

A REVIEW ARTICLE: CHALLENGES AND OPPORTUNITIES OF INTERACTIVE ONLINE ENGLISH COURSES

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ABSTRACT

Technological aids promote learning at home and in classrooms. Students can spend their time learning on their computers, laptops, and mobiles. They are user-friendly and simple to use. So, it is highly beneficial to encourage students to learn online. Our National Educational Policy 2020 encourages institutions to use flipped and blended learning. The future of learning is going to be highly dependent on technology-related solutions. One strategy that can be applied by regular institutions is to create regular online courses to explain theoretical language concepts online and students would be able to focus on practical and communicative language activities in the classroom. This is essential for language learners since they lack opportunities to practice languages. As a result, they try to learn language skills as a subject that has to be memorised which may not provide rich dividends in their future career aspirations because of poor communicative skills in the English language, which is considered to be a working language these days in most of the countries. Also, language courses taught through distance education should try to make online courses available for its learners. However, these courses should be interactive for students to learn effectively. A solution to create interactive courses is to use e-learning authoring tools like Articulate Storyline or Adobe Captivate. This research article will look at various research studies that have been conducted to find out the challenges and opportunities that computer-aided online interactive courses provide for English language learners.

Keywords: Computer-aided English Courses, Interactive language courses, flipped and blended learning

Introduction:

Today's language classrooms are integrated with technological tools like smartboards, projectors, and computers contributing to better learning and teaching. (Aslonbekovna, 2023) mentions that electronic books, digital homework, and online classroom games are used in classrooms. Apart from that, teachers and students access many web applications like YouTube, and websites to learn English. Without the help of teachers, students listen

The lectures were rendered online through videos though it is not the only best way to teach integrated courses and students' responses confirmed that the videos were effective in their action research.

Similarly, Yajie & Jumat, (2023) discuss in their review that blended learning integrates technology and is effective in improving skills through self-learning and autonomous learning.

So, we understand technology will play a vital role in the future of learning. Even a simple tool that everyone is aware of is Google Translate which according to Almusharaff & Bailey (2023) is and will continue to be used by students to learn English. Another modern technology is Virtual Reality (VAR) tools also help in both teaching and learning

to songs and watch movies. They also play video games. They play a huge role in promoting receptive skills while learning new languages, so the teacher needs to find a balance while conducting productive activities in classrooms (Sayer & Ban, 2018).

Furthermore, integration between inside and outside classrooms occurs with flipped and blended learning. Lee et al., (2018) point out English learning is more effective in flipped classrooms.

languages as these are immersive for learners. This contributes to learning as it provides cognitive support by helping learners visualize concepts (Qiu et al., 2018).

In this scenario, computer-assisted courses try to narrow down or eliminate the gap between second language teaching and learning as they suit a variety of learners and their styles. This is achieved by technology-supported applications promoting distance learning to learn languages (Bahari, 2020). As a result, computers are used as resource tools to deliver distance learning courses. Students are comfortable while learning as it happens in their natural setting with the availability of a wide range of access to information and encouragingly, they

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learn independently (Shatruradev&Khamitovna, 2023).

Accordingly, the National Educational Policy 2020 (India) focuses on various steps and strategies to improve English language learning and teaching. This is highly important as English mastery provides opportunities for skills and intelligence to achieve growth personally (Yadav & Yadav. 2023). Also, Ahmed et al., 2023 point out that higher secondary school students in India might have poor English language skills and privateschool students might outperform public schools in English educational skills. One reason is private institutions offer learning tools and audiovisuals in classrooms for their students.

This means students must practice their communication skills in their classrooms which will play a big role in career success in the future. However, in reality, they don't get enough opportunities in their classrooms, so it is essential to make use of modern technology to create online content for students which is accessible to students at their homes, so there are some tools Articulate Storyline, Adobe Captivate, Active Presenter and others which aid in creating interactive courses for students to learn English online.

Online training courses that include multimedia tools enhance interactivity and help improve knowledge mastery of the content. The audience's learning process and results are efficient due to interactive eLearning online modules (Suharto, 2023). For example, an application like Adobe Captivate 9 uses a drag-and-drop question model to help learners focus on their learning with motivation even among autistic students to sharpen their English skills (Wahab et al., 2023). Similarly, another application line Articulate Storyline helped facilitate academic

learning and teaching process (Uzmi et al., 2023). Furthermore, an online application called Active Presenter helped students learn vocabulary through videos created by the software tool as well (Hitasthana, 2021).

This research article will discuss4 selected review papers that helped students interactively learn English. This will also touch upon the challenges or opportunities that interactive courses offer.

Method or Procedures in Selecting the Four Research Papers for Review:

The review articles were selected by following the procedures below,

1. They were selected from two platforms: Google Scholar and Semantic Sholar.
2. The keywords used were interactive courses to learn English, online platforms to learn English, Adobe Captivate to learn English, Articulate Storyline to learn English, and Interactive online courses.
3. Only research articles that had PDFs were considered.
4. Both qualitative and quantitative studies were also taken into consideration.
5. The main focus of the article was to find if research studies used an interactive platform that works without the teacher's support.
6. Only the recent articles were considered especially from 2020-2023.
7. The selected research papers were summarised and presented in the table as well.

Summary: 4 Review Papers:

Author	Title	Research objectives	Type of Research	Participants	Findings
Uzmi, et al. (2023)	Developing English Interactive Learning Media Based On Android By Using Articulate Storyline 3 APPS	Can Interactive learning materials help learners to understand English?	Qualitative	30	Positivelearning outcomes
Rafiq (2020)	iSpeak: Using Mobile-Based Online Learning Course to Learn 'English for the Workspace'	Can the interactive learning platform contribute to communication?	Qualitative	30	Positive but alternative platforms could be explored.

Wahab, et al. (2023)	Effectiveness Studies ThinkAloudAgainst Autistic Students	Effectiveness to Master English on Autistic Learners	Qualitative	10	Effective in Helping Autistic Students to Master English.
Yolanda, et al. (2022)	The New Way Improve Learners' Speaking Skills: Picture and Picture Learning Media Based on Articulate Storyline	Improving Speaking Skills of Students	Qualitative And Quantitative	27	Improves Speaking Skills

This research article looked at four online interactive courses that were asynchronous, which means fully computer-aided for students without any face-to-face or teacher support. This helps us to understand the effectiveness and limitations of such initiatives.

The first review paper was focused on helping learners engagingly learn English. The first challenge was to create an interactive learning media where learners could learn by themselves by looking and the content engagingly by integrating audio, video, and visuals as a part of the learning media. The solution was to use Articulate Storyline which was accessible on mobile. The next challenge was to design a menu and an interface that was user-friendly for the learners. The answer was to use Canva to design the background. Furthermore, the menu was click-based which offered interactive support to the learners. Also, the most important challenge was to use useful materials for learners as a part of learning content. Finally, the instructors had to produce quizzes to check the understanding of the learners. The methodology was to conduct the differences in pre-test and post-test to find the efficiency of the interactive learning media. It concluded that engaging courses are effective, so it would be productive to explore the opportunities to provide online digital courses for students (Uzmi et al., 2023).

The next study Adobe Captivate, a software tool to create an interactive online course to find if autistic learners could master English by working on a platform called ThinkAloud to promote English mastery among autistic learners. The content on the learning platform used ADDIE (analyze, develop, design, implement and evaluate) model to prepare the instructional materials for the learners. Based on the comparative analysis of the pre-test and post-test, it found an effective increase in the post-test (Wahab et al., 20223).

The third study used a learning media to promote the speaking skills of the learners of grade 3 students. The learning content followed the ADDIE stages. Interactive pictures were available for students on the course which was developed using Articulate Storyline. Attractive pictures to help with language and communication were provided to the learners. Since these pictures were interactive learners spoke

creatively and the post-test results had a positive impact on students (Yalonda et al., 2022).

The last selected study tried to find the practical applications of iSPEAK, a software platform for learning languages in a self-paced manner. It was a qualitative study that recommended the online application to improve communication in the workspace. Importantly, this software is accessed on mobile. It consists of ten modules of communicative activities. They focused on videos, grammar, and tasks. The employees get a certificate after the course completion. The majority of the employees agreed they benefitted from the mobile application. However, some of them felt the need for other mobile applications for better English needs (Rafiq, 2020).

Challenges of Interactive Courses for students:

Although the discussed online tools are effective in helping language learners on their own as it depends on learners' participation, however, they can present some challenges for learners.

1. **Unreliable Internet Access:** These tools need consistent Internet support, so learners must have good Internet support and other facilities to access the learning materials online which might be an issue for remote learners. For example, Hancock (2020) points out that if these online activities are to be carried out successfully, then students need Internet access but the lack of access to the Internet is not helping them.
2. **Expense:** The e-learning tools like Adobe Captivate and Articulate Storyline are subscription-based, so the institutes or educational service providers need to invest in expensive tools to provide digital courses to learners and at the moment cost of preparing personalized language courses may not be affordable for a single user.
3. **Practice:** Language learning courses must provide learners with diverse opportunities. It cannot be predetermined as conversational skills vary from person to person, so it is difficult to personalize productive skills like speaking and reading while learning online as there would be

fewer opportunities to practice compared to face-to-face interaction.

4. **Responsibility:** The learners need to take the initiative, but they may not feel motivated while learning online (Bawa, 2016). This means language learners must work on their own and they have to be motivated to take responsibility on their own which may be challenging for some learners. As a result, learner retention might be an issue.
5. **Constructive Feedback:** Feedback is essential for language students to monitor their progress to improve their language skills. Even though interactive courses provide feedback they may not have emotional appeal. According to Dennis et al. (2016) learners who are struggling to perform well must be given praise for their small success rather than random automatic feedback provided by the online platform to focus on a topic in which they must work to master.
6. **Self-Regulated Learning:** Learners must self-regulate their learning modules which need self-interest and confidence. Additionally, the learning environment is also important as it motivates learners emotionally (Bown, 2009). It is difficult to regulate the schedule individually for a language student and to create a physical and external environment that supports learning as well.
7. **Support:** Some learners expect teachers to guide them at each step, but a complete online education, when there is no teacher support, they might feel lost. Coman et al. (2020) mention that students find it difficult

to adapt to this new teaching style and online methodologies.

Conclusion:

This research article discussed the research studies that were conducted integrating various software platforms to learn English. The focus was to understand if the research studies were effective in providing language education with the help of asynchronous courses. It also briefly outlined the challenges of online learners. Though there are numerous advantages of interactive engaging courses for students, there are some notable disadvantages or challenges to be considered.

Importantly, technology is going to dominate the world of education in a big way in the future. So, institutions will have to find smart ways of integrating online tools to teach their language students. Informally, language students are already from online platforms like YouTube, websites and social media sites like Twitter, Facebook, Instagram and Snapchat. They might also be enrolled in massive online courses from Coursera and Edx.com. These MOOCs provide online courses without any face-to-face teacher support. The majority of these courses are prepared by reputed universities all over the world and the corporate world is trying to recognise these online courses to invest in self-motivated learners.

As a result, the challenge for schools and colleges is to invest in online language courses that could be taught using blended and flipped learning methods. These methods rely on learning at home and practice in classrooms which is the need of the hour to improve language communication of future leaders of the world.

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