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The Impact of Interaction on English Online Learning Satisfaction and Continuous Learning Intention of Chinese EFL Students

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Abstract: Online education continues to play a significant role in the information age marked by rapid technological advancement, with learning satisfaction and continuous intention to being key indicators of its success. This research utilized a questionnaire to explore how different online interaction methods affect EFL college students' satisfaction and their willingness to continue learning English online. Findings indicate that students generally have positive experiences with online interactions in English learning, and these interactions are strongly linked to their satisfaction with online learning. The study identified four types of online interactions-teacher-student, student-student, student-content, and student-interface-each significantly predicting both satisfaction and the intention to continue learning. The study concludes with strategies to enhance online interaction based on the study's results and learner characteristics, aiming to boost both satisfaction and the desire to continue learning.

Keywords: English Online Interaction, Online Learning Satisfaction, Continuous Learning Intention.

1. Introduction

1.1. Literature Review

The advancement of technologies like artificial intelligence, big data, and cloud computing is driving a new educational revolution. Online education offers greater openness, transcending traditional time and space constraints and diversifying teaching resources and methods. However, its effectiveness is often hampered by issues such as inadequate interaction, classroom management challenges, and low student engagement. High dropout rates and low engagement levels are common, with statistics showing dropout rates more than 83%. Even when students have a favorable view of online courses, a lack of interaction and enthusiasm can diminish their motivation over time. The intention to continue learning is a critical measure of the autonomy and effectiveness of online learners. Thus, enhancing this intention is a pivotal research area in online education. Previous studies have examined various factors affecting this intention, including teachers, course content, student characteristics, and technology, but there has been less focus on the role of online interaction. This study addresses this gap by investigating how online interaction influences college students' satisfaction and their intention to continue learning, based on their subjective perceptions, experiences, and evaluations of the course.

1.2. Online Interaction

The online interactive teaching model leverages internet platforms and multimedia technologies to facilitate real-time or asynchronous interactions between teachers and students, and among students, to achieve educational objectives. Zhu et al. (2021) developed a comprehensive online interactive teaching model for college English using Tencent Classroom and MOOC resources, which enhances student self-learning and teacher-student interaction through real-time activities before, during, and after class. This model aims to stimulate student interest and increase communication.

Moore's interaction theory outlines three types of interactions in online education: teacher-student (TS), student-student (SS), and student-content (SC). TS includes all communications between teachers and students during online sessions. SS involves discussions and collaborative activities among students, which can occur with or without teacher presence, encompassing both social and cognitive aspects. SC refers to students actively engaging with learning materials, leading to changes in their understanding and cognitive structures. Hillman added a fourth type, student-interface interaction (SI), which involves learners using technology interfaces to interact with knowledge resources, teachers, and peers. This approach enhances engagement, collaboration, and teaching efficiency, marking a significant shift from traditional methods.

1.3. Online Learning Satisfaction

The concept of satisfaction, which is originally a business concept, refers to learners' perceptions of the quality of services provided by online programs in the context of online learning, as measured by their feelings of pleasure and fulfillment. High satisfaction is often linked to the perceived usefulness of these services. In online education, satisfaction can be seen as learners' evaluation of the service quality of online platforms and their perception of how well their learning needs are met. This represents a value judgment on the overall quality of the online educational experience.

Previous research has explored various factors influencing student satisfaction. Xu and Wei (2018) found that university students generally had high satisfaction with advanced English online courses. Li et al. (2016) identified learning motivation, atmosphere, and interaction behaviors as key factors directly affecting satisfaction. These studies highlight the diverse perspectives and multiple factors influencing learner satisfaction, including motivation, attitude, and learning style. Satisfaction is a crucial factor influencing users' continued engagement with online learning platforms (Sun, 2017).

1.4. Continuous learning intention

Drawing from the information systems field, continuous learning intention can be understood through the Expectation Confirmation Model (ECM), which defines it as a user's decision to continue using an information system after initial use. In education, this translates to the learner's intention to continue using educational tools. Research on MOOC learners' continued learning intention defines it as the intention to continue using MOOCs and to recommend them to others. Similarly, Wang defines it as the intention to engage in online learning again after previous experiences. Studies on non-English major graduate students in blended English learning found that satisfaction and expectation confirmation significantly impact the intention to continue learning (Chen, 2022). Research on university students' online English learning also found that perceived usefulness and expectation confirmation indirectly affect this intention through satisfaction (Tan et al., 2020).

1.5. Social Constructivism

Social constructivism, which is a teaching theory for the information age, emphasizes the role of social culture and environment in individual knowledge construction. It posits that knowledge results from interaction and negotiation within social groups. In this framework, teaching involves continuous interaction and negotiation between students and teachers, with students as active constructors of knowledge and teachers as facilitators and coordinators. In online learning, students build knowledge through interaction with the online environment, teachers, peers, and materials, making online teaching a constructivist process where new knowledge is formed through dialogue, reflection, and coordination.

2. Research Design

2.1. Research Questions

This study explores the perspective of learners to analyze the English online learning interaction, satisfaction, and continuous intention of college students in online English courses. It investigates the impact of online learning interaction experience on learning satisfaction and continuous learning intention, addressing the following research questions:

(1) What is the current situation of college students' online interaction experiences, online learning satisfaction and continuous learning intention in English learning?

(2) What are the relationships among college students' online interaction experiences, learning satisfaction and continuous learning intention in English learning?

(3) To what extent does online learning satisfaction possibly mediate the relationship between students' online interaction experiences and continuous learning intention in English learning?

The previous research often combines one type of interaction with other factors to explain online English learning satisfaction or continuous intention. However, a comprehensive research is needed on the mechanisms of all four types of interactions. This indicates that further exploration is needed to understand how online interactions affect satisfaction and continuous learning intentions. While factors such as self-perception, self-efficacy, teacher support, and peer cooperation have been widely recognized as influencing online English learning satisfaction and continuous learning intentions, the impact of interactive teaching modes on these outcomes has received less attention, highlighting the need for additional research.

This study investigates the correlation between college students' online interaction experiences and online learning satisfaction in English learning based on whether the four different interaction modes have a significant effect on online learning satisfaction. Regarding the impact factors of continuous learning intention, online learning satisfaction is considered the most important and widely recognized factor, often used as a mediating variable, with a positive predictive effect on continuous learning intention.

2.2. Research methods

This study collected data through a questionnaire survey. According to the principle of convenience sampling and to minimize errors due to differences in majors, a random sample survey was conducted among college students at a university in East China. The questionnaire consisted of two parts. The first part collected basic information about the participants. The second part was the main body of the questionnaire, including scales for online teaching interaction, satisfaction, and continued learning intention. A pilot test was conducted to ensure reliability and validity. The questionnaire comprised six dimensions: teacher-student interaction (4 items), student-student interaction (4 items), student-content interaction (4 items), student-interface interaction (4 items), online learning satisfaction (3 items), and continuous learning intention (3 items), totaling 22 items. A Likert 5-point scale was used, ranging from strongly disagree (1 point) to strongly agree (5 points). The survey included four sections: personal information, an English online learning interaction experience scale, an English online learning satisfaction scale, and a continuous learning intention scale.

The English online learning interaction experience scale was adapted from Kuo's "Online Course Teaching Interaction Scale (2014)", covering four dimensions: teacher-student interaction, student-student interaction, student-content interaction, and student-interface interaction. It used a Likert 5-point scale for scoring, with Cronbach's alpha reliability coefficients of 0.923, 0.916, 0.853, and 0.869 for each subscale, respectively. The English online learning satisfaction scale was adapted from Scale Items and Exploratory Factor Analysis (Bhattacherjee, 2001). It used a Likert 5-point scale for scoring, with high internal consistency for the online learning satisfaction scale (Cronbach's $\alpha = .863$) and the continuous learning intention scale (Cronbach's $\alpha = .888$). Through the analysis of 70 pilot-tested questionnaires, 4 invalid questionnaires were identified and removed.

To address the research questions, SPSS 25.0 and Amos 24.0 were used to conduct reliability and validity tests, descriptive statistics (including normality testing), correlation analysis, and to explore the predictive role of online learning interaction experiences on satisfaction and continuous learning intentions.

3. Research Results

3.1. Current State of Online Interaction Experiences, Satisfaction, and Continuous Learning Intentions

The research results show that the average score for online learning satisfaction is 3.9. This indicates that college

students have a high level of satisfaction with their English online learning. Overall, the students have a positive experience with English online learning interactions, but there exist differences in their experiences across the four interaction aspects. Specifically, the score of teacher-student interaction is 4.10, the next is student-content interaction (3.70). Then the score of student-technology interaction is 3.90. The lowest is the score of student-student interaction that is 3.60. Based on the Pearson analysis results, all four dimensions of online learning interaction experience show a significant correlation with online learning satisfaction and continued learning intention respectively. Among them, teacher-student online interaction gets the highest correlation with online learning satisfaction (Table 1).

Table 1. Descriptive Analysis of Online Interaction, Learning Satisfaction and Continuous Intention

	mean	std	min	25%	50%	75%	max
ST	4.1	0.758	1.00	3.50	4.00	4.50	5.00
SS	3.6	0.849	1.00	3.00	3.50	4.00	5.00
SC	3.9	0.735	1.00	3.50	4.00	4.50	5.00
ST	3.7	0.803	1.00	3.00	3.50	4.00	5.00
LS	3.9	0.737	1.00	3.50	4.00	4.50	5.00
CI	3.8	0.741	1.00	3.00	4.00	4.50	5.00

The average score for English online learning satisfaction among the college students is close to 4.00, which shows that college students have a high level of satisfaction with online English learning. The score for student-student interaction experience is relatively low (3.60), indicating that actual online interactions among students are limited. This highlights the negative impact of the spatial-temporal separation of online teaching on peer and emotional interactions. The score for student-technology interaction experience is relatively lower (3.70), suggesting that online learning platform can enhance human-computer interaction experience and students should adapt the online learning. The score for student-content interaction experience is higher (3.90), showing that most students find the proper materials engaging in understanding the course content and have abilities for using multi-modal online materials. The score for teacher-student interaction experience is the highest (4.10). This reflects that English teachers have adapted well to the online teaching mode. They can provide diverse English learning materials through the online teaching platform, thereby facilitating students' online interaction with the learning content. Online learning satisfaction and continuous learning intention are in the medium to high range, suggesting that the online interactive teaching model needs some level of enhancement in order to make the better experience for students.

3.2. Correlations among Online Interaction Experiences, Satisfaction, and Continuous Learning Intention

All four interaction modes not only directly enhance online learning satisfaction but also indirectly strengthen students' continuous learning intentions. Online learning satisfaction is also a significant predictor of students' willingness to continue learning in the future.

Teacher-student interaction shows the strongest correlation with satisfaction (0.72), indicating that positive interactions boost motivation and improve understanding of course content, thereby increasing satisfaction. Student-student interaction correlates at 0.64, which indicates that student-student interaction facilitates knowledge sharing and exchange, which enables students to receive more support and feedback during the learning process, thus improving their learning experience. Student-content interaction has a correlation of 0.71, highlighting that engaging and challenging content improves satisfaction by encouraging students to invest time and effort. Student-interface interaction correlates at 0.63, showing that a friendly and easy-to-use interface can reduce operational barriers and facilitate learning efficiency and satisfaction. A user-friendly e-learning platform allows students to focus more on the content rather than being distracted by technical problems (Table 2).

Table 2. Correlation Matrix of Online Interaction, Learning Satisfaction and Continuous Intention

	ST	SS	SC	ST	LS	CI
ST	1					
SS	0.56**	1				
SC	0.64**	0.58**	1			
ST	0.59**	0.62**	0.61**	1		
LS	0.72**	0.64**	0.71**	0.63**	1	
CI	0.68**	0.60**	0.67**	0.58**	0.85**	1

** Correlation is significant at the 0.01 level (2-tailed).

In addition, all four interaction modes were significantly correlated not only with online learning satisfaction, but also with a high correlation between continuous learning intention. This suggests that a good online interaction experience not only directly enhances current learning satisfaction, but also positively influences future learning behavior. The correlation between online learning satisfaction and continuous intention is 0.85, proving that higher learning satisfaction can facilitate continuous intention directly and improve English achievement indirectly.

3.3. Mediating Role of Online Learning Satisfaction between Interaction Experiences and Continuous Intention

Table 3. Analysis of Total and Direct Effect of Online Interaction, Learning Satisfaction and Continuous Intention

	Effect(s)	Effect	se	LLCI	ULCI
ST	Total effect	0.60	0.09	0.50	0.70
	Direct effect	0.15	0.05	0.05	0.25
SS	Total effect	0.50	0.09	0.40	0.60
	Direct effect	0.10	0.04	0.05	0.15
SC	Total effect	0.55	0.09	0.45	0.65
	Direct effect	0.12	0.06	0.05	0.20
ST	Total effect	0.45	0.09	0.35	0.55
	Direct effect	0.08	0.03	0.03	0.13

To explore how online interaction modes influence continuous learning intentions, Structural Equation Modeling (SEM) was used to analyze standardized coefficients, model fit ($\chi 2/df < 3$, RMSEA < 0.08, CFI/TLI > 0.90), and indirect effects. This indicates that both teacher-student interaction, student-student interaction, content design, and interface friendliness can effectively enhance students' online learning satisfaction. Further analysis reveals that online learning satisfaction has a significant positive effect on the continuous learning intention, with a regression coefficient of 0.75 and a standard error of 0.07. This result further confirms the importance of online learning satisfaction as a mediate

variable, which not only reflects the current learning experience, but also serves as an important predictor of future learning behavior.

The total effect of all four interaction modes on the continuous learning intention was significant, with regression coefficients of 0.60, 0.50, 0.55, and 0.45, respectively, and a standard error of 0.09 (Table 3). This suggests that a good online interaction experience not only directly enhances the willingness to continue learning, but also indirectly strengthens this willingness by increasing online learning satisfaction. It is worth noting that the direct effects of all four interaction modes on continuous learning intention, although significant, are small in effect size. Specifically, the regression coefficient for four interaction mode is 0.15, 0.10, 0.12 and 0.08, with a standard error of 0.05, 0.04, 0.04 and 0.03. This suggests to us that, although the direct effect exists, its influence is relatively small, and more influence is realized through the mediating variable of online learning satisfaction. According to the Sobel test, the indirect effects of four interaction modes on the willingness to continue learning are 0.49, 0.41, 0.45, and 0.38 ($z>1.96$, $p<0.001$), respectively (Table 4). And their confidence intervals do not contain 0, which indicates that these indirect effects are highly statistically significant and the mediating effects are statistically significant.

Table 4. Results of Bootstrap Test for the Mediating Role of Learning Satisfaction Between Online Interaction and Continuous Intention

		Effect	se	z	p	LLCI	ULCI
ST	**Indirect effect(s)**	0.49	0.0595	8.17	.0000	0.35	0.65
SS		0.41	0.0587	6.83	.0000	0.30	0.55
SC		0.45	0.0573	7.50	.0000	0.32	0.58
ST		0.38	0.0551	6.33	.0000	0.25	0.50

From the results of the analysis, it can be seen that all four interaction modes have a significant effect on continuous learning intention. The significant effects of student-student interaction and student-interface interaction are weaker compared to teacher-student interaction and student-content interaction. Therefore, the online teaching mode should encourage cooperative learning among students, and promote student-student interaction through group discussion, project cooperation, etc. At the same time, educational platforms and technology developers should focus on the user experience, provide simple and easy-to-use interfaces and reduce the technical barriers so that students can learn more smoothly, thus increasing their satisfaction and willingness to continue learning.

4. Discussion

4.1. Balancing Teaching Leadership and Student-centered Learning

Research has demonstrated that the provision of learning, technical, emotional, and cognitive support by instructors significantly influences online learners' motivation to persist in their studies. Consequently, teachers should leverage these forms of support to foster self-regulated learning behaviors among students. For instance, in the realm of learning support, instructors should assume the dual roles of supervisor and guide. When students exhibit slow progress or fail to meet assignment deadlines, timely reminders via email can help maintain their engagement. Given the absence of face-to-face interaction in online learning, proactive guidance and monitoring by teachers are crucial. Instructors should anticipate potential challenges based on their teaching experience or students' past performance and address queries promptly to reinforce positive learning behaviors. In terms of technical support, teachers should assist students in resolving operational or technological issues. Additionally, they should design online courses thoughtfully, employing student-centered strategies such as problem-based learning, inspirational approaches, contextualized content, and exploratory activities. Emotional support involves addressing students' psychological needs and providing encouragement, thereby enhancing the quality of teacher-student interactions. On the other hand, cognitive support requires teachers to continuously expand their professional knowledge and foster students' ability to innovate. By utilizing diverse teaching methods and strategies, instructors can provide visual and cognitive scaffolding to aid student understanding.

Within online teaching platforms, institutions should emphasize student-centered interaction and promote collaborative learning models to enhance peer-to-peer engagement. For example, teachers can design group assignments that encourage mutual support, leveraging the positive ripple effect of peer influence. Drawing on Bandura's theory of observational learning, which identifies three types of reinforcement-direct, alternative, and self-reinforcement-alternative reinforcement occurs when observers emulate the behaviors of role models. Thus, peer influence can directly shape students' intentions to continue learning online. This process requires collaboration between online platforms and instructors. Platforms should establish dedicated communication spaces for students to share resources and insights, fostering an active learning community. Meanwhile teachers can organize regular reflection and discussion sessions tailored to course content, assigning roles such as data collector, report writer, or spokesperson to cultivate teamwork skills. Clear task guidelines and assessment criteria should be established to ensure project success, and regular progress updates should be scheduled to allow groups to present their work and receive feedback, thereby strengthening peer.

4.2. Optimizing Course Content and Interface Design

The content of online courses is predominantly delivered through digital interfaces, where student-content interaction and student-interface interaction are inherently intertwined. The interaction between students and course content serves as a fundamental prerequisite for information acquisition and knowledge consolidation, while also playing a pivotal role in stimulating learner motivation and fostering deep learning. It is crucial to recognize that online education is not merely a digital replication of traditional classroom teaching, but rather requires careful analysis to specific instructional contexts.

The implementation of contextualized content can bridge

the gap between theoretical knowledge and real-world applications, thereby enhancing students' comprehension and practical utilization of learned materials. For instance, in English language education, the simulation of business negotiation or travel-related conversations can significantly enliven the learning process. Furthermore, the provision of diversified learning materials tailored to students' varying proficiency levels ensures that each learner can access content appropriate to their individual needs. The integration of advanced technologies such as Augmented Reality (AR) and Virtual Reality (VR) serves to enrich the presentation of instructional content and augment the attractiveness of learning contexts. Through the analysis of students' learning progress and personalized data profiles, customized learning content can be systematically delivered to accommodate diverse requirements, thereby optimizing learning outcomes. Specific implementation strategies may include the design of topical discussions or writing assignments related to current events, as well as the creation of immersive learning environments through virtual reality technology, such as historical reenactments or international conference simulations.

Empirical research indicates that the usability, interactivity, and entertainment value of online learning platforms exert direct and indirect influences on learners' sustained engagement. Consequently, the design of these platforms should prioritize the enhancement of these characteristics, transforming online learning into an intrinsic motivator that fosters autonomous learning capabilities and cultivates lifelong learning habits. Regarding usability strategies, online platforms should develop English learning functionalities that cater to individual learner needs. This may involve the incorporation of intelligent technologies, such as companion learning robots that facilitate human-like interaction experiences. It can support multiple interaction modalities including text recognition, touch screen interfaces, and voice commands, thereby providing students with diverse control options.

In terms of interactivity strategies, online learning platforms should proactively offer various interaction channels, such as chat features, discussion forums, live class pop-ups, and instant quizzes, enabling real-time interaction between students, instructors, and peers across both asynchronous and synchronous learning environments. As for entertainment strategies, platforms should maintain the principle of integrating entertainment with educational functions, allowing students to acquire knowledge through engaging operational methods and learning experiences. This can be achieved through the implementation of content-related entertainment activities, such as knowledge quizzes, educational games, and peer challenges, complemented by additional incentive mechanisms to enhance students' sustained engagement in online learning.

5. Conclusion

With the rapid advancement of internet technology, online education has undergone significant transformation, becoming increasingly accessible and convenient. The evolution from the initial distribution of prerecorded learning materials through web platforms to the current paradigm of instant, ubiquitous learning via mobile networks and devices has substantially enhanced the efficiency of online courses. In the context of online English instruction, teachers must adhere to the pedagogical principle of "student-centered, teacher-guided" approach. While maintaining their instructional leadership, teachers should thoroughly consider students' cognitive subjectivity. It is essential to actively facilitate and motivate students to participate in high-quality online interactions and collaborative activities, fostering self-directed and exploratory learning while enhancing their self-efficacy in the online learning environment. This approach ultimately aims to improve college students' satisfaction with online English education and strengthen their sustained learning motivation.

This study presents several limitations that warrant consideration. Primarily, the questionnaire sample was exclusively drawn from students at a single university, potentially limiting the generalizability of findings due to insufficient consideration of geographical and institutional diversity. Furthermore, the measurement of independent variables predominantly relied on students' subjective perceptions and experiences, lacking triangulation with teacher perspectives or objective interaction metrics such as forum participation rates and discussion frequency. Future research endeavors should expand the sampling framework to include a more diverse population and incorporate a broader range of independent and mediating variables to enhance the robustness and comprehensiveness of the study.

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