

## INVESTIGATING SITUATED LEARNING PRACTICE FOR ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION (ONLINE-BASED ENVIRONMENT)

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**Abstract:** In online-based contextual English language learning, learning must occur in its context, allowing English learners to seek and discover logical explanations for their knowledge via interaction with their non-physical and social distance environments. The purpose of the study is to explain and establish online-based situated learning in the English pedagogical context. The ethnography case study design employed the analysis with a collective case study type approach. The result exposed that situated learning affirmed to be implemented in online English learning contextual. Communities of practice implied a set of individuals with diverse interests and attitudes with similar purposes, and Skype, Zoom, Google Hangouts, Microsoft Teams were implied to be adaptable on this model. Authentic learning stresses actual activities that apply to real-world circumstances, and the model incorporated the Grammarly, Draftin, Scholastic Story Starters, Book Creator, and ReadWorks. The online language learning systematic model is designated to assess the quantity of material presented successfully in the course using online realistically, and it has Moodle, Google Classroom, Ispring Learn, and Microsoft Team. The last model finding is Task-Based Language Learning. Duolingo, Fablingua, FluentU, and English Tools were the integrated online tools in the English pedagogical situated learning. Integrated and genuine situated learning of English language learning, online environments must allow English language learners to be competent performers with acquired information and collaborate on the essential communicative and technology literacy ability.

**Keywords:** *English teaching; higher education; online English learning; situated learning*

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## INTRODUCTION

Moving education online might contribute more flexibility in teaching and learning because of the Covid-19 epidemic. Nonetheless, the rate at which this shift to online education is projected to occur is unprecedented and incomprehensible. These units typically serve limited equipment of faculty interested in teaching online, while

university support staff and teams are generally available to assist faculty members in becoming acquainted with and implementing online learning. In Indonesia, these people and organizations would not provide all educators with the same assistance within such a short preparation. In these situations, the temptation to analyze and correspond online learning to face-to-face teaching will be vital.

The crisis reversed the previous hesitation of certain Indonesian educational institutions, instructors, and learners to embrace technology since many now rely on online and distant education. Said et al. (2021) asserted that numerous academics anticipate that the epidemic would accelerate the adoption of online learning techniques and advanced educational institutions to utilize remote learning to strengthen their resilience in the face of future emergencies. Increased demand for online education is propelling Indonesia's principal education technologies learning platforms to unprecedented growth. Lestari et al. (2021) supported that the two most widely used technologies included management systems for university educator-student communication and online teaching management and interactive classroom tools for interactive live teaching activities, such as Google-Suite for Education, Microsoft Education, and Zoom.

Fandiño and Velandia (2020) examined the reuse and modification of online learning materials in the context of foreign language instruction (including English) and their effect on educational practice. Famularsih (2020) developed a five-step strategy for reusing free educational materials based on data collected during a survey of English instructors. It is well known that most English learners agree that the primary problem in studying English online is a lack of interaction with the instructor. Internet tools and the English language learning method were more complex than conventional (Jurkovič, 2019). Recent advances in integrated English language and technology learning have shown excellent and improved outcomes for online learning, especially in areas that are difficult to manage online ((Lamb and Arisandy, 2020). However, it is worth noting that skilled learners often feel less anxiousness and dissatisfaction during courses than those who lack adequate expertise with online mechanism technologies.

Online English pedagogical content has a major impact on learning and the techniques for acquiring and assimilating knowledge. Herrera Bohórquez et al. (2019) discovered that although learners' proficiency and learning style had an insignificant effect on the learning stage, learning motivation, personal standing in the class and the academic title of the English lecturers or educators are deemed crucial. It was essential to emphasize that many studies compare online and traditional (face-to-face) classroom instruction efficacy. Nonetheless, the study findings differ considerably. While Chen et al. (2020) conclude that online education platforms have enormous potential, others suggest that their efficacy is fragile, at times virtually non-existent. For instance, Kansal et al. (2021) conducted a comparison study of many students who received training through remote and in-class instruction and discovered no significant differences in their learning results.

On the contrary, the research provided by Assami et al. (2018) indicated that the efficacy of English online education improves with time. Such discoveries may be prompted by the fast development of contemporary technology and the widespread availability of technical assistance. Liu et al. (2018) have observed that online education takes much less time than face-to-face instruction. When hours spent on each student's educators are calculated separately, the online way of delivering English

classes seems more time-consuming than the conventional approach. Foreign Language Teaching (FLT) has a complicated structure, and, like all other educational activities, it includes a variety of online circumstances. Unger & Meiran (2020) exposed that the following is an ideal grouping of these conditions: (1) closeness to spoken language, (2) equitable distribution of four abilities, (3) English learner internal and external incongruence, and (4) teaching/learning resources. Effective online English language teaching is only achievable when these conditions have immense potential significance in the educational environment.

Online Situated learning refers to acquiring and applying information within the same context in the English educational context. Situated cognition, also called situated learning, was a critical theory that facilitated meaningful English learning activities both in and out of school (Zeng, 2018). The idea of meaningful learning relates to the online learning environment that makes sense to English language learners. They should apply information in various circumstances, solve difficulties, and even create new concepts. Participating in a social group enables online learners to gain proficiency and abilities at many levels, beginning with peripheral participation in broad activities and progressing progressively to specialized communicative competence.

Gervits et al. (2021) emphasized the value of a situated cognition theory in assisting English lecturers and learners comparably in developing their knowledge, skills, and talents within a social context. Gasson and Waters (2019) suggested that online situated learning consists of four components: content, context, community, and involvement. The term content refers to the task's facts and procedures. It enables online learners to converse, negotiate, and resolve conflicts. The context refers to an online learning environment that allows learners to engage and expose other perspectives. The online community environment facilitated learners to interact socially and discuss the meaning of knowledge with other pedagogical members. Participation allowed English language learners to participate in ideas, determine ambivalence, and create meaning systems with other community members in the foreign language teaching context. According to Abdallah (2015) determined that Situated learning language have several model and approach, included Communities of Practice (CoP), Authentic Language Learning, Task-Based Language, Learning Virtual Language Learning (VLL), Cognitive Apprenticeship Model, and Dramatization.

Investigations were limited to the online situated learning language environment. The prior situated learning study has concentrated on implementing and developing English foreign language in the Ecuadorian university context (Berger-Mason, 2019). The study result of Godwin-Jones (2017) exposed that mobile phone technology had significantly and fundamentally disrupted the English situated learning approach. The exploration, determination, characterization had been exposed by some research (De (de Ruiter et al., 2019); (Collins et al., 2019); (Amerstorfer & Oxford, 2018). Various recent research has focused on contextual language acquisition in the regular classroom. However, the research was restricted to the online-based English Foreign Language (EFL) classroom. It is fundamental to explain that the approachable online situated learning is to enlightenment that incorporates material, context, community, and involvement. By blending the situated learning concepts with activities and concepts that correspond to the theories, an early framework for online-based situated learning may be generated by English lecturers as the instructors' online environment.

English lecturers serving as instructors were necessitated to integrate the conventional situated learning English to the online tools and mechanism. Additionally, the requirement contextual encompassed capabilities which conceptualizing and creating distance learning through the online environment. This case study was designed to describe and establish the ground-based online situated learning of the English language in higher education. To accomplish the finding, the research question included to 1) How do English lecturers implement situated learning in an online environment? 2) How do English lecturers' online pedagogical practice for effective situated learning form or model in English online learning environment?

## METHODOLOGY

The researchers utilized an ethnography case study design, which enabled them to apprehend the complexities of real-life circumstances and receive a comprehensive recognition of a real-life event using various data sources. This qualitative research perspective describes how an English instructor provides and supports positioned online English learning in an online environment. Theories are generally not tested in qualitative research. Preferably, the inquirer invites research participants to participate ideas and develop general themes based on those perceptions. An ethnographic case study method was designated as a relevant form of inquiry in this context by comprehensively interpreting the English lecturers' views. It is mainly concerned with the experiences of participants.

### Context of Study

This study selected a defined system as a collective case study in this study due to this case's unique nature that might manifest key characteristics of conducting teaching in online environments. The collective case study indicated the multiple cases explained, competed, and defined to present understanding to the issue. Situated learning or situated cognition guided and instructed the research questions exploration. This case is established within a bounded time (one academic semester) and in a regional place of English educators in South Jakarta Higher Educations and Universities, which have implemented online learning-teaching because of a pandemic for two years. The institutions were accepted various Learning Management System (LMS) platforms for conducting the online learning.

### Participants

The group participants were 39 English lecturers in the South Jakarta area. The study employed a homogeneous sampling purposeful sampling strategy. This sampling strategy describes the group, obtains the information, concentrates the issue, and answers the research question. The complete demographic presented in table 1

Attribute		Frequency	Total in %
Gender	Female	28	71
	Male	11	29
years of lecturer's experience	1-5 years	4	10
	5 -10 years	13	34
	10-15 years	9	23
	15-20 years	10	26
	>20 years	3	7

Attribute	Frequency	Total in %
Education levels	Master's degree	29
	Doctoral degree	10
The familiarity of online pedagogy environment	High	6
	Moderate	19
	Low	14
		74
		26
		15
		48
		35

### Instruments

Qualitative research, especially case studies, draws on various sources of information to provide sufficient detailed description for a rich, in-depth discussion and solid interpretation and avoid the frequent complaint of a perceived deficiency of cross-referenced data for authenticity. The study employed the two data collection criteria, including Focus Group Discussion interviews and open-ended questionnaires. Focus groups could obtain shared perceptions from several individuals and get views from specific participants (English Lecturers). Through virtual conferences, the process could receive personal feedback and experience from the participants. Meanwhile, the open-ended questionnaires were distributed by google form to the broad participants, and it was designed to investigate English lecturers' perspectives on their experience conducting English teaching in an online context. As we interviewed the participants, the dept information probed for further elaboration or clarification of responses as we deemed appropriate. Focus Group Discussion interviews were permitted to approach situated learning while supporting the perception of openness.

### Data Collection and Data Analysis

Thematic analysis's primary objective is to organize and simplify data into useful and comprehensible codes, groups, and themes. Thematic analysis is the process of identifying and extracting broad patterns in data via numerous data readings. The thematic analysis entailed analyzing data and finding themes that are important to the phenomenon's interpretation. Six stages comprise the hybrid method of inductive and deductive analysis. The thematic analysis addressed the method, which comprised the following steps: collect data, take an interest in the data, code the data extracts create code categories based on the codes, construct a conceptual framework for the concepts included in the classified coded extract, provide context for and representation of the results. The first two stages occur sequentially; however, steps three through six coincide, requiring the researcher to switch back and forth during the analytic process. The first two stages are dedicated to creating a deductive codebook and evaluating its applicability and reliability. The following two stages include doing inductive and deductive evaluations of the data. The fifth phase is resolving discrepancies between codes and themes discovered during inductive and deductive investigations. In a qualitative case study research design, the reliability and validity value is determined by credibility: an acceptable level of participation in the research context to adequately identify and verify recurring patterns in data. Transferability establishes applicability by enabling readers to adapt the study's results to their circumstances. Due to the inherent bias of a qualitative researcher's viewpoint their intimate contact with the data, sources, and methodologies, various audit procedures may be employed to corroborate results.

## FINDINGS AND DISCUSSION

### Findings

The situated language learning concept had been prioritized. Open-ended questionnaires and forum group discussion interviews were centred on dependence and the participants' perspectives regarding their experience conducting situated learning in online environments. Four primary classifications were determined as experiencing participants' fundamental perspectives. The finding included the communities of practice (cop), online language learning, authentic language, and task-based language learning.

### Communities Of Practice (Cop)

Table 1 Communities of Practice Outline

Communities of Practice Characteristics	Online Tools / Mechanism
Initially, communities of practice were presented as a complementary, not a competing, philosophy of learning.	Skype Zoom Google Hangouts Microsoft Teams
Members of the community have a common area of interest, skill, and commitment that differentiates them from others.	
Situated learning as a transitory notion, bridging two fundamental perspectives on learning, in which they viewed it as both a cognitive and social activity.	
When regarded as a situated activity, the fundamental distinguishing feature of learning is that it is defined by a process referred to by the authors as genuine peripheral involvement.	
Members explore this passion via collaborative activities, conversations, chances for issue solving, information exchange, and connection development.	
Members of the community are active practitioners in interest and contribute to developing a standard repertory of materials and ideas for use in their practice.	

A Community of Practice (CoP) is a group of individuals with disparate concerns and attitudes who have a complementary view of their activities' meaning, purposes, and abilities and participate in implementing a process. A practice is defined as a socially structured behaviour or activity of an online English language student. All individuals undertake practice to carry out an activity in a specific situation while compromising with the system and maintaining a solid mutual relationship.

*Universities need to provide students with opportunities to apply the concept of CoPs to the online course according to the subject of their study. Our English courses were facilitated and accommodated virtual meetings with **Zoom conference**. I considered Community of Practice is not naturally created, and it is necessary to create an environment for a CoP to grow and for the English instructor to support its development. Participants 03*

*The study specifically examined an English online course class and the process of organizing and launching the class unit as a CoP. In building their practice framework, it was necessary to accomplish with **Google meeting** for English learners to share their issues through discussions and establish the class as a CoP by proactively engaging in online activity. Participants 13*

CoP participants continue evolving as they develop English communication skills in obtaining the material and technology needed in the group's social circle and productively promote it. New members were notified to understand appropriate semiotic properties, or mechanisms and regulations for meaning-making and participation in social activities, which describes the perception of online learning mechanism. In the case of the English for Foreign Language, which provides English learners with the opportunity to engage in English lessons with the same classmates several times per week, examples of practical resources in the classroom are wide-ranging, including communication methods, workbooks, and online submission procedures, in addition to the members themselves, such as the students and instructors who belong to the community

*English lecturers will critically analyze the CoP learning perspective to decide if it is legitimate to consider a group of students and their teacher in the unit of the English classroom in a higher education institution to be a CoP. Additionally, the differences the **Microsoft Teams** encountered when learning English at higher education institutions will be discussed. Participants 10*

*CoPs are defined by frequent information sharing, commonality and diversity, voluntarism and participation, spontaneous leadership, and reciprocity. On the other hand, **Google Hangout** are regarded as formal in educational settings such as EFL courses at universities. This scenario indicates a distinction between informal and formal limits that clash with a university's conventional CoPs. Participants 03*

English instructors were aware of the limits of online course instruction and embraced the notion that learning is a personal activity within educational philosophy. This idea views learning as an embedded process of cognition and communication rather than a planned and mechanical process. The goal of learning is to explain the actions and beliefs of individuals who engage in activities such as group problem solving, task completion, and problem-solving; it is not to examine how groups replicate existing information and label it as learning. Conflicts between existing community participants and legitimate participants (individuals with less specialized knowledge and abilities who do not play a vital role in the community) were not addressed in depth.

*Considered a virtual class to be both a learning community and a learning location, there are many similarities among the classroom qualities given. **Zoom** participants have similar objectives and work together to address problems. On this basis, it may be assumed that the **Google Team** virtual class has specific features. Participants 04*

*The English lecturers in the virtual course unit as a CoP refer that the class ceases to exist after the session. Thus, **Skype** is essential to examine the features of such classrooms considering CoP's developmental qualities. Participants 10*

Members of CoPs engaged in mutually beneficial activities and the connection between a point of view and the individuals' identities. Knowledge of the community's degree of involvement and the conflicts when various community members interact

would result in a matching understanding of individual participants' identities. The common denominator is people who are tackling a series of issues, are passionate about a specific subject, and are committed to improving the knowledge and abilities of the community to which they belong. Additionally, CoP members collaborate on ongoing activities within the community and attend community events.

### Online Language Learning Systematic

Table 2 Online Language Learning Systematic Outline

Online Language Learning Systematic Characteristics	Online Tools / Mechanism
An online learning system is not only formulated but also develops naturally.	
Members should explain the community's mission.	
Establish policies and procedures.	
Not only are members accountable for community management, but they must also take on the role of facilitators.	Moodle
The narrative style is encouraged.	Google Classroom
	Ispring Learn
	Microsoft Team
Exchanging experiences or views may help members feel more connected and give them a sense of identity.	
It is critical to develop a feeling of responsibility.	
It is necessary to combine content and communication.	

As with every process, the parameters of English learning online platform within the sequence is conceived must first be defined. Online learning definitions vary—as they should—to reflect the needs and requirements of the programs that use ICT to provide instruction. Theorizing and conducting online English language education was critical for developing and delivering adequate remote learning arrangements. We are aware that professors educate, and students learn in a variety of ways. By enrolling in a distance education program that values diversity, distance students may develop new knowledge and social skills, such as effective communication and collaboration with geographically separated colleagues and peers. Learner-centred instruction centres students' teaching/learning process and fosters awareness and respect for individuals' varied educational, professional, and personal qualities.

*The content should stay intact when creating or modifying **Moodle** online learning platforms and instruction, but the presentation may need new methods and extra preparation time. Suggestions for designing and arranging courses offered through an online learning mechanism* Participants 07

*Assess the quantity of material that can be presented successfully in the course using **Google Classroom** realistically. Due to the logistical requirements, delivering material through online learning is often more time-consuming than providing the same subject in a conventional classroom setting.* Participants 02

English language students must acquire awareness for and knowledge of active learning and work independently of the teacher and facilitator. Student-to-student networking and student-to-teacher communication through email, electronic discussion forums, synchronous chatrooms, phone conversations, or informal gatherings may aid learning. Additionally, regular, non-intrusive teacher involvement and contact with students improve students' completion rates substantially. English



instructors must first understand the demographic they serve and then include the students' learning requirements into their course design to develop and deliver successful online learning courses.

*Because the **Ispring Learn** platform for online learning separates English instructors from students, the pedagogical implications of interaction and academic feedback are critical for successful class outcomes. A constructivist approach to design may help create a vehicle for feedback and engagement by encouraging English learners to take more responsibility for their learning.*

Participants 16

*A didactic method puts the English lecturers in direct control of the Moodle and **Google Classroom** courses. The teaching member arranges English learners by assigning them to a smaller working group through email. Following that, duties, assignments, and presentations or work courses were given to groups. Inter-collaborative relationships within groups should be considered, as should alternate group allocations or pairings if required.*

Participants 11

*English online learners might create their **Microsoft Team** and **Google Classroom** network with instruction based on shared interests or tasks. The constructivist method enabled learners to contribute to their academic growth by forging connections between shared concerns and educational purposes.*

Participants 01

The learning environment for eLearning students and teachers is distinct from that of campus-based programs. The online English courses' expectations must be compatible with the e-learning student's skills and capacities. Indeed, culture is critical to the success of students participating in online learning activities. The English learners' primary role is to learn. In the best-case scenario, this problematic job will need motivation, preparation, and the capacity to evaluate and apply the knowledge provided. Instruction must also adhere to these standards. A critical component of supporting an online learning program is ensuring that students and instructors understand the English language teaching-learning process related to e-learning. These processes have perhaps never been more critical or visible than in today's knowledge-based society. Effective English pedagogy may be the most significant obstacle, and their end-users or English learners would determine the actual future of online learning systems. Online learning learners could have played a critical role in mediating their education. The delivery of education was transforming. New technology and other associated innovations can provide potential opportunities to the currently unserved people, particularly those who lack easy access to a conventional university education or for whom programs typically are an inadequate match for their education or training requirements.

### **Authentic Language Learning**

Table 3 Authentic Language Learning Outline

Authentic Language Learning Characteristics	Online Tools / Mechanism
authentic refers to the everyday language <b>used</b> ; it is intended real word situation	Grammarly Draftin
texts are any oral texts that are often transferred through electronic multimedia instruments	Scholastic Story Starters

emphasize the needs and perspectives of the learners	Book Creator
learn from the more expert members in the community	ReadWorks
authentic learning activity as “learning from experience	

Under the impact of more constructivist or learner-centred methods, activities were seen as a channel for practice. The activity or task that students complete is referred to as eliciting the performance and serves as an opportunity for English learners to demonstrate that English learners have mastered the skill and can present it to the satisfaction of their English instructors or lecturers. The systems model is founded on a behaviourist philosophy and believes that successful learning systematically teaches skills and sub-skills correctly.

*Authentic learning concentrates on ‘real-world, intricate solutions to these problems using position exercises, problem-solving activities, case studies, and the ability to participate in the virtual community of practice. English educational members can use **Grammarly**, and participatory learning tasks can promote what is known as deep learning, a mode of learning characterized by long-term retention and actual critical application of concepts, ideas, and theories.*

Participants 09

*Authenticity is emphasized in English language education via the use of learning materials and content delivery. In **Scholastic Story**, natural resources are taken from the actual world, such as publications, newspapers, and advertising, and offer uninhibited exposure to the target language to language learners.*

Participants 07

The Web-based environment where English learners develop corporate communication skills by taking temporary jobs in a virtual classroom setting. There is no effort made by the instructor or course designer to break down subject sections into skills and sub-skills and to teach each one systematically with practice and feedback in these instances. The activity provides context and significance for the learning that will occur without predetermining or restricting the scope or order of the inquiry. Without the direction and assistance of the instructor and other students in collaborative groups, the intricacy would be overwhelming. Such sophisticated and persistent activities have the potential to drive learning across whole courses of study, where the activity is not a compliment to the system; it is the course.

*English instructors may contrast actual resources in this **Book Creator** with graded materials, textbook readings, and other prepared course papers intended explicitly for complexity and grammar development suitable for the student group and learning goals. Authentic materials are critical for student motivation because they demonstrate how the language is utilized outside the classroom.*

Participants 06

*The significance of genuine materials in building pragma linguistic skills underscores the critical nature of **ReadWorks**’ correct materials’ consistency. **Scholastic Story** resources may confront students with greater difficulty than graded elements, a complication that can significantly affect learning goals and objectives.*

Participants 16

Online learning environments that follow these criteria may be effectively delivered in several ways. Online courses may be accommodated effectively, and this method has a track record of success in contemporary uses of the English learning apprenticeship system, work-based learning, and internships. Collaboration on material use and display of final outputs may be easily accomplished when students

and English instructors are not physically present and access to locations of professional practice is often accessible. However, institutions are under considerable pressure to offer high-quality learning outcomes for distant learners, and the internet has been recognized as a way of providing such service.

*Authenticity is a characteristic of discrete pedagogical patterns rather than a component of more comprehensive learning and teaching systems. Grammarly's appeal, which might be described as genuine learning, is limited to one element of education and instructional design. Neither of these perspectives on Draftin authenticity combines task and material to create a real learning environment that supports and motivates students, representing both course material and its applicability beyond the lecture hall.* Participants 10

*An essential perspective of contemporary language education is the connection between material design and instructional design. English proficiency was usually linked with a middle-class identity and a contemporary, worldwide outlook on life in Book Creator. Literature was an integral component of the ESL classroom and might facilitate language and cultural skills uniquely and distinctively.* Participants 09

A related term authenticity in pedagogical design is influential online English educational models such as situated learning and communities of practice that emphasize English language learning, teaching, and assessment methods. These perceptions of genuine activities and authentic materials were consistent with Piagetian constructivist learning theories. The approach examined promotes and strengthens schemata, the patterns of knowledge that students create and continue to grow throughout the educational process. When natural resources are used, a more favourable attitude toward the target culture develops. Authentic texts are considered primary motivations and a way of overcoming the cultural barrier to language acquisition in terms of impact. As a result, it is crucial to include authentic information into both foreign language and culture instruction. Indeed, for foreign culture courses taught in English, where language is not a barrier to learning, utilizing genuine materials enables students to develop a deeper intimate connection with the target culture than if the civilization is presented only via the story.

## Task-Based Language Learning

**Table 4 Task-Based Language Learning Outline**

Task-Based Language Learning Characteristics	Online Tools / Mechanism
Instructed language learning should mainly contain natural	
Instruction should support learner-centeredness	Duolingo
Communicative tasks are especially suitable devices	Fabulingua
leading or maximizing familiarity with formal characteristics during communication	FluentU
promotes learning language knowledge and training skills in the process of performing tasks	English Tools

In the online environment, Task-Based Language Teaching (TBLT) emerged as a potential alternative for circumventing the constraints of form-oriented approaches. One of the difficulties educators observed was students' failure to communicate

effectively in English despite mastering the correct usage of grammatical structures taught via the Practicing, Presenting, and Producing (PPP) method. TBLT does not view language acquisition as an administrative environment, including grammatical systems, expressions, and vocabulary. Rather than that, proponents of TBLT think that learners will readily acquire language if they engage in meaningful activities that require them to utilize the target language in natural settings.

*The proposed model consists of three components: pre-task, task-cycle, and linguistic emphasis. Pre-tasks, tasks, and post-tasks comprise the updated model. On the other hand, Duolingo models are given, and challenges order their associated pedagogical studies.* Participants 04

*The Fabulogua approach involves doing a requirements analysis, selecting readings, sequencing them into educational studies, developing materials and training, teaching, assessing, and evaluating the program.* Participants 16

The goal is to identify any activities that individuals engage in daily and demonstrate that these actions have an apparent relevance in the online environment. The exercise asked students to derive a conclusion from provided data. Structured language learning activities include various activities, from basic exercises to sophisticated, time-consuming tasks such as problem-solving. Additionally, he believes that tasks are the most effective method for instructors and students to collaborate on course material.

*FluentU is critical to focus on 'themes' or 'topics' more important than on needs. Though different proponents of TBLT have suggested numerous models, the models in this study article have been examined.* Participants 02

*The framework centred on the task has been organized pedagogically into three stages: precinct, preliminary study, and post-task. The English Tools encompassed all the activities that learners engage in to plan the study's execution.* Participants 16

The learner used a goal-oriented action in the target language to achieve a communicative goal. A task is an activity with significance as its primary objective; tasks should be related to real-world activities, and task evaluation was outcome-based. An English online course activity in which students accomplished the desired result only via mutual interaction emphasized the exchange of meaning. Online classroom scenarios engaged learners in understanding, creating, or engaging in the target language. At the same time, their attention was directed to preparing their language skills to communicate meaning and convey meaning rather than manipulate form.

*The instructor might schedule additional choices relating to task performance during the during-task phase, requiring students to complete the work within a given time limit, allowing them to see the input data while doing the task, or including a surprise element into the assignment.* Participants 13

*The TBLT approach includes three stages that teachers must follow while designing an assignment. The pre-task phase introduces learners to the subject and commission. They are presented to the target language and given the necessary vocabulary and structures to accomplish the job. English instructors may also demonstrate a sample of the work to English students.* Participants 08

The English learner used a goal-oriented action in the target language to achieve a communicative goal. A task is an activity with significance as its primary objective; tasks should be related to real-world activities, and task evaluation was outcome-

based. An English online course activity in which students accomplished the desired result only through mutual interaction emphasized the exchange of meaning. Online classroom scenarios engaged learners in understanding, creating, or being involved in the target language. At the same time, their attention was directed by online member English pedagogy to prepare their language skills to communicate meaning and convey meaning rather than manipulate form.

### **Discussion**

Situated online learning was derived from learning as the appropriation of socially created knowledge forms produced through the interaction of individuals and their social and cultural contexts. Arnesen et al. (2019) exposed that the English learning scenario includes all facets of the physical, social, and cultural environment and peer interaction throughout the educational process. Knowledge and skills are developed via contextual learning in settings representing how understanding is acquired and used daily. According to situated online learning, Ororbia et al. (2018) explained that knowledge did not signify a static symbolic representation collected in a learners' understanding. It is placed and utilized within the context of the activity. It was cultured in which it was created and employed. Individuals, cultures, and English language learners' capabilities are comprehended holistically. Integration of the online learning environment encouraged learners to build knowledge via their interactions within their sociocultural context (Eang & Na-Songkhla, 2020). Integrated technologies, including computers, could disrupt and replace established modes of teaching and learning and develop as a medium for situational learning.

Situated learning was cultured in which it was created and employed. Individuals, cultures, and English language learners' capabilities were comprehended holistically. Procter (2021) asserted that Integration of the online learning environment encouraged learners to build knowledge via their interactions within their sociocultural context. Sudrajat (2019) affirmed that integrated technologies, including computers, can disrupt and replace established modes of teaching and learning and develop as a medium for situational learning. Online Language Learning systematic is an approach to learning that is based on the idea of contextual learning. This approach is intended to acclimate English language learners to genuine activities carried out by practitioners in their daily job. Mospan (2018) determined that online English learners interact with their English instructors to achieve shared understandings under this approach. This method involves learning to analyze, discuss, appearance, and engage with peers who do something effectively in more informed ways by doing it alongside them as accurate, outside participants. The online Language Learning system was not only a means of internalizing information and abilities; it is also a means of joining a language learning system.

Online English learning happens organically in communities of practice via activities, settings, and cultures. Sun & Wang (2020) stated that concepts and applications drawn from natural contexts and applications are taught, and more apprentice-like examples are given. This online environment indicated that education is seen as an apprentice watching the community of practice. Wyatt and Nunn (2019) explained that the community of practice enables learners to engage legitimately peripherally, providing complete access to mature practice environments. As the learning process, the participation was in the culture deepened. The learners engage in

what is referred to as legitimate external anticipation, allowing them to assemble the group's culture gradually and comprehend what it means to be a member.

Authentic material or real situation learning refers to the gap between an individual's actual developmental level determined by independent problem solving and the possible developmental level. Nurkholida (2018) believed that It was determined by examination solving under English lecturers' guidance or in collaboration with more capable peers. In contrast to systematic online language learning, Fansury (2019) identified that authentic language learning necessitates the involvement of a more experienced actual target language community in devising and accomplishing the learning environment. The online method enabled guided activities like those seen in collaborative learning frameworks. An English lecturer who is more informed or an experienced peer and internet technologies and language are essential social communication components. Cognitive apprenticeships might only help English learners acquire a better grasp of educational ideas via online learning support. Nonetheless, it has an insignificant impact on how they are used in everyday classroom instruction. English lecturers or instructors would never effectively use ICT in teaching and learning if they could not see more effective educators implementing the online instructional design in education.

On this connection of practical, practical method was dubbed online communicative language education. González-Lloret (2017) described that this progressive philosophy resulted in task-based language teaching (TBLT) introducing target language abilities, ultimately leading to online situated learning. Due to the lack of conventional methods on foreign language education, Erlam and Ellis (2018) explained that the TBLT paradigm decided to include real-world activities and experiences into language learning. In this regard, Sun and Wang (2020) affirmed that the primary reason for the task-based revolution was that it allowed English learners to participate in intensive online verbal engagement rather than an interchange between English instructors and learners. According to Yildiz and Senel (2017), it enabled English learners to engage in conversation in the target language, thus expediting their language learning. In online situated learning, task-based practice improved understanding and development of the cognitive elements of communication abilities.

## **CONCLUSION AND SUGGESTION**

Situated learning online has been utilized to enhance English teaching methods in universities and higher education settings. However, it has become critical to recognize that, although institutions provide the social backdrop for the online learning environment, they often fail to implement this strategy. Knowledge creation must occur inside a setting mechanism in which English learners might engage and apply what they have learned and achieved. The social component alone is insufficient, yet the characteristics of situated learning online and the focus on English foreign language to comprehend how knowledge develops may be used by English pedagogical members to instructional design to understand and create learning processes in the online environment. This approach emphasized the critical need to understand online learning as a process that extends beyond the transfer of information. Information and substance in and of itself do not result in the English educational system. The interaction of the English learner and the lecturer was critical

in the collaboration and the development of the former to a degree of competence in the online contextualized environment that promotes knowledge creation.

Reflecting on the general results, English lecturers discovered that the situated learning online environment was an essential online mechanism and feature since every pedagogy member shared their views. In this manner, they may help from one another's experiences. This setting may be described as group members assisting one another, which resulted in their learning a great deal and producing superior goods. Additionally, students prefer to learn from peers rather than professors in both official and informal learning environments. Further, English learners developed the ability to evaluate their achievements and compare them to their classmates. The situated learning approach found that university students enrolled in an English lecturer education course identified the cooperative learning theme as one of the factors influencing class members' desire to use instructional techniques in their practice of the online tools.

This study's findings have several limitations. One of the study's shortcomings was its expansion. The result suggested criteria of a situated learning online environment in a short-term mediation. The research may be continued by integrating various perspectives to support learners in online English language learning. As a result, it may recommend that further research be done to determine the impact of contextual online learning on student performance. Moreover, a comparative analysis may conduct in conventional and online English courses. Another drawback of this research should be conducted in various online English courses with more significant sample numbers and different grade levels.

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