Upgrading Students' Engagement in English Online Learning Using the Zoom Platform

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Abstract

The shift to online learning, propelled by the COVID-19 pandemic, has transformed how students engage in education, including English language learning. This paper investigates the factors that influence student engagement in English online learning through the Zoom platform. The study aims to analyze students' cognitive, emotional, and behavioral engagement while using Zoom, exploring both the challenges and opportunities that arise in an online environment. Data for the study were collected through surveys and interviews with English language learners, as well as through observations of online Zoom sessions. The results highlight key factors affecting engagement, such as the role of interactive tools, instructor presence, peer interaction, and technical issues. Recommendations for improving online engagement are also discussed.

Keywords: *students' engagement, English learning, online learning, cognitive engagement, behavioral engagement, emotional engagement*.

Introduction

The rapid transition to online learning, largely driven by the COVID-19 pandemic, has transformed the educational landscape, forcing institutions and students to adapt to new modes of instruction. English language learning, traditionally conducted in face-to-face classroom settings, has also moved online, with platforms such as Zoom becoming central to delivering lessons and maintaining student-teacher interaction. This shift presents both opportunities and challenges in terms of student engagement, which is a critical factor for successful learning outcomes.

Since the last decade of the 20th century, colleges all over the world have gradually embraced online learning, so it is no longer a novel phenomenon. By providing flexible options for students who wish to attend courses without moving, it was presented as an alluring choice for universities looking to grow their markets (McGaughey et al., 2022; Xie et al., 2020). At the same time, universities were able to provide more location flexibility to their staff and engage staff members who were previously located far away but provided expertise that would not have been available otherwise thanks to online learning and teaching.

Student engagement refers to the level of participation, interest, and emotional investment that learners exhibit in the educational process. In the context of English online learning, engagement is not only about attending virtual classes but also actively participating in discussions, responding to tasks, and maintaining motivation. The Zoom platform, known for its interactive features like breakout rooms, chat functions, and screen sharing, provides tools that can potentially enhance engagement by allowing real-time communication and collaborative activities. However, maintaining high levels of engagement in an online environment poses significant challenges due to factors such as limited physical interaction, technical difficulties, and distractions from the home environment.

The present study aims to explore the dynamics of student engagement in English online learning using the Zoom platform, focusing on the cognitive, emotional, and behavioral aspects of engagement. It seeks to identify the factors that promote or hinder student participation and involvement, as well as to provide insights into effective strategies for maximizing engagement in a virtual learning setting. By examining students' experiences and perceptions, the study contributes to a deeper understanding of how online learning platforms can be optimized for English language instruction.

Literature Review

Students' engagement

Student engagement is a multidimensional construct that has been extensively studied in educational research. It generally refers to the level of attention, curiosity, interest, and passion that students show towards their learning process. According to Bond et al. (2020) and Fredricks et al. (2004), student involvement is frequently conceived along three dimensions: behavioral, cognitive, and affective engagement. The three elements of interaction are interconnected rather than ontologically separate ideas (Fredricks et al., 2004).

Cognitive Engagement: This involves the mental effort and investment that students put into learning activities. It includes the use of strategies for understanding complex concepts, self-regulation, and problem-solving. In English language learning, cognitive engagement can manifest as students' active efforts to understand grammar rules, memorize vocabulary, or apply language skills in real-life contexts (Fredricks et al., 2004).

Emotional Engagement: This dimension relates to students' feelings towards learning, including interest, motivation, and a sense of belonging. Emotional engagement in English learning could be influenced by factors such as the teacher-student relationship, peer support, and the enjoyment or anxiety experienced during language practice. It also focuses on the emotional states that influence their motivation to learn and is linked to their feeling of community or institution belonging *(Mulrooney & Kelly, 2020; Redmond et al., 2018). Belum ref*

Behavioral Engagement: This involves the visible actions of students, such as attendance, participation in class activities, completing assignments, and following classroom rules. In an online context, behavioral engagement may also include activities like using interactive tools during Zoom sessions, participating in group discussions, and submitting tasks on time. It is assessed by looking at observable behaviors, such whether or not students show up to class and complete their assignments.

Online learning and engagement

Online learning has become a prominent mode of education, especially during the COVID-19 pandemic, prompting an increased focus on understanding how it affects student engagement. Engagement, a critical factor for academic success, involves the level of interest, participation, and commitment that students exhibit in their learning activities. Research in online education has identified various dimensions of engagement, including cognitive, emotional, and behavioral aspects, all of which play a significant role in the effectiveness of learning (Henrie et al., 2015).

Several studies have addressed the transition from traditional to online learning and its effects on engagement. Researchers have noted that online learning platforms, despite their flexibility, often result in decreased interaction, lower motivation, and challenges in maintaining focus. Tools like Zoom offer opportunities for real-time communication, but technical barriers, lack of physical presence, and limited non-verbal cues can affect the overall learning experience.

Zoom in English Language Learning

Zoom has emerged as a widely used platform for online learning, offering features that allow for synchronous interaction. In English language learning, Zoom provides opportunities for speaking practice, group work, and real-time feedback. However, engagement in these activities depends largely on how the platform is utilized by both instructors and students.

In English language learning, Zoom's breakout room feature allows students to participate in small-group discussions, promoting speaking practice and collaboration. Research has shown that such interaction enhances learners' communicative competence by providing opportunities for authentic language use in a less formal setting than the main classroom (Chen & Kent, 2020). Additionally, features like screen sharing and virtual whiteboards enable instructors to present visual materials, conduct writing exercises, and offer immediate feedback, which are beneficial for developing language skills (Hampel & Stickler, 2020).

However, some challenges arise when using Zoom for language learning, including technical issues and the lack of physical presence. The absence of non-verbal cues such as body language and facial expressions can make it harder for students to fully grasp the nuances of spoken English, which are critical for effective communication (Park & Son, 2020). Moreover, technical difficulties like unstable internet connections can disrupt the flow of lessons and hinder participation.

Despite these limitations, Zoom remains a versatile platform that, when used effectively, can support various aspects of English language learning, including listening, speaking, reading, and writing. Integrating its features thoughtfully into lesson plans can help instructors create a more engaging and interactive online learning environment.

Method

Research Design

This study employs a mixed-methods approach, combining quantitative data from surveys and qualitative data from interviews and observations. The target population consists of English language learners who have participated in online courses using Zoom. The study sample includes 60 students who already worked and continued their study to improve their skill.

Data Collection

- Surveys: A structured survey was administered to gather information on students' perceptions of their engagement during Zoom sessions. Questions focused on their cognitive, emotional, and behavioral engagement.

- Observations: A total of two Zoom classes were observed to assess student participation, interaction, and the use of Zoom's interactive tools.

Data Analysis

Quantitative data from the surveys were analyzed using descriptive statistics, while qualitative data from interviews and observations were coded and analyzed thematically to identify common patterns and insights regarding student engagement. The researchers look at data as well as the framework developed by Dixon (2015) for the Online Student Engagement Scale (OSE). The OSE scale provides a straightforward, significant, and reliable method for assessing students' participation in online courses (see figure 1).

Features	Investigations
Cognition	I1 Do well on English tests/ quiz
	I2 Get good scores in English lesson
Emotion	I3 Put forth effort in learning English
	I4 Find ways to make English lesson relevant to daily activity
	I5 Apply English to daily activity
	I6 Find ways to make the English interesting
Behavior	I7 Make sure to study English regularly
	I8 Stay up on the reading English texts
	I9 Look over class notes between getting online to make sure I understand the material
	I10 Be organized in online English learning
	I11 Take good English notes over the material showed in PPT or Zoom meeting class

I12 Listen or read the English material delivered carefully

I13 Desire to learn English

The researchers collected data from participants using an electronic survey/questionnaire. It used a 5-point Likert scale to assess how well a participant reflected their behavior, emotions, involvement, and cognitive engagement in online EFL language learning environments.

Findings and Discussion

Cognitive Engagement

Provide an analysis of students' cognitive engagement in English online learning. Data from the surveys on this situation may be found in table 1.

Table 1. Students' cognitive engagement: do well on English tests/quiz

Frequencies for I1: Do well on English tests/quiz

I1: Do well on English tests/quiz	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	1,7	1,7	1,7
2	3	5	5	6,7
3	12	20	20	26,7
4	18	30	30	56,7
5	26	43,3	43,3	100
Missing	0	0		
Total	60	100		

The table illustrates respondents' self-assessment of their ability to perform well on English tests/quizzes, with responses categorized on a 5-point Likert scale ranging from 1 (lowest) to 5 (highest). 43.3% of respondents rated themselves at "5" (strong agreement with high performance). An additional 30% rated themselves at "4". Combined, 73.3% of respondents believe they perform well, demonstrating a predominantly positive self-perception of their English proficiency.

Table 2. Students' cognitive engagement: Get good scores in English lesson

Frequencies for I2: Get good scores in English lesson

I2: Get good scores in English lesson	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	5	5	5
2	3	5	5	10
3	13	21,7	21,7	31,7
4	15	25	25	56,7
5	26	43,3	43,3	100
Missing	0	0		
Total	60	100		

This table 2 shows the frequency distribution of respondents' self-assessments regarding their ability to get good scores in English lessons. The high proportion of positive responses indicates that most respondents are confident in their academic abilities. The most frequent students' cognitive engagement in "getting good scores in English" were 43.3**%** with 26 respondents having a positive self-perception regarding their performance in English lessons.

Emotional Engagement

An analysis of students' emotional engagement in English online learning may be found in table 3.

Table 3. Students' emotional engagement: Put forth effort in learning English

Frequencies for I3: Put forth effort in learning English

I3: Put forth effort in learning English	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	5	5	5
2	2	3,3	3,3	8,3
3	12	20,1	20,1	28,3
4	14	23,3	23,3	51,6
5	29	48,3	48,3	100
Missing	0	0		
Total	60	100		

The table 3 distribution of respondents' self-assessment regarding the effort they put represents a frequency into learning English. There were 29 out of 60 respondents in the students' emotional engagement "putting significant effort in

learning English" responded positively. The highest proportion of respondents (48.3%) rated their effort at "5" (highest level). An additional 23.3% rated their effort at "4". Combined, 71.6% of respondents believe they are putting significant effort into learning English.

Table 4. Students' emotional engagement: Find ways to make English lesson relevant to daily activity

Frequencies for I4: Find ways to make English lesson relevant to daily activity

I4: Find ways to make English lesson relevant to daily activity	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	5	5	5
2	7	11,7	11,7	16,7
3	17	28,3	28,3	45
4	11	18,3	18,3	63,3
5	22	36,7	36,7	100
Missing	0	0		
Total	60	100		

In table 4, 36.7 % of the most frequent students' emotional engagement is for "self-evaluations on how effectively they connect English lessons to their daily life" with 22 students responding moderately positive results. Meanwhile 3 students cumulatively, 5% rated themselves poorly, highlighting that very few respondents have low confidence or performance in connecting English lessons to their life.

Table 5. Students' emotional engagement: Apply English to daily activity

Frequencies for I5: Apply English to daily activity

I5: Apply English to daily activity	Frequency	Percent	Valid Percent	Cumulative Percent
1	5	8,3	8,3	8,3
2	5	8,3	8,3	16,6
3	22	36,7	36,7	53,3
4	8	13,4	13,4	66,7
5	20	33,3	33,3	100
Missing	0	0		
Total	60	100		

This data presents the frequency distribution of respondents' self-assessments on their ability to apply English in daily activities. The 46.7% of respondents rating "4" or "5" are likely benefiting from opportunities to use English practically, which enhances their proficiency. Meanwhile, 16.6% of respondents in cumulative rated themselves at "1" or "2,"

indicating minimal application of English in their daily lives using a language in daily activities is a critical factor in second language acquisition.

Table 6. Students' emotional engagement: Desire to learn English

Frequencies for I6: Desire to learn English

I6: Desire to learn English	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	5	5	5
2	3	5	5	10
3	16	26,6	26,6	36,6
4	10	16,7	16,7	53,4
5	28	46,7	46,7	100
Missing	0	0		
Total	60	100		

This table illustrates the frequency distribution of respondents' self-assessments on their desire to learn English. The high percentage of respondents (63,4 % in total) with ratings of "4" and "5" indicates strong intrinsic motivation, which likely contributes to effective learning outcomes. The 26 % of respondents indicate a moderate or neutral attitude toward learning English. The 10% of respondents who rated their desire as "1" or "2" expressed minimal interest in learning English.

Behavioral Engagement

Table 7. Students' behavioral engagement: Make sure to study English regularly

Frequencies for I7: Make sure to study English regularly

I7: Make sure to study English regularly	Frequency	Percent	Valid Percent	Cumulative Percent
1	4	6,7	6,7	6,7
2	7	11,7	11,7	18,4
3	16	26,6	26,6	45
4	6	10	10	55,1
5	27	45	45	100
Missing	0	0		
Total	60	100		

The data is measured on the frequency distribution of respondents' self-assessment regarding their habit of studying English regularly. The 55% of respondents who rated themselves highly are likely to experience better progress in their English proficiency. 26.7% rated their habit at "3," reflecting a moderate approach to studying English. 18.4% of respondents rated their habits at "1" or "2," indicating irregular or infrequent study practices.

Table 8. Students' behavioral engagement: Stay up on the reading English texts

Frequencies for I8: Stay up on the reading English texts

I8: Stay up on the reading English texts	Frequency	Percent	Valid Percent	Cumulative Percent
1	4	6,7	6,7	6,7
2	5	8,3	8,3	15
3	15	25	25	40
4	11	18,3	18,3	58,3
5	25	41,7	41,7	100
Missing	0	0		
Total	60	100		

This table presents the frequency distribution of respondents' self-assessments regarding their consistency in reading English texts. The largest proportion of respondents (41.7%) rated their consistency in reading English texts at "5" (highest level). Respondents rating themselves "4" or "5" likely find intrinsic satisfaction or practical value in reading English texts. The 25% rated their consistency at "3," indicating a moderate approach to reading English texts. The 15% of respondents rated their consistency as "1" or "2," reflecting irregular or infrequent reading habits. The low ratings respondents may face challenges such as lack of interest, time constraints, or difficulty accessing engaging materials.

Table 9. Students' behavioral engagement: Look over class notes between getting online to make sure I understand the material

Frequencies for I9: Look over class notes between getting online to make sure I understand the material

I9: Look over class notes between getting online to make sure I understand the material	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3,3	3,3	3,3
2	3	5	5	8,3
3	18	30	30	38,3
4	12	20	20	58,3
5	25	41,7	41,7	100
Missing	0	0		
Total	60	100		

The table presents the frequency distribution of respondents' self-assessments on their habit of reviewing class notes before engaging in online learning to ensure they understand the material. 41,7 % of the most frequent students' behavioral engagement with 25 students responded with strong characteristics on scale 5. Others are 30 % of respondents rated neutral

with moderate characteristics of the students' behavior. It indicates occasional review of class notes.

Table 10. Students' behavioral engagement: Be organized in online English learning

Frequencies for I10: Be organized in online English learning

I10: Be organized in online English learning	Frequency	Percent	Valid Percent	Cumulative Percent
1	5	8,3	8,3	8,3
2	4	6,7	6,7	15
3	15	25	25	40
4	11	18,3	18,3	58,3
5	25	41,7	41,7	100
Missing	0	0		
Total	60	100		

This table presents the frequency distribution of respondents' self-assessments on their ability to stay organized in online English learning. Responses are measured on a 5-point Likert scale, where 1 represents the lowest level of organization and 5 represents the highest. A total of 60 respondents participated, with no missing data. The largest proportion of respondents (41.7%) rated their organizational ability in online English learning at "5" (highest level). An additional 18.3% rated their organization level at "4."Combined, 60% of respondents report being well-organized in their online English learning.15% of respondents rated their organizational ability as "1" or "2," reflecting low levels of organization in online learning.

Table 11. Students' behavioral engagement: Take good English notes over the material showed in PPT or zoom meeting class

Frequencies for I11: Take good English notes over the material showed in PPT or zoom meeting class

I11: Take good English notes over the material showed in PPT or zoom meeting class	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	1,7	1,7	1,7
2	3	5	5	6,7
3	17	28,3	28,3	35
4	14	23,3	23,3	58,3
5	25	41,7	41,7	100
Missing	0	0		
Total	60			

This table presents the frequency distribution of respondents' self-assessment on their habit of taking good English notes during PowerPoint presentations or Zoom classes. The largest proportion of respondents (41.7%) rated their note-taking behavior at "5" (highest level). An additional 23.3% rated their habit at "4." Combined, 65% of respondents report taking notes frequently during PPT or Zoom classes. 28.3% rated their note-taking behavior at "3," indicating a moderate level of note-taking during classes. Only 6.7% of respondents rated their note-taking as "1" or "2," suggesting minimal engagement in this practice.

Table 12. Students' behavioral engagement:

Frequencies for I12: Listen or read the English material delivered carefully

I12: Listen or read the English material delivered carefully	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	3,3	3,3	3,3
2	2	3,3	3,3	6,6
3	14	23,4	23,4	30
4	8	13,3	13,3	43,3
5	34	56,7	56,7	100
Missing	0	0		
Total	60			

The table shows the frequency distribution of respondents' self-evaluation regarding their attentiveness in listening to or reading English material in a learning context. The majority of respondents (56.7%) rated themselves at the highest level of attentiveness, "5." Another 13.3% gave themselves a score of "4." Altogether, 70% of respondents indicated a strong focus on listening to or reading English material. Meanwhile, 23.4% rated their attentiveness as "3," suggesting a moderate level of concentration. Only 6.6% of respondents reported low attentiveness, with ratings of "1" or "2," indicating minimal engagement with English materials.

The findings of this study suggest that student engagement in English online learning via Zoom is multifaceted and influenced by several factors, including the teaching strategies employed, the use of Zoom's interactive features, and students' technical resources. Cognitive engagement was enhanced when instructors used tools like screen sharing and quizzes to break up lecture time and stimulate interaction. Emotional engagement, although challenging

to maintain in a virtual setting, was bolstered by creating opportunities for student collaboration, particularly in smaller group settings.

Behavioral engagement was closely linked to the technical quality of the Zoom sessions. Students who experienced fewer technical difficulties were more likely to participate in discussions, ask questions, and complete assignments. The findings suggest that fostering a collaborative, interactive online environment can help mitigate some of the challenges posed by the lack of physical presence in Zoom-based learning.

The study's findings highlight the importance of instructional scaffolding in enhancing cognitive engagement during online English learning via Zoom. Scaffolding provides learners with tailored support, enabling them to achieve learning objectives that might be challenging to accomplish independently. This support can take various forms, including conceptual guidance to focus on key ideas and strategic assistance to develop problem-solving skills.

Recent research underscores the effectiveness of scaffolding in online learning environments. A meta-analysis by Kim and Lim (2019) examined the impact of scaffolding on learners' cognitive outcomes in online settings. The study found that scaffolding had a significant positive effect on learners' cognitive performance, with an effect size of 0.53, indicating a moderate to large impact. This suggests that well-designed scaffolding can substantially enhance learners' understanding and retention of material in online courses.

In the context of online English learning via Zoom, instructors can implement scaffolding by integrating interactive tools such as screen sharing and quizzes. These tools can segment lecture content and foster active participation, thereby promoting deeper cognitive engagement. For instance, using quizzes can encourage learners to apply concepts in real-time, reinforcing their understanding and facilitating immediate feedback.

Moreover, scaffolding aligns with the principles of cognitive apprenticeship, where learners acquire skills through guided experiences and social interactions. By modeling expert behaviors and providing opportunities for practice within a supportive framework, instructors can help learners develop autonomy and confidence in their language abilities.

The researcher obtained two video document observations of the zoom classroom. The instructor was in-depth involved in the learning session. She explained about self-introductions when they are working onboard in a new place. She also helped students to introduce themselves using some prompt questions, the utterances as follows.

> Well, everyone because this is our first meeting, I want you to introduce yourself to all of us here. Don't worry I have some prompts to help you introduce yourself. You may introduce your complete

> name, job, original form, date of birth, age, marital status, children, and seaman's book number. Do you understand? Well, I will start from Bapak A...

The class environment was highly interactive, with the instructor making a great effort to teach the students effectively. She consistently praised students who were brave to introduce themselves.

In another recorded class, the researcher observed that the instructor was genuinely attentive to the students. She asked the students' condition and their current situation, such as asking the weather like in their place, how is their feeling. The example utterance is below.

> Hello everyone, welcome to Maritime English class. How's everything going? I hope all is well for everyone ya ... How about Bapak A, since I just saw you in this class. How are you, Bapak? How's the weather like in your place? How about Bapak C? How do you do Pak? It's great to see all of you joining this class.

From this observation, the teacher effectively created an engaging atmosphere before starting the lesson. She demonstrated her attentiveness to the students by inquiring about their feelings and the current weather.

All the observations revealed that the instructor engaged in friendly conversations with the students. She frequently praised those who actively participated, which led to the students being highly enthusiastic and active in learning English during every class. This aligns with Willms et al. (2009), who emphasized that open, caring, and supportive relationships are crucial for fostering social and psychological engagement in learning. It is as believed by Suharti at el. (2021) students' engagement across various dimensions—behavioral, emotional, participatory, and cognitive—can be enhanced through English online learning platforms such as Zoom meetings, Google Classroom, and discussion forums via WhatsApp Groups (WAG).

Conclusion

In conclusion, student engagement in English online learning using Zoom is affected by both the features of the platform and the instructional strategies used by teachers. While zoom offers numerous tools to facilitate learning, such as screen sharing and breakout rooms, these tools need to be effectively integrated into teaching practices to maintain high levels of cognitive, emotional, and behavioral engagement. Technical difficulties and the absence of non-verbal cues remain barriers to full engagement, but thoughtful course design and interactive teaching methods can help overcome these challenges. Future studies could explore how to further enhance engagement by investigating other online learning platforms

and comparing their effectiveness with Zoom. In summary, the strategic use of instructional scaffolding in online English learning via Zoom can significantly enhance cognitive engagement. By employing interactive features and providing structured support, instructors can create a dynamic learning environment that fosters deeper understanding and facilitates the development of essential language skills.

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