# Language learning in the Digital Age: teaching presence & pedagogy in virtual EAP classrooms

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## Abstract

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

## 1. Introduction

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

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

Virtual learning can support students both on and off-campus, which supports students who find it difficult to attend lectures due to distance or time restrictions. It is accepted that working in a virtual learning environment is stimulating and has easy access even the materials that are very appealing for both teaching and learning. The most significant advantage of virtual learning platforms like Moodle is that teachers and learners need one login

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and only one user interface. Moreover, teachers/instructors benefit from editing the courses and controlling learners enrolled for that particular course (Warth-Sontheimer, 2011). Even when giving feedback, all the modules are set to allow both learners and teachers to provide their feedback quantitatively or qualitatively (Brandle, 2005).

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

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

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

To what extent the teaching presence and pedagogy are effective in the CALL platform for enhancing ESL learners' academic writing skills?

### 1.1. *Theoretical Foundation*
### 1.2. *Community of Inquiry Framework*

According to Garrison, Anderson and Archer (2000), a very satisfactory education occurs within a community of inquiry consisting of teachers and students. Education takes place due to social, cognitive, and teaching presence. In the current study, only the teaching presence in virtual learning environment was focused.

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

Table 1
*Community of Inquiry Coding Scheme (Garrison et al., 2000, p. 89)*

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

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

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

## 1.2. Literature Review
### 1.2.1.English for Academic Purposes

With globalization, most non-native speakers, immigrants and refugees gain university entrance in countries where English is spoken L1. For them, EAP was an unfamiliar concept, and this was one major reason for the rapid increase of the value for EAP. Another major influence for the increased

popularity and acceptance of EAP is English as an instructional mode in universities situated in countries where English is spoken as an L2 or third language. Most international tertiary level students globally undertake EAP courses that help immensely in completing their academic programmes successfully. Furthermore, EAP plays an essential role in theory development and innovative practices in teaching ESL/ other languages (Hyland, 2006).

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

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

EAP as a means of discipline, as research activity and as addressing issues in teaching, materials development and curriculum planning is proving itself to be a very flexible and extensive field that greatly supports understanding the different ways language is used in academic communities (Bruce & Lyons, 2015). Competency in EAP writing supports mastering technical and formal aspects of the genres and improves thinking more abstractly. Moreover, getting the tacit conventions in EAP writing is the prerequisite for membership in the academic discourse (Jou, 2017).

### 1.2.2. *Curriculum Development for EAP*
The primary objective of designing an EAP course is "to assist academically-oriented L2 learners in gaining the literacy and skills necessary to navigate a diverse range of complex academic discourses and be successful participants in the academy" (Lee & Subtirelu, 2014, p. 01). Designing a syllabus, teaching it to the students and learning it is a complex process (Nunan & Lamb, 1996). Thus, language lecturers and syllabus designers should prioritize the needs of the ESL learners before setting a syllabus for academic writing (Chou, 2011).

Needs, aims, means and variables are the most significant factors considered when designing an EAP syllabus (Jordan, 1997).

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

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

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

### 1.2.3. Virtual Learning

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

In the early 1990 internet was introduced, which followed so many tools and products to make full benefits out of the new emergence. The mid- 1990s marks when the academic crowd started to use virtual learning platforms that targeted to better facilitate both teaching and learning across the internet (O' Leary, n.d). Computer-mediated communication, which came into the field in the 1960s has become popular in the last five years.

Many educators want to take advantage of the benefits offered by the internet to support their teaching activities. Working in virtual learning platforms is stimulating and has easy access even for the very appealing materials for both parties. Virtual learning can also support students both on and off-campus, which supports students who find it difficult to attend lectures due to distance or time restrictions (Warschauer, 1996).

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

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

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

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

Materials designed to be learnt in CALL can be either existing materials or materials prepared specially for teaching in CALL (Beatty, 2010). The materials should support learners' "linguistic knowledge, content interests, learning style, and metalinguistic awareness" (Chapelle, 2006, p. 78), but this mainly depends on how the CALL materials fit the needs of the learners. Chapelle (2001) defines learner fit as "the amount of opportunity for engagement with language under appropriate conditions given learner characteristics" (p. 55). There are four principles to be considered before designing CALL materials. Initially, the teachers should have a proper understanding of the linguistic difficulties of the learners, second is to select the relevant content to be taught, and third is to teach and interact with the learners in a way that enhances their learning style and finally to recommend learners to do further studies after going through their assessments.

CALL should be applied and used properly because its effectiveness depends on the message instead of the medium (Warschauer, 1996). A study that Ramachandran conducted (2004) focusing on integrating technology in improving ESL learners' EAP literacy skills at the University of Toronto indicates that technology supports improving the participants' critical thinking and logical conclusions. Furthermore, the use of computers and the internet supported the participants in enhancing their collaborative skills, which positively impacted their academic literacy skills. With nine ESL undergraduates from a major Midwestern research university, Hegelhemier

(2006) conducted a study to investigate the effectiveness of *i*WRITE, an online resource, in improving ESL learners' grammar competency in academic writing. The findings indicate that working in the online programme improved participants' competency in grammar. They were very positive in their attitude towards technology for improving accuracy in grammar. In conclusion, it is mentioned that more research is needed to investigate the utility value of resources like *i*WRITE and the effectiveness of integrating electronic resources in language teaching and learning.

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

## 2. Methodology

### 2.1    Participants and Context

The study participants were chosen from the General Sir John Kotelawala Defence University (KDU) in Sri Lanka, a state university that the Ministry of Defence governs. The participants were selected from the Faculty of Allied Health Science (AHS) mainly because AHS is the only Faculty that has only local day scholars who speak English either as an L2 or third language. If there had been international students whose L1 is English in the sample, the researcher would not have been able to achieve her main research objective, gauging to what extent there is an improvement in the academic writing skills of ESL learners.

### 2.2. Research Design

For the research design, Switching Replications (SR) was adopted. This hybrid experimental design is considered one of the strongest experimental designs (Martella, Nelson & Marchand, 1999). SR is a two-group design consisting of treatment and control groups with random subjects and three waves of measurement, as shown in Figure 1.
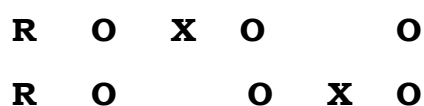
**R    O    X    O        O**

**R    O        O    X    O**

*Figure 1.* Switching Replications Design (Trochim & Donnelly, 2015, p. 171)
R= random sampling X= intervention O = observation

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

### 2.3. Procedure

The current study was conducted without disturbing the participants' ongoing two-hour language learning programme. Initially, after getting the consent of the participants, they were divided into two groups using the random assignment method. After that, both control and treatment groups were given a needs analysis and a learner analysis. In the third week, a presentation on research design, procedure, and study objectives was given to both groups. Collaboration among participants in EAP writing skills was encouraged by guiding them to use the five elements in Johnson and Johnson's (1986) Social Interdependence theory.

Before the first phase, only the original treatment group was guided on how to work in Moodle, but the original control group (Group B) was assured that they would also experience the same programme after the switch in the second phase. A pre-test was given for both groups before the intervention. From week four to week seven, participants were allocated to the first phase, in which group A got the treatment while group B worked for in-class. After each lesson, they completed an assignment. Mid-test was given for both groups at the end of the first phase. Week eight was allocated to complete the post-questionnaire and community of inquiry survey and interview the twelve randomly selected participants.

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

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

### 2.3.1. EAP Writing Materials

"Knowledge of the students and their needs, a set of goals and objectives and a personal view of the nature of language and learning" (Nunan & Lamb, 1996,

p.45) were considered when designing and planning the syllabus for the current study. As Jordan (1997) states, needs, aim, experience and motivation of students, their attitudes and expectations, need for variety, a belief in learning by doing, and feedback of the previous courses were also focused. The process of identification and designing the materials according to the needs of the participants consisted of four steps as shown below:
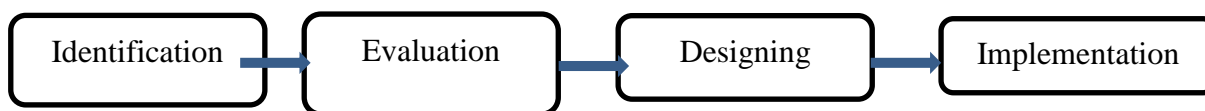


*Figure 2.* the process of identification and designing materials

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

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

### 2.3.1.3. Designing
The evaluated result was used to design the EAP writing materials. Jordan (1997) and Baily (2011) were mainly referred to when selecting the sub-skills in EAP writing.

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

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

After the Introduction to EAP Writing, the lessons were also uploaded during the relevant week. The uploaded lesson materials, videos, and activities were used to understand the chosen topics to the participants comprehensively. Specific objectives were mentioned under each lesson, and the forum facility was opened to make the participants communicate with their group members and discuss and complete the given activity/s. The first two lessons are given below to show how the lessons were uploaded into Moodle.
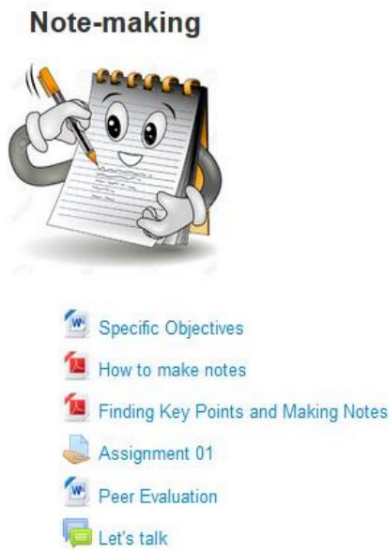
*Figure 3.* Lesson one                    *Figure 4.* Lesson two

*2.5. Data Collection Instruments*

A learner analysis questionnaire collected demographic information on the participants' first-year language learning experience and computer experience. Participants' present situation in writing, target situation in EAP writing and the strategy/s that they need in learning EAP writing skills were collected through a needs analysis. Community of inquiry surveys and interviews were used to measure participants' satisfaction with virtual teaching presence and pedagogy.

Finally, the data were analyzed qualitatively.

## 3. Findings and Discussion
### 3.1.        First Phase

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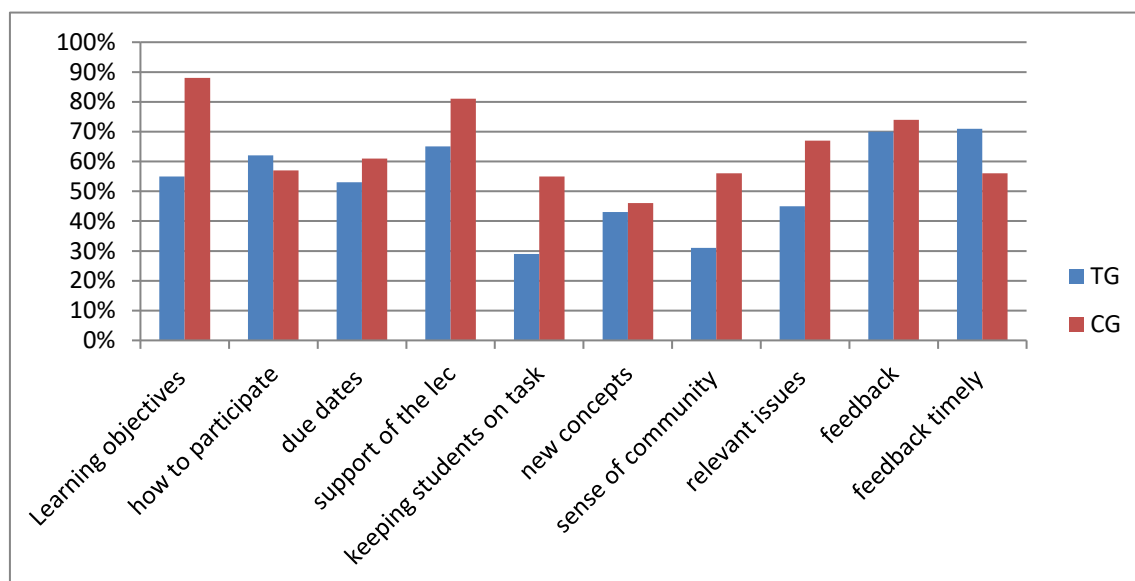
*Figure 5.* Teaching presence in phase one

### 3.2. Second Phase

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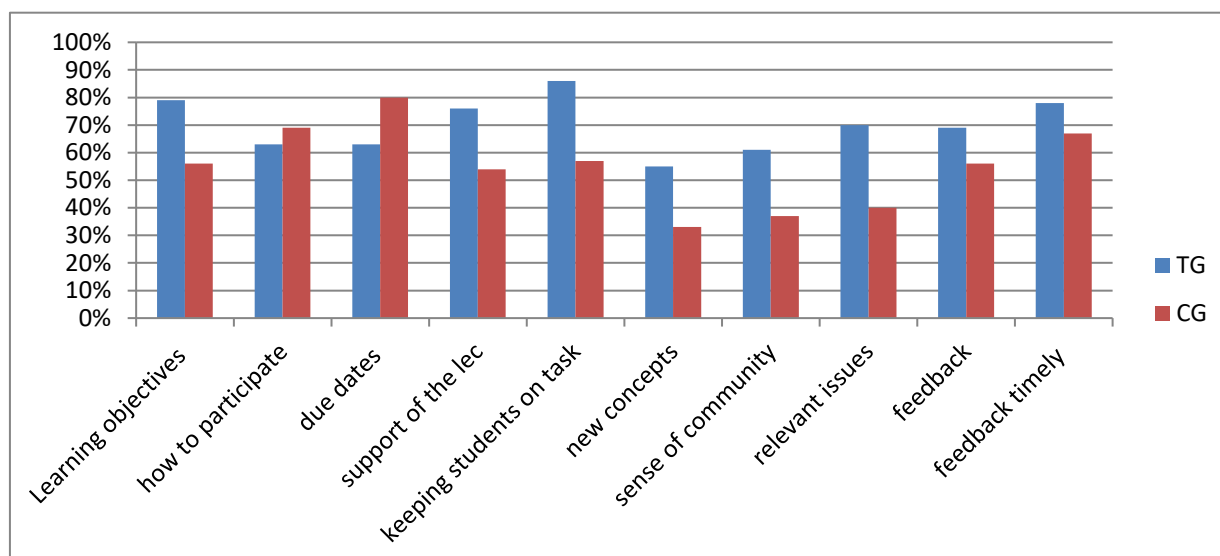


*Figure 6.* Teaching presence in phase two

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

was 55%, and in-class; it was 78%, and the disparity between the average scores was 23%.

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

For getting feedback also the participants preferred teaching presence in-class more than online. According to them, getting feedback when the lecturer is in class is more convenient than online. As the researcher perceives, the students must have more practice to take more responsibility for their learning than relying on their teacher very often. Hence, online would be an ideal platform where the lectures can allocate extra work for students to complete off-campus in a learner-centred environment. This agrees with Hyland (2006), who states that incorporating EAP teaching materials with new technologies will enhance student-centred learning in collaborative learning environments. Also, students must be convinced that the feedback they get online can be stored for a more extended period on computers and could be referred to very often. As for the due dates, the participants stated that it is easier for them to submit the assignments to the lecturer when she was in class than submitting them online. Since the late submission is not accepted in Moodle and the mentioning of the time frame is very systematic online, the researcher recommends the virtual learning platforms for students where they would not be able to make late submissions and would be more disciplined in their submissions.

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

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

## 4. Conclusion

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

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

## 5. Implications and Recommendation

To increase the satisfaction in teaching presence and pedagogy in CALL, the language lecturers should continuously monitor the learners' progress to improve learner performance. To achieve this target, it is recommended that the objectives for each lesson and due dates be clearly mentioned before working on the allocated task. Feedback should also be offered systematically to improve the learners' academic writing skills. Further, how the lecturer handles the students in CALL should reinforce a sense of community among group members. To make teaching presence in CALL more exciting and compelling for academic writing, lecturers can support students to focus on relevant issues in a way that helps students to learn and to apply the knowledge more productively. Encouraging the learners to explore new concepts in lessons with the support of new technology will vary the teacher's presence more than in regular language learning classrooms. Giving clear instructions in CALL successfully is also vital for learners to be satisfied with the instructions they get in CALL. It would be better if the language lecturers could also be trained to work in Moodle to get familiar with the new teaching-learning environment.

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