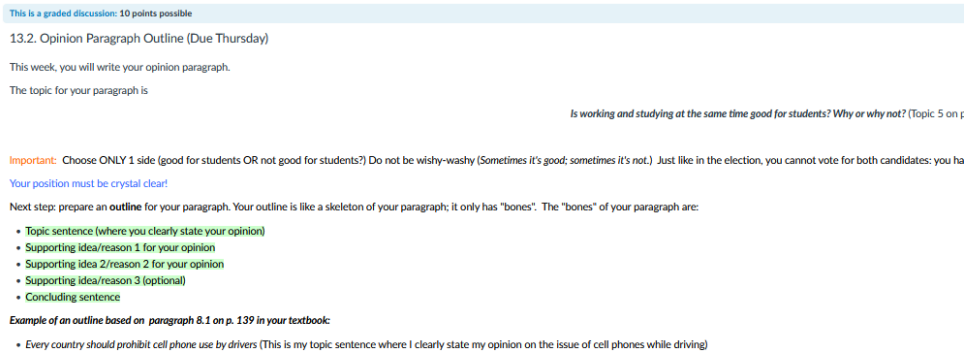


Figure 45. Kanako's Opinion Prompts

Kanako was aware of the distance between her and her students in the asynchronous course and 'encouraged participation in those current events' because she felt, "students didn't waste time thinking what I'm going to write here? What's my reaction? The reaction is there, you just have to put it on paper, summarize the article for me." By including proactive and engaging topics, Kanako was able to stimulate their motivation to provide an answer.

Direct instruction strategies. Kanako wanted to provided engaging content for her students so they would feel motivated to participate and complete assignments in the writing course. As a result, Kanako focused on compelling and engaging writing topics for her students. These topics often revolved around America and cultures. She explained,

> There is a culture clash there within their own heads, they're trying to figure out, who are they? Are they American? Where am I citizen? But I ask, do you feel America? I think that a lot of questions for them. But that's why I teach that course, you know, there are no answers, let them think about it, and that's when we engage, discuss languages, and about the language and all that.

Kanako concentrated on selecting interesting and even controversial topics during her writing assignments and discussions because she wanted "to open their minds. These are language classes, but we are in America, they want to integrate into American society, it's important for them not to judge and to think their culture is how everybody thinks.

Although Kanako's class did require synchronous sessions, she was only able to require students to attend three during the semester. Due to this stipulation in the course, live sessions could have no attendees or multiple students. As a result, the sessions were not always attended well and,

> Sometimes it went, well, sometimes it didn't. Sometimes they think it's just for them to just come and say, Hello. I'm the student. and I'm talking about their paragraphs and them talking, I'm going to Machu Picchu. And me saying that's great. Well, how about your paragraph? No, they're just happy to see me and say, hi, oh, I established my presence.

At times, the students thought of the required one-on-one sessions as conversational check-ins rather than individualized feedback sessions and Kanako had to reiterate expectations to students. When students did come prepared, Kanako typically shared here screen and described the feedback process,

> I give feedback, they can ask questions. And then I usually what I do, I take that paragraph, for example, or an essay, I put it in Google Docs. And later, when we discussed I put my comments highlight and stuff from the live session, and then I share that Google Docs with them, so they have access to it. They can remember what I actually gave them.

Similarly, in synchronous sessions Kanako provided additional support before an assignment if the student submitted early. Kanako described the practice with one student,

> we looked at it, we looked at how it should be done. I gave them time to make changes. They want to make changes; they go back and make changes and resubmit for a higher grade. You

> know, they're happy, and I'm happy because they actually worked on it. Again, I do not want them to just submit and forget.

Even when students are not on a live session with Kanako, reviewed work handed in early to provide clarification and redirection when needed. In one example she described,

> If a student submitted early, and I see, for example, it's missing something, I can put a comment there. And I will say for example, you forgot to complete number four, or instead of commenting on three paragraphs, you commented on one paragraph. If they submit it early, they still have time to go and resubmit.

Kanako also noted how she maintains expectations and netiquette in her discussions through directed feedback. Since she does encourage lively debate on somewhat controversial topics, she would add clear feedback about responses in her comments, noting

> I have to write what kind of comments are not appropriate. Or that's great, that's not enough, they have to participate in the discussion, they have to give them kind of an explanation or examples of specific instructions. For example, their answer should not be less than 150 words, or they have to respond to two students. And I'm very harsh in the beginning if they don't respond.

Even if self-guided reviews of their work she implemented in the design of the course, Kanako wanted "to avoid students submitting something and forgetting about it. I want them to go back. Think about it critically thinking what they have done and what grade they should get.

Although Kanako has limited contact with her students throughout the course, she provided consistent feedback in weekly discussions, assignments, required zoom sessions, and required one-on-one feedback sessions.

Research Question 3: What are the instructors' perceptions about student interactions?

This question answered how instructors felt about interactions or reasons why they did something to promote interaction. These passages often noted what they thought about interactions for their students, why, or provided unique insight to actions they took around interactions. Each instructor's reasons varied, and their individual language learning and teaching experiences influenced their views. I initially coded

passages using *perception*. Following the initial coding, I reviewed and grouped the passages when possible.

Isako's Perceptions

Isako had a clear understanding of her student's trials and challenges since she was raised speaking two languages and utilized one language in her home environment and one language outside her home environment. As a result, Isako demonstrated a strong dedication to her students and their learning. At one point in our interviews she stated, "the goal of the interactions, those real-life situations…" She believed the student interactions are necessary practice for them to survive in a new language environment. As a result, she incorporated authentic language practice into her courses and focused on helping her students survive in a new language environment, as she aptly stated, "learning the language is going to take time, right, but they need to go out they need to go to work, and they have to find ways to survive." As a result of this perception, Isako's instruction and activities concentrated on what the students needed to know for daily life and how they could overcome language struggles in daily life. Isako focused on short practice activities and interactions to model the language and culture behaviors and have them reinforced with group and individual practice.

Yoko's Perceptions

Yoko had strong perceptions regarding the interactions in her course and facilitation stemming from her experience as a student, her experiences as an instructor, and her beliefs as a language instructor. In many instances, Yoko vocalized her desire to create a proactive environment for her students. In one instance she stated, "another thing that is super important for my classes. I want a chill environment. I don't want stress if you're learning a second language, stress doesn't help." This desire for a positive environment guided her design designs, including her selection of content, her placement of content, and the additional support she provided. When developing assessments she commented,

> Those elaborate instructions where it's involved, the professor is writing a novel to tell you, I want you to write five sentences. Why don't you tell me write five sentences, including three

> words, three nouns, two adjectives and a verb. Tell me that. And I'll do it. But if you start elaborating, oh, then you lost me starting off, and I cannot do the activity.

Similarly, when she added tutorials or resources for students she focused on, "the formats and opportunities to present the information that can help, and it alleviates the stress the cognitive load and all of that." She felt students were more relaxed because they knew "where everything is, I'm not going to be behind because I don't attend the face-to-face session." When she provided presented face-to-face sessions, she recorded them, and created announcements and videos to guide students the recordings. Yoko felt her adult learners needed support to succeed and as a result she "tried to make it as user friendly as possible and provide them with everything, you know, so that they are not overwhelmed with the structure of the course."

This desire to support her students stemmed from her own experience as a student, stating "I think of what I actually think a lot of my perspective as a student, what would I want to see in a course. And then I apply that to my teaching." She also expressed how it feels when an instructor was not present, stating, "I'm a student. I don't I know I don't like it when you're left there waiting and wondering" and "I think of my experience as a student, when you have a professor that doesn't answer, it is like okay, well, okay. Thank you."

As a student, Yoko understood the need for instructor presence and concentrated on the proximity of her students. This impacted the way she developed interactions for students in her course. When discussing whether she thought about interactions she replied,

> I try to insert opportunities for them to know that I am available and that I'm there even though I'm not. Because we already know that the online environment creates this distance between the student and the teacher. Right? I'm aware of that. And I try to provide those opportunities.

She went on to state she planned interactions so students,

> have room to connect with their peers and to discuss things and they're not by themselves in an island. And that is something that is definitely something the designer should take him into account, because it doesn't happen naturally. You have to create the opportunities.

As Yoko pointed out, promoting and creating opportunity in interaction are critical to language learning. She believed speaking was an essential practice in language learning, explaining,

> I personally give priority to the speaking skill. Because honestly, if you think about it, what is the most important skill? Unless you are going to be an academic or you're going to work actually writing or something, this skill [speaking] is more exploited, or that it's more useful for them later on. It's going to be speaking.

For Yoko, language learning was a process and students needed to be cognizant of what is most important—message conveyance. She did not put importance on perfection, instead she focused on promoting authentic language use,

> I don't want them to miss the big picture, which is more important. I admire Halliday's theory, you know the systemic functional linguistics, messages, what mattered, the purpose of a second language is to communicate.

Chieko 's Perceptions

Chieko promoted interaction throughout her course since she believed student interactions were vital to their language development. She felt it was necessary to design so it is "clear on how the class is taught" and "the online course is clearly understandable to student and other who may teach it." She ensured successful interactions in the course by,

> making sure that the instructions are clear and that it's comprehensible, it made sense in my brain, but is it good for somebody who is not inside my head. Making sure of the flow and organization, it is clearly understandable to the student. And if it's a course I'm not teaching again, but passing on to other teachers, comprehensible for them to other faculty members. I have to create everything, so it could be passed on to somebody else. So, …. making sure to communicate what is needed, what is expected, and it is communicable to the student or another faculty member.

By providing clear and intelligible expectations, support, instructions, and activities, she ensured students would complete the activities without hinderance. Additionally, she practiced what she preached when developing a course, and requested feedback from her coworkers,

> I kind of take my advice that I give anybody who's in my writing classes, step away, and let somebody else take a look at it. I often do that, I can say, hey, can you take a look at this? and then I take their [other instructors'] feedback, and then make changes as needed. For the students, I put it in student view, to see how it reads from student view, purpose, and then try all the links, try all the documents, and think when I was in my classes, what was one thing that frustrated me and about an assignment? Okay, so do I have an example? Do I have a visual aid? I try to think of all those things to solve the problem. And then I have that time built into my class for that housekeeping. So then, if there is a question about this assignment, the students then can ask me directly.

Chieko often thought from the student perspective to verify the activities were clear and the language appropriately suited to their level.

Keiko's Perceptions

Keiko teaches in a variety of learning environments and provided a detailed description of teaching in each environment, stating,

> I really like the convenience of an asynchronous class, especially after years of having perfected it, I really feel like it's kind of on autopilot... It's enjoyable to have that flexibility. But it's not as gratifying as being in the classroom with the students. So, it's kind of a tradeoff. I like having all of them. Synchronous zoom sessions are probably the best of both worlds because I get the enjoyment of teaching the class, but I don't have to commute. I don't have to put up with a lot of the stuff you have to put up with when you're in person with the students. But it's a strain mostly for them. But it's also a strain for me to be on Zoom a lot. I like the variety**.**

Each learning environment has different strengths and weaknesses, and Keiko's took these factors into consideration when selecting content to promote interaction. For the face-to-face and online environment, Keiko felt she did not have to "worry nearly as much about the design of the Canvas because I'm seeing the students face-to-face on a regular basis to clarify anything. There is so much communication good that

goes on during in-person, it so efficient." However, for the synchronous and asynchronous sessions she must consider interactions more, explaining,

> With synchronous classes, I rely heavily on small group work and pair conversations so I rely heavily on class guide documents, PowerPoint presentations, and I try to conduct it basically as the same I would with an in-person class, just modified. But the asynchronous class, I rely obviously much more heavily on having a very clear and detailed outline on Canvas so the students can follow along with that independently.

Not only did she feel her interactions were insufficient in the different environment, but she also felt her students' interactions are as well. She noted,

> Students are more connected to each other in the synchronous classes. They're constantly having conversations between themselves, and we do a lot of conversational activities in the class, so students learn about each other, just through those conversations in Spanish. Sometimes students get together to study or chit chat before and after class.

However, she contrasted this with the asynchronous section, stating, "I think that the asynchronous students are a bit more disconnected." She described the asynchronous group as people who did not want to interact, rather as a group who wanted to get their work done and fulfill the necessary requirement.

When discussing the interactions in the asynchronous course, she outlined the interactions and interactive activities of the course,

> At the beginning of the semester, they meet each other in English. And then also introduced themselves in Spanish after the first unit. There are discussion boards where they meet each other. And then there are a few different discussion boards throughout the semester, but most for most of those I don't require responses and I didn't elaborate much on there because it always kind of felt like extra. The interactive piece was more with me, with my grading of their work, with the weekly conversation sessions that they had online through lingo meeting, with the speaking assessments that they had with me. And then most of the interactions they had between each other

were a little bit here and there meeting each other at the beginning of the semester, and then maybe doing a few discussion boards, nothing regular.

Keiko discussed the benefits of discussions and when asked about why she does not include responses for some, she reflected,

> In this language class, it's mostly memorizing and practicing the language so that you can use it. I feel like students have their cups full without, you have to reply to two classmates. If it's something that's useful, which it might have been useful on this particular discussion board, like now answer the questions that a few of your classmates posed so that you can practice, that would have actually been useful on this particular discussion board.

Kanako's Perceptions

Like many of her students, Kanako began learning English at an older age and first came to the United States as an adult. Many of her perceptions around design, organization, facilitation, and instruction stemmed from her experience as a nonnative speaker in the country and as a student. In many instances throughout our discussions, she stated, 'it has to be meaningful to them,' 'it has to engage,' 'I have to make them accountable,' or 'it has to be challenging but doable.' Many of these comments were part of an explanation or her reflections on why she incorporated different items. When questioned further about what impacts design, she noted,

> I imagine my students all the time. How do my students see that? Is that clear? It's really important for me. I'm not a native speaker. I had to learn English. I know how difficult it was. And sometimes I think, is it because of that. You know that feeling it doesn't fit? It doesn't look right. It's not clear. I'm looking at it like a nonnative speaker. I have to make it clear.

Additionally, Kanako reflected on her experiences, and stated, "Students need to know their teacher is present. How do I establish my presence? That's when I use videos where they can hear my voice. They see my little picture in the introduction, and they can ask me questions." when reviewing discussion boards, Kanako mentioned "It comes from experience; I really hated the classes when the teacher didn't

show up in my discussions. Even if you just say, Oh, wow, great points. Never thought of that, you know, so I try to do that."

Kanako's experience as a student and learning in online environments contributed to how she feels about facilitation strategies as well,

> I told them from the beginning, they do not bother me with emails, they can email me at any time if they have any questions, and I would respond, right? If I see a bigger issue or several people, email me about something that's going to be in the announcement to everyone that means everybody has a problem or misunderstanding.

Furthermore, she noted, "I don't follow the rule of responding within 48 hours. That's way too late. As soon as I receive it, I try to respond, especially if it's something about the assignment."

Research Question 4: What challenges do online language instructors encounter in the course design process, and how do they overcome the challenges?

The intention of this question was to identify the challenges instructors face during a language course. I coded passages using *challenge* and coded their responses on how to overcome this challenge using *solutions*. Not all challenges had solutions however, as a result, I used a third code, *obstacle*, to notate when a challenge was out of the instructor's control. Each instructor's motivations differed, and their individual language learning and teaching experiences impacted their opinions.

Isako's Challenges

Isako mentioned three main challenges when it came to designing an online course. First, Isako noted classroom management. "Organizing the online class where, you know, making sure children are not participating too since my students are adults. And you know, they're not cooking while taking the class. So, it's more like classroom management." To overcome this challenge, she told students to turn on their cameras so she can see them. When they were unclear about how to proceed, she used simple directions such as *participate*, *listen*, or *watch*.

Second, Isako reported two types of technology issues, one was the lack of technology available to adapt an activity or lesson to the online environment. In the course she was showcasing, there was no group video software with break out room technology. She delivered this class before Zoom had updated to include breakout rooms. As she described,

> If it's face to face, I can just do like pair work. And then just even just show a picture on the screen, right on the smart board. And then, you know, ask them question, for example, is this blue or yellow? One for blue? Two for yellow? Right? So, then you just write one or two. So that function, I can do it without the technology or with the technology. but the grouping, I think that was the one of the challenges, if the online platform doesn't have that function, I think it will be tough.

She was able to overcome this quickly as Zoom introduced the breakout room feature not long after she switched to teaching in the online environment, however, before breakout rooms were available, she used a relay system of question and answer with all students.

The other type of technology challenge she ran into was the student's inability to use the provided technology, stating "with Google Classroom, I can mute all my students, but when they want to talk is the problem, they have to unmute themselves, I cannot unmute it for them. So, that was a challenge in the beginning." She quickly overcame this challenge by letting them work on this in the first two weeks of the course and provided video chat support through WhatsApp or Facetime which many of her students were already accustomed to.

The third challenge Isako experienced was the language barrier, since her students were "not really high-level students… So, when giving them instructions, and they don't understand, or when we have conversation, and they don't understand a question" was problematic. To overcome this challenge, Isako learned the native language of her students, provided translations of the vocabulary, and relied on the translators or Google translate.

Yoko's Challenges

Yoko described one major challenge and other minor obstacles which were easier to overcome. Her major challenge was technology. The challenge Yoko encountered was the availability of technology. Like many other instructors, Yoko moved to online learning during Covid and found options for creating interaction limited in the online environment. When discussing whether she included small group discussions, she explained "remember that there was no choice for that, not even for Zoom…when we started with Zoom, they didn't even have it [break out rooms]." She felt restrained by the resources available in her LMS and the university required her to "use the resources they provide, it's the requirement for the organization. we use a Blackboard Ultra collaborate and it's not that's not for me to select."

Yoko is an advocate for educational technology; however, she encountered several issues implementing technology in the online course. She was unable to implement emerging technologies, stating "the possibilities of that are just rare or sometimes I don't have the skills to develop content." Even if she wanted to implement the technology or learn it, the university did not provide the support she needed. She stated, "we did have ongoing professional development, but it wasn't as relevant as I needed it personally, I know the basics, but I needed a little bit more advanced. They never really offered it." Additionally, the support provided by the school was not accessible or realistic for her. The instructional designers at the university "could be part of the instruction, they should be part of the instruction but there's a disconnect. I never even looked for them because I thought they were always so busy. I don't know doing why."

Other challenges Yoko overcame included adapting activities quickly due to Covid restrictions, finding ways to provide relevant content to motivate and engage students, and adjusting the activities to meet the language needs of the students. These challenges were relatively easy to overcome while the technology aspects were a persistent challenge and she felt universities need to provide better support and education to overcome obstacles.

Chieko ’s Challenges

Chieko identified various challenges when it came to designing an online course. Since some students returned to their home countries, Chieko dealt with several complications due to the varied learning environments during Covid restrictions, including, VPN connections, access to content, and adapting activities to the hybrid set up of the course. In one example, she described the environment as “four students connecting from their home countries overseas, six students in front of me, and the other seven students who were in Tampa could not be in the room because of the COVID health procedures at the time.” For the four students connecting from overseas, she explained,

> there's a really big issue of which country they were connecting from. Because, for example, in China, you can't use Blackboard Collaborate Ultra, frequently, or you can use it, but they have to do it illegally. And so, another issue that we had to talk about was the VPNs. Because the Chinese government regulates VPN 's. And so how to get them connected to the USF VPN, so they could join the class if they weren't here.

Since this was not a typical issue for instructors in the online environment, Chieko had to research how to support the students and decided to,

> create a new section, and I make sure that the USF VPN is listed there. And I say if you're having problems with VPN connection, USF provides all students, this VPN, try this. And I had to get permission for the noncredit bearing courses in order to do that… So, they're kind of university students, but not quite transitioned yet into the university. But they have a USF ID, they're considered USF students. So, you know, it's kind of like that ambiguous, gray area of being a student, but not really being a student.

Similarly, once connected the students needed to stay connected which proved problematic not only for the student but also for the group and planned activities. Chieko noted,

> I've also had a problem with teams losing members because of connectivity issues. And so, then they get stuck, like, what do you do? So, do I revamp the project for that team? And then just make it divide the work in a different way? Or do I break up the team and add them to other

> people on where they can become the supplemental? Or do I make them an individual project and, you know, talk with them.

Not only was connecting via internet a problem, ensuring all students had access to the course content was another challenge she faced.

> They fought problems with publishers even to get the eBooks. So, I had to come up with a solution for that, like, you have to read, but you can't get the paper books, because you're in your home country. You can't get the eBooks, you're willing to pay for them. But the publisher won't give them to you. So, I had to think of, alternative ways. So, one way was to project the book, during class times, and have students take screenshots so that they could keep it as a future reference for a feature, you know, for an assignment that's built on it or something like that. Not exactly copyright friendly. But, you know, I had no other way.

While these are not conventional concerns instructors address in online courses, it was certainly a challenge for Chieko to overcome quickly. In many instances, since her students were in the classroom and online at the same time for her synchronous sessions, she had to adapt the class activities even further to accommodate group work in a synchronous but not homogenous set up. She describes her challenge, expressing,

> If I have some students in the classroom, and I have some students that are online, how will this activity play out? I mean, I want to use this content. So, am I using an e book, or an actual book, or combination of it? So, if I want to do a textbook activity, do I have an eBook version of that book, so that I can project it for both my face-to-face students, and my online students, so that everyone can be on the same page, and can you know, be participatory.

And provided a further example from another course stating,

> I think that students enjoy adults students enjoy a different break in the monotony, so I created an escape room for a face-to-face escape room for my noncredit bearing level 4 class and American history. Well, this past summer, I had three students in the classroom and three students online. so that was not going to work. So, I had to like, make it a hybrid, like how do I take this activity that

> I know works really, really well and how do I make it something that's accessible for everyone? So, I ended up revising, vamping it completely, and creating like clues that were hyperlinked that everyone had access to the document.

Chieko needed to provide additional tutorials to support students' VPN issues and connectivity issues, solve content availability issues, and shift her activities and facilitation strategies as a result of her environment.

In addition to her challenges in the learning environment, Chieko also needed to develop her students' capabilities in using technology as a proponent of their learning. She noted "for many students in both classes, the learning management system was completely new. They had no experience with that. And then of course, no experience with either Blackboard Collaborate Ultra, and or teams" and "it's not so much the syllabus that is the problem, in general, the problem is like the technology aspect, because we were using Canvas, we were using teams at one point we're using Canvas teams and Blackboard Collaborate Ultra." Since the students were unfamiliar with the LMS and the learning technology, Chieko needed to provide additional support, so students were able to participate and complete activities synchronously and asynchronously. She overcame this challenge by adding in extra design elements at the beginning of the course to support student needs. She quizzed them during the first week on their technology level and provided targeted support as a result of the quiz. Chieko feels "those Google Forms are really great, because, you know, you just paste the link inside the chat. And everybody has access to it, you get immediate results. And, you know, it's a good way to start a conversation." She used the result of this quiz (Figure 24) to inform her first facilitation of the first synchronous session, spending more time on items students were unsure of and reviewing items students felt comfortable with.

> Additionally, she created a technology page which,
>
> has the information of how do you use this technology? How do you download it? Who do you contact in case of problems, their textbook if it's electronic or electronic platform, so that it's all one place, all in one place? And that way, I can tell them go back to the Getting Started module.

> And look here, the technology page and you can find it here. I put on whatever we're going to be using on it.

Chieko's design, organization, and facilitation strategies were directly related to the challenges she encounters, and she worked in multiple ways to overcome them through direct instruction as she finds out what their needs are and then facilitates that support into the design of the course.

Keiko's Challenges

Keiko did not have major challenges or concerns; however, she did discuss her design considerations and facilitation strategies to ensure no issues arose. She considered if the design clearly provided the requirements of the course and if the students are viewing and understanding the requirements.

Keiko found the hardest part of the design process to be, "creating enough opportunities for students to have a realistic understanding of how they need to study and how much they need to study without overwhelming them." She noted, "it's really easy for students in isolation, just to go through the motions and like, get through their assignments without like, truly studying." To counteract this issue, Keiko created a schedule where an activity and assignment was consistently due throughout the week, ensuring students had regular contact with the language. Additionally, Keiko "set up self-checks, so students were conscious of how much time they need to be studying."

During the facilitation of the course, she found student tracking to be the most challenging. She stated,

> I find myself with the challenge of not knowing whether students are really getting what they're supposed to be doing, whether they understand the purpose and the structure and the time commitment of the class and all of that, whether they're like ready to go.

To promote and support student success, Keiko used a preventative facilitation strategy in the asynchronous course to ensure students were doing what they needed and intervened early if she saw they were not, noting,

> I spent a lot of time in the first week checking on Canvas, the people area to see how much time students are spending in the class. And just like sending emails and trying to intervene early on to make sure that students are on track.

In her discussions about facilitating online Keiko stated how interactions in each type of learning environment were different so she adjusted her design and strategies to the environment, she depicted this difference clearly when she described how she answers a question in different environments,

> One student in the class can ask a question, and I can answer it in like three seconds. then the entire class understands. But in the online environment, something might be confusing to certain students, and they might be struggling with getting the answer to that question for 30 minutes or something ridiculous. The in-class time is so efficient that I don't worry nearly as much about my communication and design on Canvas.

This is a common challenge for most faculty. Keiko overcame this issue by ensuring students have all necessary informational documents, video guides, provided extra support on language and grammar, and required meetings with students.

Kanako's Challenges

Throughout her writing course, Kanako found time, tools, and the lack of requirements to be challenging in the learning environment. She stated, "the first challenge is time, I need to find time to think about this, it's time consuming" and,

> I need time. It's time consuming. And as an adjunct, it's very difficult they give you one course and the next semester you have to teach another course. So, this course went nowhere, I never had time to refine it or fine tune it. That's frustrating.

Kanako felt she needed more time not only so she could reflect on the design and redesign of a course but also because "technology issues exist" and she "needed more tools." She concluded, "I just need time and knowledge of some kind of cool new technology out there, you know, with free access something that I don't have to pay."

Another challenge Kanako occasionally faced was technology issues. She explained when she went to play a video during a synchronous session,

> they could not hear it. I don't know what happened. The instructional media would not play. So, I had to kind of email it to them instead of me doing it in class and then discussing and all of that. So, I kind of had to change the course of it. And it wasn't as interactive as I wanted it and it went to the discussion board instead of being an inquiry, So I kind of felt awkward in the moments? Like I'm sorry.

When the technology does not integrate with the LMS well, it can cause problems in the audio and videos of the lesson. While Kanako easily pivoted and overcame the challenge, she was disappointed in the alteration in the planned interaction and felt bad for the technology issue.

Her required meetings occasionally run into challenges as well, however, those are due to student behaviors rather than technology. During required live sessions, students sometimes are not prepared for an academic discussion, Kanako explained,

> Even with live sessions, they come to classroom they just like to watch a movie, like the teachers are moving and they just sit down the coffee in or the eating something and like, you keep teaching, you know, just sit down, and observe, you know. So, it's really difficult, especially in the beginning of the semester, I think that's where I always have to kind of breakthrough that.

Overall Kanako felt faculty needed more instruction and knowledge about teaching online. She illustrated the many questions she had when beginning to develop online,

> It's so easy to be in a face-to-face class and explain something using a Blackboard, and in an online class, how do I do that? So, if I want to give a lecture, what tools am I going to use? Do I use Screenomatic? Do I record myself? Do I want them to see my face? Or do they need my face? What information to put on slides? And in terms of teaching, active teaching? What do I do? or should I find some videos? Again, that goes into time, make sure they interact. I want them to interact with me and with peers.

This passages aptly communicates the many challenges instructors face when they begin to design and teach online. Many are unsure how to adapt, what technology to use, what practice is best, and even what content to include.

CHAPTER 5: DISCUSSION AND CONCLUSION

In the final chapter, I discuss the discoveries for each research question. Following the discoveries, I provide pedagogical implications, consideration for future research, as well as limitations to my study.

Research Question 1: In what ways do five online language instructors perceive they promote student interaction through tenets of the Col framework?

During the design and organization process of the course, all participants demonstrated similar design and organization methods focusing on interactions. Each participant noted the need to review course objectives and work through a backward design to develop a new course. However, instead of following directly to assessments, all the instructors noted how they considered two elements—the learning environment and the student population—before moving to the next step of backward design (Wiggins & McTighe, 1998). Below, I highlighted discoveries within each of these categories.

Learning Environment

While none of the instructors had a flipped, unplugged, or traditional classroom like Wu, Chen, Hsieh, and Yang (2017), Solimani, Ameri-Golestan, and Lotfi (2019), and Lee (2013), all the instructors provided access to content and self-directed learning through the LMS. All the instructors' courses included similar design features such as watching online lectures, reviewing online content, and participating in online discussions and they assigned work in a traditional format. Moreover, none of the courses utilized an unplugged approach, rather all instructors provided content and instruction in a structured format. Nonetheless, as Lee (2014) and Wu, Chen, Hsieh, and Yang (2017) concluded the learning environment is a critical component of design as it can shape and determine how to present clear

and concise rules, expectations, guidance, and technology. The instructors of this study discussed how the communication requirements and the technology contributed to their interaction design process.

Communication requirements. Isako had substantial synchronous sessions with asynchronous work, Yoko taught in an asynchronous environment with no required synchronous sessions, Chieko and Keiko had a mix of asynchronous work and synchronous sessions, and Kanako had limited synchronous sessions and mostly asynchronous work. As Keiko mentioned, “overall, asynchronous students typically don't have as high level of command as the synchronous or the in-person students do.” Conversely, in discussing the achievement of students with Isako who had the highest level of direct interactions, she stated, “if they don't pass, they stay in my class but so far, I have 100% pass rate.” The rate Isako referred to was based on a state exam which she used to align the course outcomes; however, Isako did not assess the students herself. In other words, there was no scoring bias and results were impacted by her instruction rather than leniency in grading.

Each instructor noted in their discussions how they either had to or could not incorporate design elements based on their environment. For example, Yoko and Kanako could not require students to attend all synchronous lectures while Isako and Chieko had regular meetings with required attendance, and Keiko had required language interaction through language coaches but only assessments with her. The basis of the interaction activities relied on these communication requirements and with less required communication (asynchronous) the instructor had to create alternate methods for interaction or compensate for the lack of synchroneity with interactive activities through other means. The mode of communication impacted both social presence and cognitive presence since the type and design of activities online directly impact interaction among students and their ability to construct meaning (Wu, Chen Hsieh, & Yang, 2017).

Technology. The LMS confined the learning environment and in some instances the LMS was problematic or lacking in functionality for the instructors. Overall, Yoko and Keiko found Blackboard to be limited and lacking in resources. As Keiko remarked, ‘there’s no comparison, Canvas is much better.’ In discussions with Yoko, she was frustrated by the LMS’s lack of ability to create group interaction

opportunities. By not allowing instructors to select the technology, Yoko missed opportunities to create interactions and she blamed Blackboard "for not giving us more opportunities." Moreover, Kanako found the LMS did not integrate well with synchronous features as demonstrated when a video would not play correctly for students during a synchronous session. As previously stated, interaction plays a key part in learner success in online learning environments (Cui, Lockee, & Meng, 2013; Swan, 2002) and many of the instructors noted how their LMS failed to support interactions or proved problematic during facilitation.

While it is highly probable all online instructors consider the availability and applicability of technology when developing a course, the online language instructors in this study needed to leverage technology to compensate for the lack of interaction. While many courses can leave it up to students to decide how to meet, the online language courses the instructors in this study needed to select the technology so they could offer support documents and aide in troubleshooting in some cases. Isako utilized instant messaging to increase student engagement, social presence, and instructor support. Yoko relied on instant messaging to increase direct instruction and facilitate quicker support for her students, Chieko integrated video conferencing software to increase real-time interactions and provide additional opportunities for social presence, while Keiko used document sharing to analyze real time student interactions. Comparable to Solimani, Ameri-Golestan, & Lotfi (2019), Fornara and Lomicka (2019) and Lomicka and Lord (2012), Isako felt using WhatsApp helped create a sense of community and increased interactions and Yoko thought the instant messaging it increased her connection with the students.

Student Population Considerations

The student population was a strong influence on course design, facilitation, and direct instruction and as a result impacted social presence and cognitive presence opportunities.

Student needs. This consideration focused on the reason students were taking the course. For example, Isako's, Chieko's, and Kanako's courses were specific to ESL learners. All three instructors considered why their students were learning English and integrated these reasons into the content they selected and developed and their style of facilitation. Isako and Kanako provided topics to support their

transitions into American life and culture while Chieko focused on developing her students' academic capabilities. Keiko's and Yoko's courses were to fulfill a degree requirement and as a result you see less teacher immediacy in their facilitation and direct instruction.

Student needs also referred to their need for cultural assimilation. Lowry, Zhang, Zhou, and Fu (2010) concluded the effects of culture, social presence, and group cohesion impacted student trust and social presence. Isako's, Chieko's, and Kanako's students were all students living in a foreign environment and their ability to thrive depended on learning cultural cues as well as the language. As a result, all instructors selected content to support culturally imbued language learning. Similarly, Yoko and Keiko assessed how they could incorporate culture into their content and instruction to better support students.

Language needs. Since language is not only the medium of the course it is also the content for the course, the level of the students mattered greatly and impacted the design. As Isako noted her students' levels were so low, she needed to focus on giving simple and clear commands to keep her students on track. Kanako noted how her students needed to learn simple tasks such as writing emails while Chieko focused on supporting their academic voice acceptable for a college level. The language level impacted the design of group activities and assignments as well as the language used during facilitation and direct instruction.

Students are more motivated and invested when content accounts for their preferences and relates to their daily lives and engaging and meaningful content is key for interaction in online environments (Dunlap & Lowenthal, 2018; Stephens & Roberts, 2017). Instructors noted in addition to this, the content must be culturally and linguistically appropriate. In other words, the instructors reviewed content to ensure it was comprehensible and relevant for their students' needs.

Education needs. Typically, when a student enrolls in a tertiary level course, an instructor can assume the student knows how to be a student to a certain extent. However, as Isako, Chieko, and Kanako found, the educational background of their students impacted how well they could navigate the online world and their ability to complete assignments. Again, this resulted in changes to the design,

organization, and facilitation of the course since all instructors had to add elements and instruction to support the student learning experience.

Research Question 2: What instructional design strategies do the online language instructors use to promote student interaction in an online language course?

Communication. The communication modality impacted design choices and the extent of facilitation and direct instruction the instructors could provide. Since Isako had a high amount on synchronous session, she focused on adapting in-person activities to the online environment. For example, she called on students as she would in the classroom and used the screen as she would a whiteboard or blackboard. In addition, she required videos to be on so she could see student expressions and read their cues better. Since Yoko instructed in an asynchronous environment, she compensated for the lack of direct interactions with students by providing engaging content and creative activities, such as art, so students could express themselves to her and one another even when their language was lacking. Chieko and Keiko had a mix of asynchronous work and synchronous sessions and as a result felt they needed to be extremely clear in their communication of rules, expectations, and guidelines. Kanako had limited synchronous sessions and more asynchronous work, and like Yoko, she compensated for the lack of direct interaction engaging content to motivate her students and encouraged interactions through collaborative feedback activities and asynchronous discussions. Not only did the asynchronous activities promote language use, but it also promoted critical inquiry through student interactions and self-reflection.

Technology. While none of the instructors could alter the LMS provided to them, many of them compensated for a lack of interaction in the LMS by adding technology or software to encourage interaction and promote social presence. Fornara and Lomicka (2019) and Solimani, Ameri-Golestan, and Lotfi (2019) concluded in their research studies into social presence, the use of social media apps may promote social presence, increase socialization, and promote immediacy behavior. Isako utilized WhatsApp to create a group chat for the students. She reiterated expectations, encouraged interactions,

and addressed the group as a whole, all of which provided students with the opportunity to increase their social presence. Yoko provided additional facilitation through text messaging and encouraged students to reach out to her when they needed immediate help. Lomicka and Lord (2011) also found social media apps to be useful in promoting immediacy behaviors which contribute to a sense of belonging within a group.

Likewise, Chieko utilized Teams which functioned as a file transfer and storage system as well as text and video chat. Chieko used Teams in synchronous and asynchronous activities, and this lowered the cognitive load for students as they were able to retrieve documents previously posted and increase social presence through socialization and group work opportunities. By using this space for group work, it also supported opportunities for cognitive presence. Keiko integrated video conferencing software to increase real-time interactions and provide additional opportunities for social presence, while Keiko used document sharing to analyze real time student interactions.

Chieko also utilized a technology survey which informed her of each student's comfort level with the LMS, Teams, and other software they would be using. This allowed her to provide target instructions on the technology. Furthermore, Chieko utilized low-stake and high-stake assignments to first practice then use technology within assignments. By doing this, she was able to lower their anxiety around technology and provide targeted feedback on using technology.

Student Population Considerations

In most online courses, course objectives are the main driver of curriculum, and although this holds true in these courses, the student population was the strongest driver to decisions regarding design, organization, facilitation, and direct instruction. While many instructors consider student needs and design from a student perspective, the instructors in these online language courses used the students' prior experiences, current level, and lifestyle needs when making design selections.

Student needs. Goda and Yamada (2021) suggested instructors consider teaching presence and cognitive presence during the design phase. While all the instructors considered their students, Isako, Chieko, and Kanako taught second language speakers whereas Yoko and Keiko taught foreign language

learners and some of their design selections reflected this difference. Isako, Chieko, and Kanako implemented strategies to gain a full perspective of their students and this perspective shaped their selection of materials as well as their styles of facilitation and direct instruction. Isako collected student data including birthdays, family, and lifestyle backgrounds to better understand what her students may need. Moreover, she selected thematic lessons surrounding activities the students encounter in daily activities, such as doctor visits, travel, and house upkeep. Isako provided simple grammar structures and vocabulary students would need to understand in scenarios with native speakers. She designed activities to role play and provided sample documents such as hospital intake form. Chieko focused on selecting a variety of activities to keep her intermediate level students engaged and used their own work in feedback activities so not only did student practice correcting grammar errors, but they also provided peer feedback and received different perspectives on academic writing. Kanako selected debatable and engaging discussions topics, such as child rearing, gun control, and culture, to encourage lively discussions. She utilized unique writing assessments, so students did not have to think about an opinion, as she commented, 'they have an opinion, they just have to write it down.'

Language and culture are inseparable from one another (Wenying, 2000) and as a result language instruction must include culturally relevant material. An instructor cannot even present something as simple as introduction without noting the cultural underpinnings, as Isako found with her beginner level English course. Since Isako's, Chieko's, and Kanako's students were all students living in a foreign environment, their content selection and facilitation supported culturally salient elements. Isako provided American style grammar and language in her course and provided direct instructions when students were making language errors based on culture rather than language. Yoko selected Spanish literature genres to introduce students in intermediate Spanish course to Spanish culture. Chieko and Kanako used American style debate structures in their writing activities and provided students with American academic expectations such as plagiarism and academic honesty. This may seem very cut and dry; however, different cultures have different concepts of reporting which impacted how they understood plagiarism. Keiko created asynchronous discussion boards to introduce differences in Spanish speaking cultures.

These led students to clarify their language in Isako's course, self-reflection and critical thinking in Yoko's course, and critical discourse in Chieko's, Kanako's and Keiko's courses.

Language needs. The language needs within each course varied due to the level of the student and the focus of the course. Isako's students were beginner level and the course focused on all language skills. To better understand their needs, Isako provided a pre-test to find out their level of proficiency. Based on this, she adjusted content to ensure it was comprehensible for their level and she focused on simple and concise language during direct instruction. She provided vocabulary lists with the students' first languages, utilized language aides to help students in the synchronous sessions, and even started learning their language to assist them during facilitation and direct instruction. When students needed extra support, she utilized real time video conferencing to ensure students could see what she was referring to on a screen. Furthermore, Isako and Chieko used the whiteboard in synchronous sessions to reinforce the language used and provide additional support to follow along in a conversation. During activities, the target grammar was on screen for reference. Kanako and Chieko focused on comprehensible tasks with concise instructions and reiterated instructions during synchronous sessions. Additionally, both provided dedicated synchronous time to ensure students understood assignments and clarified misunderstanding. All the instructors provided additional content resources and facilitation guides and adjusted all guides to fit the level of their students.

Education needs. While many instructors assume students are capable of being a student once they have reached adult education, that is not always the case, as Isako, Kanako, and Chieko discovered in their courses. Isako gave her students a background questionnaire and found some of her students had never finished their secondary education. While Chieko adapted her facilitation and direct instruction based on students' answers to her questions on their feedback preferences. In addition, Chieko created interactive activities such as the Vocabulary log to encourage her student to create their own education resources. Not only did this reinforce their cognitive presence and students also ended up helping one another and increased social presence within the course. While Keiko's students were mostly American and she did not have varying education needs, she did provide additional resources on language learning

and retaining their language once the course is over. Keiko also utilized early intervention strategies to ensure her students were staying on track and completing tasks.

To support their language learning in the online environment, all instructors except Isako (due to the language level) created comprehensible tutorials and guides for the LMS, the learning environment, and the technology used in their courses. All the instructors communicated and routinely reinforced expectations, rules, and guidelines through announcements, emails, texts, social media posts, and synchronous sessions. All instructors routinely modeled behaviors of best practice in course design.

Research Question 3: What are the instructors' perceptions about student interactions?

In research question three I explored the perceptions of the language instructors and how these perceptions shaped their ideas of course design and interaction in online learning environments. Limited research exists on instructor perceptions of interaction in an online language learning environment. Interestingly, while the five participants taught in varying environments and differing student populations, their perceptions about interactions in the online environment were remarkably similar. Each instructor noted the need to think through design with the students' needs and perspectives in mind.

In Isako's course this meant thinking about the language levels of her students as well as necessary survival skills and adjusting her designs, facilitation, and direct instruction to support their level. She taught simple grammar structures in culturally relevant contexts to support their cultural competence and language development in a new culture. Additionally, the organization of her course was simple to lower the cognitive load of the student and reduce stress for her students.

Similarly, the students' need for cultural relevant and engaging content influenced how Yoko selected content and developed discussion prompts. She felt reducing the cognitive load, supporting student success, creating faculty presence, and promoting interaction were all vital components of her design process as these components contributed to 'a chill environment.' By creating a positive environment, Yoko can lower students' affective filters and reduce cognitive load to promote language learning (Krashen, 1985). Yoko focused on promoting and creating opportunities for interaction because she felt interactions were critical to her students' language learning.

Chieko felt student interactions were essential to their language development and this belief guided her decisions in synchronous and asynchronous instructional activities and contributed to how she provided expectations, support, and instruction to her students. She supported and reinforced their interactions by providing clear expectations, repeated support, and several instructions and guides. Furthermore, she used a mix of low-stake and high-stake assessments to reinforce technology use and thereby reduce the cognitive burden of technology integration.

Keiko thought the 'asynchronous students were a bit more disconnected' and as a result Keiko thought through instructions and details to make up for the lack of direct instruction. She sought to reduce cognitive load by organizing modules with similar components, using repeated layouts, and lesson structures. Keiko felt interaction in some form was necessary to her students and as a result, she provided consistent language exposure and weekly language interaction.

In line with the other perceptions, the student perspective influenced Kanako's design decisions, as well. Kanako concentrated on providing meaningful, engaging, and level-appropriate content and created prompts and activities with her learners' interests in mind. Since she had an asynchronous course, she felt teaching presence was critical to engage her learners' interactions. To support this, Kanako was quick to respond to questions and concerns and provided tasks to promote accountability.

Research Question 4: What challenges do online language instructors encounter in the course design process, and how do they overcome the challenges?

Inevitably, there are challenges to overcome when designing a course online as nothing runs smoothly 100% of the time. However, technology and content adaptation were common themes among the online language instructors interviewed in this research.

Technology

Technology was a challenge for instructors since the availability and implementation proved problematic in many instances. First, each instructor made comments regarding the technology available to each of them. Both Yoko and Keiko found the LMS to be limiting and preferred Canvas while Isako

liked Google Classroom, however, she did not have any other apps or software were available to her. Yoko, Kanako, and Isako both noted how when they began teaching online, breakout rooms were not available, and this impacted the way they implemented group work if at all. Yoko and Kanako stated they did not do group activities in an online environment until Zoom added the breakout room feature while Isako utilized relay language practice activities to ensure each student had an opportunity to ask and answer a question.

Second, the implementation of technology proved difficult as well. Isako's students required web-based, simplified technology, Kanako encountered audio problems during synchronous session, and Chieko had VPN and internet connectivity issues. Isako's students were unable to use technology easily due to their beginner level which impacted their ability to interact in asynchronous activities such as discussions and group homework. Kanako's issues with audio disrupted the flow of her course and the issues forced Kanako to adapt a synchronous group activity to an offline activity and asynchronous discussion board. While the students were still able to interact, they were unable to practice their verbal skills which is a critical component of language acquisition. Similarly, Chieko's students had unreliable connections at times, and she noted this disrupted the activities and she questioned how best to proceed in the group activities when this occurred.

This is a common challenge and ongoing obstacle for many instructors. Universities need to provide guidance for instructors on the available technology and ensure instructors and students understand how to use the system. In addition, as universities grow their online presence, the technology needs to meet the needs of all the courses offered and if online language learning requires interaction, universities need to invest into their technology and infrastructures to provide the necessary tools and support for both instructors and students.

Content Adaptation

The second challenge the online instructors faced was due to the language needs of the students and at times due to the lack of technology. Isako noted several times throughout her interviews that materials, facilitation, and instruction needed to be adapted to meet the needs of her learners. In particular,

Isako described how her selection for content in the course depended on whether her students would be able to understand it. Yoko and Kanako encountered similar issues as their courses had limited synchronous activities, and as a result, were unable to fully implement strategies they use in the classroom. As a result, both felt the interactivity of their courses was lacking. To compensate for this, both created engaging and meaningful asynchronous content and activities to motivate their students to participate. Keiko noted how she struggled to 'create enough opportunities for students to have a realistic understanding' of language learning in an asynchronous environment. While the program did provide language practice with language coaches, it was difficult to discover how much direct instruction and feedback came from these sessions. Isako and Chieko noted several instances when their synchronous activities were also a time for them to provide direct feedback while it is unclear if students received vital feedback in the language practice sessions.

Pedagogical Implications

As a result of this study, I discovered several ways to support interaction in an online language learning environment. I noticed an extra step in their design process based on the discussions with each instructor. Keiko stated, 'I feel like language instructors just know what their students need' and this may be due to the fact each language instructor thoughtfully considered their students' needs and how their level and needs impact their online learning experience. As an instructional designer who has worked with close to 200 faculty, the way the online instructors considered their students struck me as quite different. As a result, I would suggest when language instructors are developing an online course, they assess their learning environment. How does the mode of communication impact design? How does the available technology impact the design selection? And most importantly, who are my students? What are their needs? How does their language, previous education, and current needs impact the design of this course? I depicted this extra step in Figure 46 in an adaption of the Backward Design process.

Figure 46. Adaption of Backward Design

Adapted from Wiggins, G. & McTighe, J. (1998). "What is backward design?" In Understanding by Design. (1 ed., pp. 7–19). Upper Saddle River, NJ: Merrill Prentice Hall.

Based on the questions noted above, instructors may have to adapt their course in several ways. In the design and organization of the course, instructors should first assess the learning environment for usability and capabilities, assess student technology capabilities, and implement technology based on interaction needs and competence level. Once instructors assessed the environment and technology, they should assess the linguistic, cultural, and communicative gaps in learners needs as well as learner preferences then adjust the content language and instruction language to meet the comprehension level of the students as much as possible. Similarly, instructors need to adjust the language in the rules, regulations, and guides. When developing content and design activities and assessments for the learners, instructors may wish to highlight key vocabulary or language on screen, use illustrations and varied genres of content to increase motivation and accessibility, develop linguistically comprehensive and culturally relevant content and assessments, and promote interaction through reflection papers, artwork, peer review assignments, group work, role plays, and interviews.

During facilitation of the course, instructors should facilitate use of technology through discourse, video aides, or tutorial guides using comprehensive, level appropriate language as much as possible, draw

attention to linguistic cultural and communicative competence of student needs, adjust language to meet the needs of their students, reinforce and model rules, regulations, guides, and interactions. In addition, instructors can refocus student language form by modeling language in synchronous session, make linguistic features and content comprehensible through repetition, comprehension checks, and guided practice, and promote strategies to support self-competence through cognitive and metacognitive strategies.

Finally, during direct instruction, instructors should focus on providing knowledge when there is a gap in language or culture creating a communication barrier or impeding practice, routinely reinforce on rules and expectations in synchronous and asynchronous modes, provide consistent feedback, directing students' attention to grammar structures, vocabulary, and cultural cues.

Based on the discoveries of the interviews with the five online language instructors, I compiled the following list of design strategies, instructional strategies, and facilitation strategies instructors may wish to use as a guide while developing online language courses. While it is not a complete list, it offers a starting point for instructors who find adapting their language course to the online environment.

Student Needs Strategies

Strategies in this section are designed to account for cultural differences (Dunlap & Lowenthal, 2018), address learning needs, preferences, and styles (Dunlap & Lowenthal, 2018; Stephens & Roberts, 2017), encourage interactions (Richardson et al., 2012), help students feel comfortable communicating with one another, and support authentic relationships (Dunlap & Lowenthal, 2018).

- Language pre-test
- Student background survey
- Technology survey

Organization Strategies

The following organizational strategies increase social presence by providing additional technology support to acclimate students to the new technology, software, and environment (Tu & McIsaac, 2002)

establishing communication standards and support while taking into account learner differences (Lowenthal & Dunlap, 2018; Richardson et al., 2012; Seckman, 2018).

- Comprehensible tutorials and guides for LMS, online environment, and technology
- First language resources
- Language aides

Content Design Strategies

Content strategies are designed to support language learning and include strategies to account for learner preferences (Dunlap & Lowenthal, 2018; Stephens & Roberts, 2017), encourage students to share their perspectives (Richardson et al., 2012; Stephens & Roberts, 2017), reinforce cognition using speech, written words, and pictures to communicate (Richardson et al., 2012), include audio and visual content into the course (Lowenthal & Parscal, 2008; Seckman, 2018), and integrate collaborative and experimental opportunities into the course.

- Engaging, culturally relevant, and comprehensible content and materials
- highlight key vocabulary and grammar
- Use illustrations and varied genres of content
- Reinforced listening with visual support
- utilized low-stake and high-stake assignments to first practice then use technology within assignments
- Interactive Activities- pair share, group work, role plays, debate, peer feedback; interviews
- Reflective assignments – opinion papers
- Create alternative assignments to increase motivation and exposure to language for beginning levels- example create art based on content

Modality Considerations

Modality considerations include strategies to increase real time communications (Lowenthal & Dunlap, 2018; Richardson et al., 2012; Seckman, 2018), provide additional support and one-on-one interactions (Lowenthal & Dunlap, 2018; Rovai, 2000), cultivate a positive learning experience (Stephens & Roberts, 2017; Szeto, 2015), and support authentic relationships (Dunlap & Lowenthal, 2018).

Synchronous

- Adapt in-person activities to the online environment synchronous session
- Videos on to read cues and expressions
- Provide extra time to reiterate expectations, rules, and other important information

Asynchronous Considerations

- Add technology/software to compensate for lack of interaction
- Add supplemental language resources
- Communicate rules, expectations, and guidelines in multiple sources- syllabus, announcements, introductions, summaries, and emails
- Encourage interactions through collaborative/interactive offline feedback activities and asynchronous discussions

Considerations for Future Research

This study explored how instructors promote interactions, how they implement instructional strategies for interactions, as well as their perceptions of interactions, and challenges in course design and facilitation. The instructors offered insights into their design thought process and how interactions impact their design. These insights produced as many questions as answers. Specifically, it led me to further questions into Learning Environment, Technology, Interactions, Course Design, and Languages. Below I provided an overview of future research in several categories which may enrich the literature surrounding language learning in online learning environments.

Learning Environment

It is clear from the interviews with each participant how the learning environment impacted how they designed and thought through the interactions. Future research may want to consider how the balance between synchronous and asynchronous impact interactions and if (and how) the design and organization can influence the balance.

In addition, most instructional designers, instructors, and students demonstrate preference to one Learning Management System. As an instructional designer, I can confidently say I prefer Canvas over Blackboard and Blackboard Ultra's lack of capabilities is frustrating to the point I would dislike teaching in it. Keiko stated, "there's no comparison, Canvas is way better" and I couldn't agree more. Opinions like this sparked further questions and future research may benefit from answer questions such as how does the LMS impact language learners? Is one LMS easier than another for language learners to utilize? How does the LMS impact interaction?

Technology

One of the most common challenges for the faculty was technology. It was apparent from their interviews; universities need further instructor guides as well as student education and guides. To better support their students, universities should provide embeddable guides, videos, and support for the LMS and software available to students. Furthermore, Yoko, Chieko, and Kanako expressed challenges regarding the use of technology as it relates to design. Future research may wish to investigate how selected technology can create interactions between students in an asynchronous environment and does the lack of technology impact interaction and language learning in an online environment?

Interaction

This study explored how instructors consider interactions, strategies to support interaction, and perceptions regarding interactions. However, it did not explore what type of interaction impacts design or what type of interaction contributes most to student language achievement. Future researchers may wish to examine if one type of interaction contribute to language acquisition more than others. Moreover, it

would be wise as a community to define what constitutes an interaction? Most research notes interaction as one of three types—student-student, student-instructor, or student-content—however, in a language course, language production could count as a type of interaction. In other words, language interaction could be the language and the student without interaction from the content, instructor, or another student at all. For example, when students produce a video of themselves using the target language. They work individually to fulfill the task and they do not interact with content, student, or instructor while producing the language. How does this type of interaction contribute to language acquisition compared to others?

Design

Future research into the design and organization of language courses could be endless and I will not attempt to list all the aspect within this space. Instead, I focused solely on the design question I continued to think about as I analyzed the data. Learning and language rely on interactions, however, in an asynchronous environment, interactions may be infrequent. In discussions with the instructors, it seems students in asynchronous courses are at a disadvantage and language learning may not be as strong as it could be. Further researchers may wish to research how we can create asynchronous language learning courses with interactions comparable to synchronous courses. Is it possible? For example, can technology enhance interactions and lead to better learning? Are there design selections better suited for asynchronous courses? As more short courses shift to asynchronous and self-paced courses, researchers may wish to further investigate this topic.

Language

All the languages explored in this study utilized the same writing system. A second writing system could provide further complications in instructions, design, and direct instruction, particularly in a completely asynchronous course. For example, an English-speaking student studying a language such as Arabic, Korean, or Japanese, needs to learn a new writing system. How is content for the writing system designed and facilitated? Are there impacts to students' learning a writing system online? Future

researchers may wish to expand upon the languages explored here and investigate if the target language impacts design or instructional strategies? If so, how? Are there common themes?

Limitations

As in all studies there are limitations to this inquiry that I must report. I noticed several limitations including the participants, the timing of interviews, my own role in the research and as a qualitative researcher, and the access to courses. While the number of participants sufficed for the parameters of this study, I cannot say with complete confidence this study captures the experiences of all or even most online language instructors. The participants included English and Spanish instructors and the only languages used in this student were English and Spanish although the native language for instructors and students were different in many cases. Furthermore, the study participants may have not wanted to provide all of their truths or may have had trouble correctly recalling design decisions.

The timing of the interviews refers to aspects of timing. First, instructors presented courses they have already taught in an online environment. Since sometimes six months had passed since the last time, they had taught the course, they could not clearly remember challenges they faced or how they felt during the facilitation of the course. Second, the time between interviews was a constraint. I found doing interviews close together, for example, in consecutive days, helped the instructor to focus on the course content and reasons behind their selections. With one participant, two weeks went by between the second and third interview due to illness and the instructor had trouble recalling the challenges clearly since time had elapsed between our interviews. Third, in each interview I relied on the instructors to provide context-bounded self-reported data. Therefore, each instructors' answers did not necessarily apply to a great context and limited the discoveries.

A more significant limitation of this study was my role within the research and my experience as an interviewer and qualitative researcher. At each step of the dissertation process, I had found myself with more questions than answers. While I researched methodology and design using Creswell (1998; 2014), Denzin and Lincoln (2011), Merriam (1998 and 2009), Miles and Huberman (1994), and Yin (1989; 2009), I was not completely confident the research design clearly captured the answers I wanted. Since

this was my first time as an interviewer, I relied on Castillo-Mantoya's (2016) interview protocol to develop my interview questions and Brinkmann and Kvale (2015) to shape the conversation. Again, I am not sure whether a different protocol would have provided better insights. Moreover, while exploring this topic I am unsure of how my biases impacted my perceptions or analysis and someone else with the same study and discoveries may have produced different considerations and implications.

The final limitation to this study was the access to course artifacts. For most of the instructors, university rules prohibited them from sharing the shell or adding me to the course as an observer. One instructor was able to copy the course and provide full access to the course which made analysis more thorough as I could review the course and confirm elements after the interviews were over. Moreover, access to the course helped me explore elements of the course and shape what questions to ask in subsequent interviews.

Summary

In the present study, I sought to better understand how online language instructors create and promote interaction in their courses using the CoI framework to guide the analysis. The purpose of this qualitative exploratory study was to ascertain the design selections, instructional strategies, and facilitation strategies utilized by five online language learning instructors and their perceptions of interaction and their challenges. To this end, I first explored how instructors perceive they promote interaction during the design, organization, and facilitation of the course. Following this, I compiled a list of strategies instructors utilized during these interactions. I also felt it necessary to understand the decisions behind the design and facilitation, therefore, I explored their perceptions of interaction and challenges in developing an online language course.

During the analysis of the interviews, I noted several factors impacting the design, organization, and facilitation of the courses. First, while all the instructors followed a backward design process, each interviewee discussed an additional step where they assessed the environment, technology, and student population. While many instructors may already do this, it is not an identified element of backward design. Furthermore, many instructors leveraged technology to compensate for the lack of interaction and

this is an important element to the design of the course and ultimately to reaching the desired objectives of the course. As a result of this analysis, I noted several design, organization, instructional, and facilitation strategies for language instructors moving to an online environment. I believe these strategies contributed to the existing, limited research into online language course design.

Each instructor's languages, culture, and experiences as both student and instructor influenced their perceptions, their perceptions were quite similar in approach. All instructors noted how they considered student needs and language needs in the design process. Similarly, their challenges all focused on two main issues—technology and content adaptation. Technology created limitations in course design at times and impeded the desired level of interaction for some instructors. Furthermore, the results of the present study sparked numerous questions which may serve future researchers in their search for online language learning best practices.

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APPENDICES

Appendix A: Interview Protocols

Interview #1 Protocol

Hello!

As you know, I am working on my doctorate and conducting research on Teacher Perceptions and Challenges in implementing instructional strategies to support interaction in an online language course. Your time is valuable, and I am grateful you are spending your time to help me gain valuable insights into this topic. We will look at how you perceive student interactions utilizing the Community of Inquiry framework. If you are unfamiliar with this framework, I can provide you with information on it beforehand and we can discuss the central themes before we discuss the course.

With your permission I would like to record our video conference call of this interview so I can record your response and use the recording to create a transcription of your response. I would like to ask you questions regarding course design, instructional strategies, perceptions, and challenges when design an online language course.

Interview #2 Protocol

Hello,

Thank you for taking time to speak with me previously about your course design process. With this upcoming interview, I would like to explore the instructional strategies that you select to promote interaction in your course.

As before, with your permission I would like to record our video conference call of this interview so I can record your response and use the recording to create a transcription of your response.

Interview #3 Protocol

Thank you for taking time to speak with me previously about your course design process. With this upcoming interview, I would like to explore what challenges you face during the design process?

As before, with your permission I would like to record our video conference call of this interview so I can record your response and use the recording to create a transcription of your response.

Appendix B: Interview Questions

Interview One

Questions regarding Research Question #1- Promoting Interaction

1. When you are designing a new language course online, how do you begin planning it?
2. Do you consider how students will interact with you? If so, how do you promote this in the course?
3. Do you consider how students will interact with other students? If so, how do you promote this in the course?
4. Do you consider how students will interact with the language? If so, how do you promote this in the course?

Interview Two

Questions for Research Question #2

1. How much of a consideration is interaction in your online design process?
2. Do you utilize it in your course design process? If so, how?
3. What instructional design strategies do you select to support interaction in your course?
4. Can you show me examples of this within your course?

Probing Questions for Research Question #2

1. What types of activities or assessments to you rely on?
2. Why do you choose these activities? What makes it the best fit?

Questions for Research Question #3

1. How would you describe your familiarity with the Framework of COI?
2. Describe to me what you know about the Community of Inquiry approach to teaching?
3. What are some examples of how COI informs your course design process?
4. How do you support _____ into the course design? (The blank will be targeted at one of the subcategories of the presences)

Interview Three

Questions for Research Question #4 - Challenges and resolutions

1. Can you tell me about the challenges you face when applying the Community of Inquiry Framework to the course design process?
2. What is the hardest part of the design process?
3. How do you tackle it?
4. Do you think about interaction during the design process?

Follow up Questions

1. Can you tell me more about your thought process?
2. Can you elaborate on that?

Appendix C: Consent Form

Script for Obtaining Verbal Informed Consent

Information to Consider Before Taking Part in this Research Study
Title: Descriptive Research Study Exploring Instructors' Selection of Instructional Design Strategies based on Community of Inquiry Framework in Online Language Learning Courses

Study # __ STUDY003539 **_____**

Overview: You are being asked to take part in a research study. The information in this document should help you to decide if you would like to participate. The sections in this Overview provide the basic information about the study. More detailed information is provided in the remainder of the document.

Study Staff: This study is being led by Jessica Krentzman who is a doctoral student at the University of South Florida and is also an instructional designer at Academic Partnerships. This person is called the Principal Investigator. She is being guided in this research by Sanghoon Park. Other approved research staff may act on behalf of the Principal Investigator.

Study Details: This study is being conducted by video web conferencing and is supported by USF. *The study will include 5 participants, each participant will participate in three interviews lasting approximately 45 minutes each.* The purpose of this study is to explore how online language instructors reinforce interaction in online language courses, how the Community of Inquiry framework applies to the selection of instructional strategies, and what challenges language instructors experience implementing the instructional strategies. The discoveries of this study are expected to inform learning research and practices pertaining to online course design for language interaction.

Participants: You are being asked to take part because you are a language instructor who has experience teaching a foreign language, designing an online course, and teaching an online course.

Voluntary Participation: Your participation is voluntary. You do not have to participate and may stop your participation at any time. There will be no penalties or loss of benefits or opportunities if you do not participate or decide to stop once you start. Your decision to participate or not to participate will not affect your job status, employment record, employee evaluations, or advancement opportunities. Your decision to participate or not to participate will not affect your student status, course grade, recommendations, or access to future courses or training opportunities.

Benefits, Compensation, and Risk: We do not know if you will receive any benefit from your participation. There is no cost to participate. This research is considered minimal risk. Minimal risk means that study risks are the same as the risks you face in daily life.

Confidentiality: Even if we publish the discoveries from this study, we will keep your study information private and confidential. Anyone with the authority to look at your records must keep them confidential.

We will do our best to keep your records private and confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Certain people may need to see your study records. The only people who will be allowed to see these records are: Jessica Krentzman and Dr. Sanghoon Park and The University of South Florida Institutional Review Board (IRB).

Your information or samples collected as part of the research, even if identifiers are removed, will NOT be used, or distributed for future research studies.

It is possible, although unlikely, that unauthorized individuals could gain access to your responses because we are sending transcripts online. Confidentiality will be maintained to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the internet. However, your participation in this interview involves risks similar to a person's everyday use of the internet.

Would you like to participate in this study?

Appendix D: IRB Approval Letter

UNIVERSITY of SOUTH FLORIDA

EXEMPT DETERMINATION

December 9, 2021

Jessica Krentzman 8633
Leighton Drive
Tampa, FL 33614

Dear Jessica Krentzman:

On 12/3/2021, the IRB reviewed and approved the following protocol:

Application Type:	Initial Study
IRB ID:	STUDY003539
Review Type:	Exempt 2
Title:	Descriptive Research Study Exploring Instructors' Selection of Instructional Design Strategies based on Community of Inquiry Framework in Online Language Learning Courses
Funding:	None
Protocol:	• IRB app clean

The IRB determined that this protocol meets the criteria for exemption from IRB review.

In conducting this protocol, you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Please note, as per USF policy, once the exempt determination is made, the application is closed in BullsIRB. This does not limit your ability to conduct the research. Any proposed or anticipated change to the study design that was previously declared exempt from IRB oversight must be submitted to the IRB as a new study prior to initiation of the change. However, administrative changes, including changes in research personnel, do not warrant a modification or new application.

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities impact the exempt determination, please submit a new request to the IRB for a

determination.

As a reminder, please contact USF IT at secops-help@usf.edu to set up your Box.com study folder before storing data on the cloud. You will need to include the name of the

Principal Investigator (folder owner), study title, data to be stored, and a list of IRB-approved study team members in your email to USF IT. For additional information, please see Question 38 of HRP-103 - Investigator Manual.

Sincerely,

Katrina Johnson
IRB Research Compliance Administrator

Institutional Review Boards / Research Integrity & Compliance
FWA No. 00001669
University of South Florida / 3702 Spectrum Blvd., Suite 165 / Tampa, FL 33612 /
813-974-5638