Is There a Relationship Between Environment on Behaviour and Cognitive Components in Online Learning to Learn French?

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ABSTRACT

Have you ever wondered how students truly feel about learning from behind a screen—are they engaged, distracted, or simply going through the motions? Foreign language (FL) learners in Malaysia often struggle with low confidence and motivation in traditional classrooms. This study aimed to explore learners' perceptions of the environmental, behavioral, and cognitive aspects of online learning. Online learning, also called e-learning, internet learning, or distance learning, delivers personalized and interactive content in real-time. A quantitative approach was used with 120 participants from a Malaysian public university. This quantitative study is done to explore motivation factors for learning among undergraduates. Data were collected through a 5-point Likert-scale survey based on [8]'s social cognitive theory and [22]'s presence construct. The survey has 4 sections. Section A has items on demographic profile. Section B has 6 items on learner-learner interaction. Section C has 8 items on learner-instructor interaction. Section D has 8 items on learner-to-content interaction. The study emphasizes the importance of peer collaboration and interaction in online learning. The instructor's teaching style encourages active participation, supporting behaviorist principles. Reviewing content before sessions and using interactive activities help improve understanding. The findings suggest that instructors should improve their knowledge of educational technology and apply it in offline classes. Tailored collaborative activities can help achieve course goals and improve language skills. In conclusion, every teaching method has its strengths and weaknesses, depending on the situation. For this reason, problems like keeping learners motivated, engaged, and helping them understand why lessons matter must be addressed.

Keywords: Online Language Learning (OLL), Environment, Behaviour, Cognitive, French Language

INTRODUCTION

Background of Study

Foreign language (FL) learners in Malaysia often struggle with low confidence and motivation in traditional classrooms. In these settings, learners tend to stay passive and have little interaction, while instructors lead the lessons. When the COVID-19 pandemic began in March 2020, schools closed, and learning moved online due to the Movement Control Order. However, many learners found it hard to adjust to online learning because of limited interaction and support. This raised questions about how learners truly feel about online learning—whether they are engaged, distracted, or simply going through the motions.

Online learning, also called e-learning, internet learning, or distance learning, delivers personalized and interactive content in real-time. It creates communities of knowledge and connects learners with experts [4], [12]. In language learning, computer-assisted methods help by providing a supportive and less stressful environment, lowering language anxiety, and increasing motivation [18]. Online learning also encourages learners to process information step-by-step to complete tasks [15].

In the last 20 years, many new ways of distance learning have been developed. [13] studied how technology helped French learners study at home and work together online. [24] explored how computer-based tools supported German language learning. Later, [32] looked into using technology to offer interactive and self-directed English courses. Earlier tools, such as videoconferencing and interactive television [26], provided personalized learning experiences. However, [36] warned that while technology is innovative, it is equally costly and requires proper alignment with course goals.

Many studies have highlighted the benefits and challenges of using technology in language learning. For example, [21] found that videoconferencing could improve language learning but caused problems such as delays, anxiety, and difficulty knowing when to speak. [27] studied online chat (synchronous computer-mediated communication, or SCMC) and found it reduced anxiety and encouraged meaningful conversations. Unlike videoconferencing, SCMC permitted learners to type at their own pace and save their messages, making it a helpful tool for language learning.

Traditional language teaching focuses on real-time conversations, where the instructor plays a central role [32], [10]. However, technological progress and distance learning have shifted the focus to the learners. Now, learners have more control over their studies, and instructors can tailor lessons to meet individual needs. [32] found that learners carefully chose learning materials when given options, but many struggled to understand their role in this new approach.

Interactions in online learning can occur between learners and content, learners and peers, or learners and instructors. For example, learner-to-content interactions are often guided by what instructors expect. [32] noted that online tools like email, chat, and audio tutorials make learning more interactive and dynamic, allowing real-time and delayed exchanges.

Several factors influence how learners behave in online language learning. [35] found that blended learning methods increase motivation and encourage independent learning. However, [16] observed that learners in online settings often skip classes or get distracted because of a lack of social accountability. [33] noted that learners who feel more connected in online sessions show better learning outcomes, with female learners reporting stronger feelings of connection.

This study focuses on how FL learners engage with online language learning, especially after the shift caused by the COVID-19 pandemic. In traditional classrooms, challenges like low confidence and motivation were already common and became more obvious in online learning. This research looks at how the environment, behavior, and cognitive factors influence learner success. It also explores ways instructors can better help learners in online and blended learning. The goal is to make learning more engaging and better.

Statement of Problem

With the emergence of multiple novel learning modes, learners are set to encounter few challenges in their study. This is because learners will need to familiarize themselves with a study environment that they are unaccustomed to on top of learning a new subject. In this case, learners are taking a lesson in a foreign language which by practice is already a difficult task while being in an online environment. This creates new learners' perceptions towards environmental, behavioral, and cognitive aspects of online learning.

A past study by [25], discussed similar concerns regarding the impact of online learning. The study focused on online learning environments on students' empowerment, learning behavioral participation and learning motivation and studying the correlation between the learning motivations. This study that has been participated in by 398 learners from a university in China found that the online learning environment did impact learners' empowerment, learning behavioral participation and learning motivation positively. This research also discovered that learners' empowerment is positively interrelated with learning behavioral participation. Besides that, both online learning environments and learning behavioral participation are indeed linked by learning motivation.

However, in Malaysia, there is a lack of studies regarding learners' perceptions towards environmental,

behavioral, and cognitive aspects of online learning especially in regard to French as foreign language. Hence,

this study is conducted to investigate if there is a relationship between environment on behaviour and cognitive components in online learning to learn French.

Research Questions

This study is done to explore learners' perception of online learning. Specifically, this study is done to answer the following questions;

1. How do learners perceive their environment in online learning?
2. How do learners perceive their behaviour in online learning?
3. How do learners perceive their cognitive factors in online learning?
4. Is there a relationship between environment, behaviour and cognitive factors?

LITERATURE REVIEW

Theoretical Framework

A.1 Social Cognitive Theory and Online Learning

Social Cognitive Theory

[8] developed the Social Cognitive Theory (SCT), which posits that learning requires a dynamic interaction between the learner's cognitive abilities, behaviour, and environment [30]. All three components are interdependent determinants, continuously influencing one another. Environmental factors encompass both social and physical contexts, which provide opportunities and social support. According to [29], a learner's environment can either interfere with or facilitate their learning process. Personal factors refer to the cognitive, personality, and demographic characteristics that shape an individual. According to [11], learners are active agents who influence their surroundings and also choose the environment in which they evolve. However, some factors can give learners positive learning experiences while others give them negative experiences [30].

Online Learning

Research interest in online learning and teaching escalates post the COVID pandemic. Online learning has become a standard practice, as many educators have shifted, from the traditional face-to-face methods to online or blended/hybrid learning. Amidst the fast changes in the post pandemic teaching and learning landscape, instructors want to know the effectiveness and weaknesses of online learning versus the traditional face-to-face methods. For instance, there was a study by [1] on the effectiveness of learning Japanese using the online learning platform Minato. The study found that Minato effectively aids Japanese language learners in adapting to online learning. It helps learners explore Japanese culture, expand their vocabulary, and improve their pronunciation. However, the success of learning a language online depends on several other factors. Apart from a good learning tool, there are also the human factors involved. Both instructors and learners play different roles in making the learning process successful. As mentioned by [19], the instructor plays a pivotal role in ensuring a successful online learning process. They need to plan and execute the learning activities well. Once this is attained, learners can begin to depend on their peers through social presence to maximize on their learning experience. Another important aspect in ensuring the success of online learning is learners' attitude and perception towards the technology used. As mentioned by [23], learner attitudes towards an online learning tool are influenced by their expectations about simplicity, usefulness, enjoyment, attitudes towards usage, behavior's impacting satisfaction, and the actual utilization of the system.

A.2 Benefits and Drawback of Online Learning

Benefits of Online Learning

Similar to physical classes, there are benefits and drawbacks to online learning. As for the benefits, there are

numerous benefits associated with online learning. According to [3], online learning gives learners a sense of growth, relatedness, and existence. Learners get a sense of existence through the flexibility to learn from home or wherever they are [34]. In another study, both [28] and [34] found that the learners are also highly motivated to learn and they have a stronger bond with their family as they are able to arrange their studies around their work and family life. Furthermore, online classes also give them the ability to focus in class and communicate freely [2]. Next are the economic benefits. The possibility of learning from a distance has made obtaining an education degree more affordable and time-saving compared to a regular on-campus degree [9]. With an internet connection and access to a computer, learners can enroll in any courses without the hassle of travelling to another city or country.

Drawbacks of Online Learning

Despite the many advantages, there are also drawbacks to online learning**.** According to [28], many learners dislike online classes due to the limited opportunities to interact with the instructor, and the learning environment doesn't provide sufficient knowledge and skills. In terms of career growth, learners pursuing an online professional course, such as an MBA, will miss the opportunity to network with their established alumni [9]. This can be a significant obstacle to professional growth, as having a strong network in business is crucial for success. Despite the cost savings mentioned earlier, there are hidden costs in distance or online learning, especially at the earlier stage of its implementation [28]. This is due to the infrastructure requirements, which include both software and hardware, as well as the preparation of adequate online teaching materials. The issue of inequality of opportunity in education was also mentioned by [14] especially for rural students with low purchasing power and limited access to the internet connection.

Past Studies

B.1 Past Studies on Benefits of Online Learning

A study about the benefits and challenges of online learning during COVID-19 was conducted [37] in 2020. The participants are 65 undergraduate learners from a university in Tetovo in North Macedonia. The instruments used are a questionnaire consisting of 15 items, an interview (12 learners were chosen from the 65 participants) and learner reflection paper during the online courses. The data from the study reveals that generally, the learners have a positive attitude towards online classes. The advantages of the online course exceed the disadvantages faced by learners during online classes.

Furthermore, [6] in their study also identifies the benefits and challenges of online learning. The instrument used is a questionnaire with 15 items regarding the advantages and disadvantages of online learning. The correspondents are 72 EFL learners from a higher learning institution in Saudi Arabia. The findings suggest that learners believe there are a lot of benefits from online learning such as easy access to material and retrieval of information in the form of recordings. But there are also some disadvantages caused by technical problems and lack of communication with instructors.

B.2 Past Studies on Drawbacks of Online Learning

Despite numerous benefits such as accessibility and flexibility, online learning also presents challenges to both instructors and learners. A study by [38], aims to reveal learners' challenges during online classes. A questionnaire with a mixed-method approach of YES/NO, open-ended questions and likert scale were distributed to 152 learners from a university in Malaysia. The data collected via google form was then analyzed. The result illustrates three issues with online learning, mainly lack of support systems, communications problems and lack of facilities.

Another study [17] also investigates the advantages and disadvantages of online learning in the context of higher education in Indonesia. The research method is a qualitative case study. The respondents are 100 learners and 20 instructors from Halu Oleo Kendari University. The data was collected through a questionnaire, an observation, and from documents. The findings reveal that the disadvantages of online learning at the university outweigh the benefits. Several aspects influence the success of online learning, such

as the social factors (peers and family), the adequacy of technological learning resources, and also the readiness of learners and parents towards online learning.

Conceptual Framework

Learning is the process of acquiring new knowledge. This process is an active one performed by the learners. According to [8]'s social cognitive theory, learning requires a dynamic interaction between the learners through their behaviour, interacting with their environment, thus improving their cognitive abilities. Some factors can provide positive learning experience while some give learners negative experience [30]. The three components in [8]'s social cognitive theory are scaffolded with [22]'s types of presence to reveal the conceptual framework in figure 1 below. This study explores the relationship of the Environment with learners' Behaviour and Cognitive factors. The environment is measured through learner-to-learner interaction. Learners' behaviour is measured through learner-to-instructor interaction while cognitive factors are measured through learner-to-content interaction.

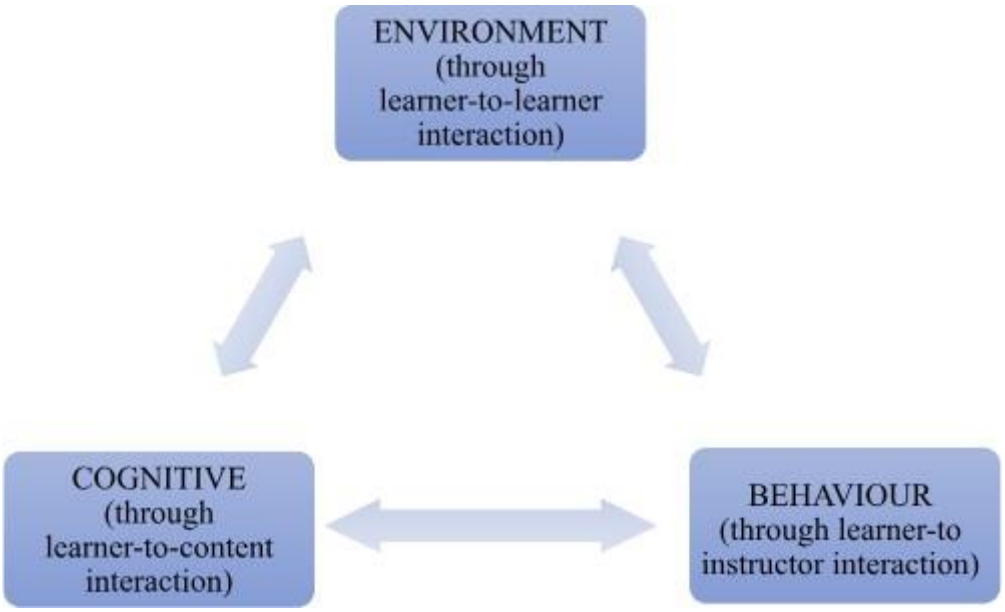

Figure I Conceptual Framework of The Study Relationship Between Environment on Behaviour and Cognitive Components in Online Learning

METHODOLOGY

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 120 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from [8] and [22] to reveal the variables in table 1 below. The survey has 4 sections. Section A has items on demographic profile. Section B has 6 items on learner-learner interaction. Section C has 8 items on learner-instructor interaction. Section D has 8 items on learner-to-content interaction.

TABLE I Distribution of Items in The Survey

Section	Components Of Sct (Bandura, 1986)	Type Of Interaction	No Of Items	Cronbach Alpha
B	Environment	Learner-To-Learner	6	.832
C	Behaviour	Learner-To-Instructor	7	.909
D	Cognitive	Learner-To-Content	8	.891
		Tot No. Of Item	21	.944

Table 1 also shows the reliability of the survey. Analysis was done on all variables. The analysis shows a Cronbach alpha of .832 for Learner-to-learner interaction, a Cronbach alpha of .909 for learner-to instructor and Cronbach alpha of .891 for learner-to-content. The overall Cronbach alpha of all 21 items is .944; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

FINDINGS

Findings for Demographic Profile

TABLE 2 Percentage for Q1 – Gender

No	Item	Percentage
1	Male	39%
2	Female	61%

As shown in Table 2, the demographic profile of the respondents, it emphasizes the gender distribution, male and female, within the study. Most of the participants are female, with the percentage of 61% in total, while males make up the remaining 39%.

TABLE 3 PERCENTAGE FOR Q2 – COURSE

No	Item	Percentage
1	Level 1	58%
2	Level 2	34%
3	Level 3	8%

The percentage for different courses, illustrated in Table 3, underlines the findings concerning the distribution of respondents based on their course levels: Level 1, Level 2 and Level 3. Most participants, 58%, are enrolled in Level 1 courses, followed by 34% in Level 2 courses, and a smaller proportion of 8% in Level 3 courses.

TABLE 4 Percentage for Q3 – Discipline

No	Item	Percentage
1	Science	31%
2	Social Science & humanities	69%

Table 4 highlights the percentage distribution of participants regarding their academic disciplines. Most of the participants are from Social Science and Humanities, 69%, and as for the remaining, 31%, are from science discipline.

TABLE 5 Percentage for Q4 – Internet Access

No	Item	Percentage
1	Slow	4%
2	Medium	73%
3	Strong	23%

As shown on Table 5, it outlines the percentage distribution of participants about the quality of internet access: slow, medium and strong. A majority of participants, 73%, stated having medium-speed internet access, while 23% reported having strong-speed internet access, and only 4% mentioned having slow internet access.

TABLE 6 Percentage for Q5 – Ict Skills

No	Item	Percentage
1	Beginner	14%
2	Intermediate	77%
3	Advanced	9%

Table 6 presents the percentage distribution of participants based on their ICT (Information and Communication Technology) skills. 77% of participants are identified as having intermediate ICT skills, while 14% participants are positioned at the beginner level, and 9% possess advanced skills

FINDINGS FOR ENVIRONMENT

TABLE 7 Mean for Learner-To-Learner Interaction

No	Statement	Mean	SD
L2LQ1	Does Collaborative Learning Promote Peer-To-Peer Understanding?	3.9	0.79053
L2LQ2	Are You More Likely to Ask for Help from Your Peers?	3.9	0.86153
L2LQ3	Do You Prefer to Be in The Same Group with Your Chosen Peer for Online Activities?	4.2	0.91176
L2LQ4	Do You Think That the Sense of Community Helps You to Engage in Online Class?	4.1	0.7864
L2LQ5	Do You Think Support from Peers Motivates You to Finish Tasks?	4.2	0.81581
L2LQ6	Do You Think That Support from Peers Prevents You from Dropping Out Of Course?	4.2	0.94376

Table 7 presents the mean values for learner-to-learner interaction. The questions, "Do you prefer to be in the same group with your chosen peer for online activities?", "Do you think support from peers motivates you to finish tasks?", and "Do you think that support from peers prevents you from dropping out of the course?" received the highest mean score of 4.2. The lowest mean score of 3.9 was observed for the items, "Does collaborative learning promote peer-to-peer understanding?" and "Are you more likely to ask for help from your peers?"

Findings for Behaviour

This section presents data to answer research question 2- How do learners perceive their behaviour in online learning? In the context of this study, this is measured by learner-to-instructor interaction.

TABLE 8 Mean for Learner-To-Instructor Interaction

No	Statement	Mean	SD
L2IQ1	Does your instructor's teaching style involve students' active participation?	4.4	0.73407
L2IQ2	Do you feel encouraged by your instructor to keep engaged in the online classroom?	4.2	0.842
L2IQ3	Does your instructor provide feedback from your previous assessment?	4	0.84995
L2IQ4	Do you feel feedback from your instructor on your performances	4.3	0.7503

	is clear and positive?		
L2IQ5	Does your instructor use more than two communication tools to stay connected with students?	4.2	0.7843
L2IQ6	Do you think that online platforms used by your instructor for your online class are effective and convenient?	4.3	0.75147
L2IQ7	Does your instructor maintain the ongoing interaction with students after online class?	4.2	0.79806

Table 8 shows the mean for Learner-to-Instructor Interaction. Item, "Does your instructor's teaching style involve learners' active participation?" scored the highest mean of 4.4. The second highest mean of 4.3, are for items, "Do you feel feedback from your instructor on your performances are clear and positive? and item, "Do you think that online platforms used by your instructor for your online class are effective and convenient?". Item, "Does your instructor provide feedback from your previous assessment?" scored the lowest mean of 4.

Findings for Cognitive

This section presents data to answer research question 3- How do learners perceive their cognitive factors in online learning? In the context of this study, this is measured by learner-to-content interaction.

TABLE 9 Mean for Learner-To-Content Interaction

No	Statement	Mean	SD
L2CQ1	Do you think that the synchronous activities (i.e. online discussion) could offer immediate assistance?	4	0.82859
L2CQ2	Do you think that the asynchronous activities (i.e. assignment) could offer immediate assistance?	3.9	0.82943
L2CQ3	Do you think the activities could improve the understanding of subject-matter?	4.1	0.71356
L2CQ4	Do you think the activities in online learning could improve your critical thinking skills?	3.9	0.81988
L2CQ5	Do you think you can use relevant knowledge wisely in the learning process?	4	0.73864
L2CQ6	Do you feel that the ease of online content is important?	4.1	0.76692
L2CQ7	Do you feel that it is important to get an overview of the content before the class begins?	4.2	0.76105
L2TQ8	Do you think that ODL gives more benefits than drawbacks?	3.7	0.94676

As shown in Table 9, it illustrates the mean scores for learner-to-content interaction, highlighting numerous aspects regarding online learning. The highest-rated statement, with a mean score of 4.2, accentuates the importance of gaining an overview of the content before class begins. Statements concerning the utilization of activities that could improve the understanding of subject-matter, and the simplicity of online content are important, both sharing the same mean score, 4.1. Synchronous activities as an immediate assistant and relevant knowledge used in the learning process, each consist of the same mean score, 4. As for asynchronous activities and usage of activities in online learning in improving critical thinking skills, both received a mean of 3.9. Perception towards online distance learning (ODL) in giving more benefits than drawbacks received the lowest mean score of 3.7.

Findings for Relationship Between Environment, Behaviour and Cognitive Factors

This section presents data to answer research question 4- Is there a relationship between environment, behaviour and cognitive factors.

To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is analyzed using SPSS for correlations. Results are presented separately in table 3, 4, 5 and 6 below.

TABLE 10 CORRELATION BETWEEN ENVIRONMENT AND BEHAVIOUR

	Environment	Behaviour
Environment	1	.709**
Sig. (2-Tailed)		0
N	120	120
Behaviour	.709**	1
Sig. (2-Tailed)	0	
N	120	120

**. CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED).

Table 10 shows there is an association between environment and behaviour components. Correlation analysis shows that there is a high significant association between environment and behaviour components (r=.709**) and (p=.000). According to [20], coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between environment and behaviour components.

TABLE 11 CORRELATION BETWEEN BEHAVIOUR AND COGNITIVE

	Behaviour	Cognitive
Behaviour	1	.704**
Sig. (2-Tailed)		0
N	120	120
Cognitive	.704**	1
Sig. (2-Tailed)	0	
N	120	120

**. CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED).

Table 11 shows there is an association between behaviour and cognitive components. Correlation analysis shows that there is a high significant association between behaviour and cognitive components (r=.704**) and (p=.000). According to [20], coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between behaviour and cognitive components.

TABLE 12 CORRELATION BETWEEN COGNITIVE AND ENVIRONMENT

	Cognitive	Environment
Cognitive	1	.710**
Sig. (2-Tailed)		0
N	120	120
Environment	.710**	1
Sig. (2-Tailed)	0	
N	120	120

**. CORRELATION IS SIGNIFICANT AT THE 0.01 LEVEL (2-TAILED).

Table 12 shows there is an association between cognitive and environment components. Correlation analysis shows that there is a high significant association between cognitive and environment components (r=.710**) and (p=.000). According to [20], coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive

correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between cognitive and environment components.

CONCLUSION

Summary of Findings and Discussions

This study examines learners' perceptions of their behavior, engagement, and cognitive factors within the online learning environment, particularly addressing interactions between peers, instructors, and content. In this context, learners view their online learning environment as collaborative and supportive, especially in relation to learner-to-learner interactions. For instance, this is consistent with a study conducted by [13]. Additionally, learners value the opportunity to work with peers of their choice during online activities. This observation aligns with findings from [7]. Moreover, peer support is considered essential for successfully completing tasks and plays a significant role in reducing dropout rates.

On the other hand, learners perceive interaction with instructors as a vital part of their online learning experience. In particular, they find the online platforms and technologies used in classes to be both effective and convenient. Furthermore, they appreciate the instructor's feedback, which is described as both clear and positive. Specifically, receiving feedback after evaluations is considered crucial by learners in the online learning process.

When it comes to engagement, learners' involvement in the online classroom is largely driven by encouragement from instructors. In fact, their motivation and participation are significantly influenced by interactions with the instructor [35]. Moreover, the use of multiple communication tools by instructors further enhances these interactions, leading to increased engagement. This finding is in agreement with studies by [33] and [4]. As a result, most learners expressed a strong desire to maintain ongoing communication with their instructors, even after live sessions.

Regarding cognitive factors, findings demonstrate that learners view their interaction with content as essential to their online learning experience. For example, they find it helpful when instructors provide an overview of the material before live sessions [36]. This perspective aligns with studies by [4] and [31]. Furthermore, learners believe that online learning activities offer a better understanding of the subject [16]. In addition, they emphasize the importance of the accessibility and simplicity of online content in virtual classes [32]. Specifically, they find synchronous activities, like online discussions, helpful for quick clarification and understanding. As a result, the knowledge gained from these activities helps them progress in the learning process.

Overall, learners view online learning as a collaborative and supportive experience, with positive interactions and effective feedback playing a crucial role in their motivation, engagement, and understanding of the content.

Pedagogical Implications and Suggestions for Future Research

To make online learning work well, it needs good planning, training for instructors, and support from institutions. For example, [4] and [31] said it is important to teach learners how to use online learning tools by giving clear instructions and demonstrations. This helps learners feel less confused and more confident. At the same time, instructors play an important role in guiding and supporting learners during online learning.

In the same way, [7] explained that foreign language instructors need regular training to better understand how to teach online. For instance, instructors who are new to digital tools can combine traditional classes with online platforms to create a balanced learning environment. Additionally, instructors can help learners meet their learning goals by creating group tasks that fit their needs.

Moreover, [31] pointed out that learners need clear instructions and regular support in online learning. She suggested using a mix of online and face-to-face classes, called blended learning, for a more complete learning

experience. Furthermore, universities should support both instructors and learners by providing resources and better technology. As a result, it is important for university leaders to take online learning seriously and make it a priority.

In addition, [4] said online materials should use different teaching methods to help learners study better. Good online content should have interactive tools like quizzes and feedback so learners can check their progress and

practice their skills. Also, the content should match the learners' skill levels and highlight the most important information to keep them focused.

Before starting, instructors can ask questions to help learners think about what they already know and understand what they will learn. Moreover, using different ways to explain lessons can help learners remember things better. Explaining why lessons are important and how they can help learners motivates them and makes learning more meaningful.

In this regard, [36] suggested that researchers should look into new ways to improve online learning. For instance, they could study hybrid learning models, where classroom and online learning are combined, or explore how to teach languages that are less commonly taught. Research could also focus on how classroom lessons, self-study, and online activities work together to improve learning.

Another key area is how technology can help learners study languages that use different writing systems, like Korean or Arabic, while also teaching them about other cultures. [36] and [5] highlighted the need to study how technology affects learning and teaching methods. Therefore, it's important to balance course content, activities, and teaching quality to make online learning more effective.

However, even though online learning has many benefits, it also faces challenges. For example, creating high-quality learning environments can be difficult. Sometimes, people expect too much from new technologies, which can lead to disappointment. Also, some learners take longer to adjust to online learning.

In conclusion, every teaching method has its strengths and weaknesses, depending on the situation. For this reason, problems like keeping learners motivated, engaged, and helping them understand why lessons matter must be addressed. Solving these problems is essential to improving online learning [31].

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