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Online Social Learning and Instructional Presence: Enhancing English Education at a Jordanian University

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ABSTRACT

Due to the rapid growth of online education, universities have maximised their English language learning experiences. This study explores English language learning communities in synchronous and asynchronous online contexts, focusing on social and instructional presence. The sample included 10 English language, literature, and translation students. Open-ended questions were asked in a small focus group to promote reflective conversation. The intricacies of social and instructional presence in online learning are made clear by this qualitative method. By concentrating on the complex relationships and common perspectives that emerge in targeted group discussions, the study revealed how students view their interaction with social and instructional presence to enhance English language instruction in the digital environment. The study offers important information for customising approaches used at the university. Combining these strategies may enhance virtual learning environments, mainly the English language courses offered by the university.

Keywords: Online Social Learning; Instructional Presence; Enhancing English Education; Instructional Presence; Social Presence

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1. Introduction

The advent of online learning has changed how university students engage with faculty members and academic materials. At Jadara University, where online English language instruction is prioritised, this shift is particularly evident[1–4]. As institutions navigate the transition to digital education, having an online "presence" has become vital. What makes online learning efficient and high-quality is presence, or the level of engagement and connection between teachers, students, and information[4, 5, 7, 8]. To understand this phenomenon, this study aims to explore the experiences of English language, literature, and translation students at Jadara University. To investigate social and instructional presence in synchronous and asynchronous online learning, the study employed focus group discussions. In each group, the participants' opinions were combined to better understand online learning experiences. As such, the results could advance the understanding of online education and inspire the development of carefully tailored programmes that may enhance the English language learning community[9–12].

Universities now face both new opportunities and challenges as a result of online education. Improving English language acquisition is essential in this rapidly evolving digital environment. Online modalities, both synchronous and asynchronous, offer accessibility and flexibility, but they also make social and educational presence more difficult, which is crucial to the Community of Inquiry (CoI) paradigm[13–16]. The efficacy of online education is frequently attributed to social presence, or student connectivity and involvement. Instructional presence—instructors' guidance and facilitation of learning—is crucial. However, the confluence of these aspects in Jadara University's English language, literature, and translation departments is unknown. Despite substantial research on online learning, few recent, context-specific studies have examined English language students' experiences in Jadara University's digital learning environment[17–20]. This gap must be addressed by studying how these students perceive and participate in social and pedagogical presence in synchronous and asynchronous modalities. By doing so, we can understand the complexity of optimising digital English language learning communities.

In light of this problem, the study aims to answer these questions:

1. How do Jadara University English language, literature, and translation students perceive and experience social presence in synchronous and asynchronous online learning?
2. How does the teacher's presence affect these students' synchronous and asynchronous online learning experiences?

This study aims to improve Jadara University students' English language learning experience in an online education context. This study examines the complex dynamics of social and instructional presence in synchronous and asynchronous online modalities to provide practical insights that might improve learning. These findings may inspire specific tactics that benefit students, educators, and the institution. This study also promotes teacher professional development and curriculum improvement by stressing instructional presence. The evidence-based results may help policymakers and educational leaders make informed decisions, while Jadara University can strengthen its digital learning competitiveness. This initiative seeks to create a richer, more successful, and more engaging English language learning ecosystem both inside and beyond the institution by amplifying the voices of educators and learners through a student-centred approach.

2. Literature Review

This research aims to evaluate the online English language, literature, and translation courses provided by Jadara University faculty members based on these results. This research is based on a thorough literature analysis that integrates essential principles, prior results, and contemporary advancements in online learning, social presence, instructional presence, and interaction.

2.1. The Importance of Online Learning in the Digital Revolution

In the context of the global digital revolution, Arbaugh et al.[21] emphasised the significance of online education. Arbaugh et al.[21] created a Community of Inquiry tool to assess social presence and other elements of the CoI framework. Diaz et al.[22] and Shea et al.[23] examined the impact of online educators on student engagement and learning outcomes. A Community of Inquiry (CoI) tool was developed

by Arbaugh et al.[21]. The authors underscored the tool's significance in evaluating the quality of online education. Almsbhieen et al.[24] and Rastegr and Zarei[25] examined pedagogical tactics and instructor presence in online English courses. These studies provide a framework for examining the English language learners at Jadara University.

Cleveland-Innes and Hawryluk[26] assert that constructivist, collaborative methodologies are more prominent in the design of higher education courses aimed at fostering higher-order learning. A community-based learning strategy most effectively aligns with the educational objectives for critical thinking and metacognition. The online transmission of such teaching is particularly vital, and the establishment of community is even more essential for motivation and engagement than in face-to-face settings, where relationships and a feeling of community often develop organically. The community of inquiry theoretical framework facilitates the creation of successful online learning communities by actively enabling learners to articulate their teaching, social, and cognitive presences. This chapter elucidates the connection of each presence to constructivist and inquiry-based methodologies to facilitate the creation of effective online learning experiences. Finally, assessment options that align with constructivism, inquiry-based learning, and the community of inquiry are presented.

2.2. The Community of Inquiry (CoI) Framework

This research employs a theoretical framework with three principal components: Garrison et al.[27] proposed the Community of Inquiry (CoI) Model. The CoI paradigm, which integrates instructional, social, and cognitive presence, emphasises the instructor's role in promoting learning, community and interpersonal connections, critical thinking, and profound reflection. This paradigm facilitates the evaluation of synchronous and asynchronous online learning contexts and the impact of social and instructional presence. The present study is situated within the broader theoretical framework of online education by referencing online learning theory, which incorporates a miscellaneous array of online learning subjects. It examines the Technology Acceptance Model (TAM) to understand how technology is adopted by remote learners. It also employs the concept of online social presence (OSP) to provide virtual communities with a

feeling of belonging. These ideas elucidate the technological and social dimensions of synchronous and asynchronous learning.

2.3. Blended Learning and Its Impact on Language Learning

Blended Learning Models: Blended learning theories are used if Jadara University implements synchronous and asynchronous methods in its English language programs. The blended learning theory and blended synchronous learning model elucidate the impact of face-to-face and online education on learning outcomes. These ideas will appropriately guide our examination of merging learning modalities.

The study employs contemporary research to analyse social and instructional presence in synchronous and asynchronous online formats. Academic discourse may provide context-specific insights that enhance the English language learning community at Jadara University. Cleveland-Innes[28] asserts that the above-described study facilitated the development of the Community of Inquiry (CoI) tool. This research elucidates the Conflict of Interest (CoI) framework, although it does not investigate the distinct experiences of English language, literature, and translation students at Jadara University. The research seeks to develop an instrument, although its findings may have substantial implications for comprehending the Community of Inquiry (CoI) paradigm.

Seo and Gibbons[29] assert that the intricacy of social presence in online learning communities deepens our comprehension of social presence in online education; yet, the current research does not examine the utilisation of social presence by English language students at Jadara University. This facilitates a more comprehensive examination of how this cohort utilises social presence in online education. Their research enhances the understanding of online education and social presence. Aydın[30], a researcher in online learning, investigated the correlation between instructional presence and social presence. Nevertheless, the researchers failed to conduct a thorough analysis of English language students' online experiences, underscoring the need for context-specific study. Nonetheless, their examination of instructional and social presence propels the conversation on online education. The correlation between instructional and social presence in the English language, literature, and translation departments of Jadara University is significant.

Li and Ni[31] investigated online language acquisition in China. The research offers significant insights into online language training; yet, it may not immediately cater to the requirements of English language students at Jadara University. It enhances our comprehension of digital language acquisition. The variations in language learning environments and student attributes need a thorough examination of the distinct problems and requirements faced by Jadara University students.

2.4. Challenges of Social and Instructional Presence in Language Learning

The use of online English language education by Iranian EFL learners was examined by Rastegr and Zarei[25]. Their study contributes to the understanding of online language acquisition and enhances the scholarly discourse on online language training. The results, however, may not be immediately applicable to the students of English language, literature, and translation at Jadara University. An analysis concentrating on the specific challenges and benefits posed by Jadara University's unique student demographic and academic environment is essential. Shea et al.[23] examined the instructional presence in an online PhD classroom. This research, while not directly applicable to our sample members, broadens the investigation of instructional presence. The dynamics and requirements of instructional presence in online PhD programs may significantly vary from those in undergraduate language programs. Shea et al.'s[23] study substantially enhances the understanding of online instructional presence, highlighting the need for targeted research among Jadara University's English language, literature, and translation students to comprehend the impact of instructional presence on their education.

Diaz et al.[22] concentrated on the Community of Inquiry survey, which evaluates many dimensions of online education. The research does not focus on the distinct experiences of English-language learners regarding social and instructional presence. This establishes a foundation for comprehending the Community of Inquiry (CoI) paradigm; nevertheless, more study is required about Jadara University's English language, literature, and translation students' perspectives and involvement with social and instructional presence in online courses.

2.5. Context-Specific Research at Jadara University

These research differ based on the unique context of Jadara University's English language, literature, and translation students, emphasizing social and instructional presence in both synchronous and asynchronous online learning environments[32–36]. The research mentioned enhance our comprehension of online education and presence; nonetheless, they do not address the specific experiences and demands of this student demographic in the present context. The perspectives and engagements of Jadara University's English language students about social and instructional presence in both synchronous and asynchronous online learning environments have yet to be investigated. This gap underscores the need for research unique to academic fields[37, 38]. Within the Community of Inquiry paradigm, this research would elucidate the distinct problems and possibilities encountered by English language students at Jadara University.

2.6. The Gap

This study examines the educational context and challenges faced by English language, literature, and translation students at Jadara University. It investigates the dynamics of synchronous and asynchronous online learning environments, their impact on student engagement, motivation, and interaction. The research uses theoretical frameworks like the Community of Inquiry model, Online Learning Theory, and Blended Learning Models to examine social, instructional, and cognitive presence in online English language courses[39–43]. The study also explores the practical implications of online education in Jordan, highlighting the effects of the digital revolution and online learning models on students and educators. The research provides insights into a relatively underexplored area[43].

3. Materials and Methods

This study uses a qualitative approach to examine the online learning experiences of Jadara University's English language, literature, and translation students. The qualitative research employed can capture the many subtleties and profound insights of online social and instructional presence.

3.1. Sample of the Study

The study employed 10-person focus groups. Primary data were obtained via introspective, open-ended discussions. Focus groups are ideal for open talks and shared opinions. Carefully worded, open-ended questions empower participants to openly share their experiences and views.

3.2. Participant Selection Criteria

Participants were undergraduates at Jadara University majoring in English, literature, and translation. They were academically specialised to ensure that their experiences were relevant to the study's focus on enhancing English language acquisition. Participants came from a variety of academic levels, including freshmen, sophomores, juniors, and seniors. This variety offered a wide range of experiences, from beginner to advanced online learners. The study included four males and six females aged 18–22 years, providing gender and age diversity. This diversity ensured a representative sample and shed light on the experiences of Jadara University's English language, literature, and translation students.

Participants ranged from those who had completed many online courses to those new to digital learning. This range allowed for a comprehensive study of social and instructional presence. The study focused on synchronous and asynchronous online learning; therefore, participants engaged in both. This variability revealed how participants perceived and interacted with the social and instructional presence in each modality. The university is multinational, so participants had varied cultural and linguistic backgrounds. This variation enriched the study by revealing how culture affects online learning. English language, literature, and translation students differed in motivation and academic aspirations. Some were driven to succeed, while others had different goals. Investigating these differences yielded more information. The degree to which participants utilised digital technologies and online learning platforms may have had an impact on how comfortable they were and how they interacted with the material.

The research complied with the ethical guidelines established by Jadara University for studies involving human participants, receiving approval from the Institutional Review Board. Participants received information regarding the study's objectives, their roles, confidentiality rights, and options for withdrawal. Informed consent was secured, and personal data was anonymized. The study adhered to rigorous protocols for data management and confidentiality, emphasising the rights and well-being of participants. The research adhered to rigorous protocols to guarantee the highest ethical standards were upheld.

3.3. Data Collection and Analysis

The study used a qualitative research methodology to investigate the social and instructional presence of online learning in synchronous and asynchronous environments for English language learners at Jadara University. The focus group discussions were recorded and analyzed using theme analysis, revealing themes, patterns, and insights into the experiences of participants. A carefully chosen group of 18 participants was chosen to ensure sample diversity and representation, providing an in-depth investigation of the particulars and widely held beliefs regarding virtual learning in this academic domain.

4. Results and Discussion

This section discusses the social and instructional presence of the participants in synchronous and asynchronous online learning scenarios.

4.1. Students' Perception of Social Presence in Synchronous and Asynchronous Online Learning

Research Question 1: How do English language, literature, and translation students at Jadara University perceive and experience social presence in synchronous and asynchronous online learning?

4.1.1. Theme 1: Social Presence Perceptions

The subthemes that emerged from the participants are as follows:

Contact: the participants emphasised the importance of teacher and peer contact in developing a social presence. They valued conversation, cooperation, and the sharing of ideas.

Virtual Study Communities: Students engaged in discussions, group projects, and online study sessions to create

an online learning community. These activities were considered vital for connection with classmates.

Online Interaction Challenges: Some participants found online interactions less personal than face-to-face ones. Virtual rapport-building and non-verbal cue interpretation were difficult.

Participant Quotes:

Participant 1: "Online classes can feel impersonal, but when we actively participate and share our thoughts, we bring the classroom to life again. It's all about connection."

Participant 4: "We respond to each other's posts quickly in asynchronous discussions to show that we're part of this learning community. It's like a virtual classroom."

Participant 6: "It's hard to discern whether someone is confused or needs assistance online, as revealed on their face in a face-to-face class. To bridge that gap and make it more personal, we should ask more questions and give guidance."

Participant 7: "I believe social presence is about establishing a welcoming space where everyone may speak. Being a virtual family of learners is engaging."

Participant 2: "Online learning might make you feel lonely, but when we engage and encourage each other, it seems like we're studying together. Building online contacts is key."

4.1.2. Theme 2: Synchronous Learning Experiences

The subthemes derived from the participants were as follows:

Real-Time Interaction: Synchronous students liked real-time interaction with professors and classmates. They found video conferencing and live chats simpler for connecting.

Timely Response: The synchronous method provided quick responses and explanations during lectures and debates, fostering social presence and active involvement.

Participants Quotes:

Participant 6: "Synchronous sessions strengthen my bonds with students and lecturers. We can see one another's responses and movements, making online learning more intimate."

Participant 5: "I can ask questions promptly in live seminars. I need that interaction with the lecturer, like having him there. It engages more."

Participant 4: "I like synchronous learning's immedi-

acy. The screen doesn't seem like a barrier to our conversations. It is almost like a virtual classroom."

Participant 1: "I appreciate synchronous sessions' real-time involvement. We feel connected and can exchange ideas as they occur. This is more interactive."

Participant 7: "Synchronous learning builds community. Our collective login makes us feel like part of something greater. It is like sharing lessons in real time."

4.1.3. Theme 3: Experiences Using Asynchronous Learning

The subthemes derived from the participants were as follows:

Flexibility and Independence: Asynchronous learners appreciated being able to work at their own pace. They admitted that this flexibility sometimes limited real-time engagement.

Discussion Forums: Asynchronous discussion forums allowed students to interact and exchange ideas. While they welcomed these interactions, several participants struggled to stay engaged.

Participant Quotes:

Participant 18 reported: "Asynchronous learning lets me manage my schedule, but it also requires self-discipline to participate in discussions. We need to keep the conversation going even when we're not online."

Participant 16 stated, "I like discussion forums because I can think and write my responses more slowly than in live chats and express my thoughts more thoroughly. It's more thoughtful."

Participant 13 reported: "Asynchronous discussions can be difficult to maintain momentum. We must be disciplined about checking in and responding to each other to maintain that sense of connection. It requires self-motivation."

Participant 4 stated, "Asynchronous learning requires active participation and peer engagement. While asynchronous discussions can lack the immediacy of live chats, they allow for deeper reflection. We have more time to think about our responses and provide well-thought-out contributions."

4.1.4. Theme 4: Social Presence Results

The subthemes derived from the participants were as follows:

Active Engagement: the participants valued social presence for engaged online learning. A strong community spirit was evident in their discussions and collaboration, aligning with the CoI model's social presence aspect, which promotes community and relationships.

Peer Connections: the participants discussed their attempts to establish both synchronous and asynchronous peer connections to produce a cooperative and supportive learning environment, supporting the social presence objectives of the CoI model.

Difficulties with Online Interaction: the participants revealed having trouble establishing rapport and deciphering nonverbal cues in online settings. Enhancing one's online social presence is necessary because it is more difficult to establish. These issues need to be considered when implementing the CoI model's social presence component in online learning.

4.1.5. Theme 5: Synchronous Learning

The following subthemes emerged from the data:

Real-Time Engagement: Synchronous students appreciated real-time interactions with instructors and peers. They established connecting via live chat and video conferencing easier. The CoI paradigm highlights communication and interaction as essential elements of social presence.

Prompt Reaction: The synchronous mode allowed for prompt responses and explanations during lectures and discussions, encouraging social presence and active participation. According to the CoI model, responsive and dynamic social interactions promote community.

Participant Quotes: Theme 5: Asynchronous Learning The following subthemes were identified by the participants:

Flexibility and Independence: Participants valued the flexibility and independence of asynchronous learning, which enabled them to interact with course content at their own pace. However, they admitted that this flexibility sometimes limited real-time engagement. The CoI model's social presence aspect stresses adaptability and engagement.

Asynchronous Discussion Forums: These forums provided a place for students to interact and express their opinions. While they welcomed asynchronous interactions, several participants struggled to stay engaged. The CoI paradigm emphasises continuous and meaningful interactions as keys to social presence.

4.1.6. Theme 6: Linking to the CoI Model

The study mostly focused on social presence, but active interactions and debates among participants suggested cognitive presence as well. Participants' conversations and exchanges demonstrated the CoI model's cognitive presence feature of critical thinking and deep thought. The study did not concentrate on instructional presence, but students' impressions of instructors' roles in fostering learning emerged in their responses. Students appreciated fast feedback and guidance in synchronous sessions, demonstrating instructional presence.

The study supports the CoI paradigm by emphasising social presence's role in online learning communities and interactions. The participants' synchronous and asynchronous experiences show how delivery style affects social presence. These results may help Jadara University improve the social presence component of the CoI paradigm in its online English language learning programmes.

4.2. Teacher Presence Effect on Students' Synchronous and Asynchronous Online Learning Experiences

Research Question 2: How does teacher presence affect these students' synchronous and asynchronous online learning experiences? As a crucial component of the Community of Inquiry (CoI) paradigm, instructional presence shapes Jadara University English language, literature, and translation students' online learning experiences in both synchronous and asynchronous environments. The findings show various instructional presence factors that affect their experiences:

4.2.1. Theme 1: Synchronous Learning

The following subthemes were identified by the participants:

Greater Instructor Presence: In synchronous sessions, students perceived a greater presence of the instructor. They appreciated professors' quick responses during in-person lectures and discussions. Learning became more beneficial and engaging when done in real time.

Instructor Accessibility: During synchronous sessions, the accessibility of the instructor was appreciated. The instructional presence component of the CoI model states that teachers support learning and that students perceive them as

available for questions and clarifications.

Interactive Activities: Instructors actively promoted interactive activities during synchronous sessions that encouraged discussion and communication among students. These exercises strengthened the instructional presence of the CoI approach by encouraging participant involvement and engagement.

4.2.2. Theme 2: Asynchronous Learning

The following subthemes were identified by the participants:

Balance between Independence and Guidance: Asynchronous learners viewed instructors' presence differently, demanding a balance between independence and guidance. They appreciated being able to learn at their own pace. The key to an asynchronous educational presence is striking a balance between independence and support.

Well-structured Learning Materials: Participants stated that well-structured learning materials are vital in asynchronous courses. Instructors who provide precise instructions, organised resources, and well-defined assignments are deemed effective. The instructional presence component of the CoI model emphasises how teachers plan and organise their lessons.

4.2.3. Theme 3: Teaching Synchronous Learning Presence

The subthemes derived from the participants were as follows:

Quick Advice:

Participant 1 reported: "In synchronous classes, lecturers are present and answer questions directly. This creates a conversation, not just a lecture."

Participant 2 stated, "Live feedback in synchronous sessions is crucial for feeling connected and guided."

Instructor Access:

Participant 3 stated: "Our synchronous instructors are very accessible, responding quickly to messages and questions during the session."

Participant 4 stated, "Online instructors and the ability to ask for help boost my confidence."

Interactive Activity Facilitation:

Participant 5 stated, "In synchronous sessions, instructors create group discussions and activities to engage students, creating a true classroom experience."

Participant 6 stated, "I like the interactive activities in synchronous sessions, which feel like a collaborative effort while being online."

4.2.4. Taught Presence Asynchronously

Balance Between Independence and Guidance:

Participant 7 stated, "Asynchronous learning offers flexibility but requires independence. However, real-time guidance is desired."

Participant 8 stated, "Asynchronous courses offer freedom but can be lonely due to self-directed learning."

Organised Learning Materials:

Participant 9 stated: "Clear instructions and well-structured resources greatly impact material organisation in asynchronous courses."

Participant 10 stated, "I appreciate clear weekly course roadmaps for easier navigation."

Discussion Facilitation:

Participant 11 stated, "Instructors initiate discussions in asynchronous forums, inspiring participation."

Participant 12 stated, "Instructors who lead online forum discussions ensure everyone participates."

These quotations illustrate how synchronous and asynchronous teaching methods impact Jadara University English language, literature, and translation students' online learning. In synchronous learning, teachers' instantaneous responses and active participation establish a sense of connection, whereas in asynchronous learning, well-organised materials and the facilitation of active dialogue define instructional presence. This demonstrates that teacher presence significantly influences students' online learning experiences in both synchronous and asynchronous contexts. These results will be explored in depth here:

4.2.5. Theme 4: Teaching Synchronous Learning Presence

The subthemes derived from the participants were as follows:

Instant Response: Participants appreciated teachers' rapid responses during synchronous sessions. This teacher's presence made learning more engaging and helpful. Real-time instructor responses to students' queries and concerns foster connection and attentiveness. This aligns with the Community of Inquiry (CoI) model's instructional presence aspect, which emphasises instructing and encouraging learn-

ing. The synchronous mode enables dynamic interactions that strengthen the student community.

Instructor Accessibility: The study's findings revealed that synchronous instructors are easily accessible to students. In-person session attendees felt that lecturers answered messages and questions promptly. This accessibility to education progresses its presence. The CoI model's emphasis on active learning and teacher availability aligns well with this accessibility. Students felt encouraged and safe in the knowledge that teachers were available to help.

Interactive Activities: Instructors led cooperative exercises and group discussions during synchronous sessions. Teachers were successful in encouraging student engagement in synchronous contexts. According to the instructional presence component of the CoI model, which emphasises developing and organising learning, these activities were designed and overseen by instructors. Students were, therefore, more likely to take part in these activities and collaborate in real time.

4.2.6. Theme 5: Instructional Presence Asynchronously

The following subthemes emerged from the data:

Finding a Balance between Independence and Direction: While asynchronous learners appreciated the freedom it offered, they also understood that autonomy and guidance had a price. While learning at their own pace was enjoyable, students missed having in-person interactions with their lecturers. Teachers need to create classes that let students work independently while giving them clear directions. This emphasises how difficult it can be to strike a balance between help and autonomy in asynchronous settings.

Well-Structured Learning Materials: The need for organised course materials in asynchronous learning was emphasised by the participants. Instructors who provided well-structured materials actively encouraged learning. Precise responsibilities, well-organised resources, and unambiguous directions are characteristics of effective instructions. For a structured learning process in asynchronous settings, lecturers are essential. This is consistent with the CoI model's instructional presence component, which emphasises course design.

Facilitation of Discussions: By actively participating and interacting with students, lecturers established an instructional presence while initiating and guiding subjects

in asynchronous conversations. In the CoI model, teachers facilitate social engagement and community development by engaging in conversations and exercising their instructional presence. Consequently, setting up online dialogues encourages meaningful and productive relationships. By thinking about how their instructional presence affects students, instructors can create online learning environments that encourage student participation. The results of the study showed that instructors' presence had an impact on students' experiences learning online. These results emphasise the value of teachers in producing top-notch online courses and the necessity of a well-rounded strategy that finds a balance between individual freedom and directed supervision.

The second study question, which examines how instructional presence affects students' online learning experiences in synchronous and asynchronous situations, can be explained using the Community of Inquiry (CoI) paradigm. It has been found that in synchronous learning, students benefit from instructors' timely feedback on their critical thinking and in-depth reflection. This study demonstrated that instructional presence is a prerequisite for cognitive presence. Cognitive presence requires meaningful interactions, which can happen when teachers answer questions and provide immediate assistance. Hence, the CoI model's emphasis on this important component is supported by the direct promotion of cognitive presence in synchronous and asynchronous circumstances by instructional presence. Accordingly, students can investigate course material and exercise critical thinking with the help of organised materials and engaged instructors through asynchronous learning.

Similarly, the social presence of online learning settings is impacted by the instructional presence. Students' sense of community and relationships is strengthened when instructors actively support interactive activities during synchronous learning. Through these interactions, students build their social presence and feel connected and engaged in a nurturing learning environment. In asynchronous learning, socialisation and community building are promoted by instructors' discussions and reactions to students' participation. Engaging in dialogue with instructors increases students' sense of social presence and belonging. As revealed, instructional presence in both synchronous and asynchronous modalities indirectly influences social presence, according to the CoI model's consideration of the relationships between

these characteristics.

The study also highlights how accessible and involved teachers are in shaping students' learning. In both synchronous and asynchronous settings, instructional design, material organisation, and students' expectations are components of the instructional presence. These components of instructional presence align with the CoI model's emphasis on the role of the teacher in creating a safe and effective learning environment. Previous studies indicate that having a strong teacher presence is necessary to maximise the benefits of online learning.

Accordingly, in online learning environments, a teacher's presence impacts students' social and cognitive presence. The CoI paradigm places great importance on the activities and strategies of teachers, as they have a substantial impact on students' sense of involvement. Therefore, increasing the presence of teachers is essential to developing a pertinent community of inquiry in online English language programmes.

The second research question, which examines how instructional presence affects Jadara University English language, literature, and translation students' online learning experiences in synchronous and asynchronous settings, supports and builds on previous studies. An instrument for Community of Inquiry (CoI) was developed by Arbaugh [21] and Cleveland-Innes [28]. Their study did not concentrate on particular student groups, but it stressed the relevance of instructional presence in the CoI framework. The current study emphasises the practical importance of instructional presence to Jadara University English language students. It applies the CoI paradigm to show how instructor presence affects student engagement and learning quality.

Seo and Gibbons [29] examined social presence in online learning communities, which is connected to instructional presence in the CoI paradigm. Their study did not examine Jadara University English language students, but it established the importance of instructor-student interactions. The present study shows how instructors' encouragement of interactions and organised direction (instructional presence) affects online learning environments' social presence.

Aydın [30] explored instructional presence and social presence but not English language students' online experiences. The present study expands on previous results by examining how instructional presence affects social presence in English language education. It shows that teachers' active dialogue and accessibility boost the students' sense of community.

Diaz et al. [22] explored the significance of CoI survey questions but did not concentrate on English language students or their social and instructional presence. The current study adds qualitative evidence of how instructors' responsiveness and course design affect students' views of CoI features. It proves these survey questions are relevant to online learning.

In conclusion, the second research question supports and expands on earlier studies by giving context-specific insights into how instructional presence affects Jadara University English language students' online learning experiences. They confirm and strengthen previous studies while providing practical applications and a better understanding of how instructional presence affects CoI aspects in real-world education.

5. Conclusions

This study illuminated Jadara University English language, literature, and translation students' synchronous and asynchronous online learning experiences. Through a qualitative examination of social and instructional presence, it gained key insights into online learning in this academic subject. The results show that social presence is crucial to student community and engagement. Real-time interactions and collaboration enhance social presence in synchronous environments. Structured conversations and lecturers' responses build beneficial online communities. Instructors' accessibility, advice, and course design greatly impact online learning. Instructional presence also boosts students' engagement and satisfaction.

This study emphasizes the importance of social presence in online learning environments, focusing on course design to encourage student participation and community. Instructor training should prioritize instructional presence. Jadara University and other educational institutions should consider personalized online English language packages to increase student engagement and enhance instruction. These strategies can enhance learning and overall student engagement in online learning.

According to this study, Jadara University should pro-

vide faculty development programmes to support instructors who are teaching online courses. This covers instruction in course design, social media marketing, and online teaching. The university needs to establish guidelines for online course creation that prioritise an accommodating and interesting learning environment. These requirements should promote social and academic presence. Online learning would also benefit from the university's technical support and academic direction. These services might aid students in overcoming challenges linked with online learning. Constant evaluation is required for online courses. Frequent feedback may be used to confirm that teaching strategies are benefiting student experiences and to pinpoint areas that need improvement.

Instructors should investigate e-learning strategies and employ research-based pedagogy. Therefore, Jadara University can enhance its online education programme by implementing these recommendations to encourage community, involvement, and effective instruction. Students studying English language, literature, and translation may benefit from this. To sum up, this work contributes to the optimisation of distance learning. As higher education evolves, institutions must continue to improve online learning, especially in programmes that prepare students for a globalised, digital future.

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Conceptualization, M.A.R. and L.M.R.; methodology, M.A.R. and L.M.R.; formal analysis M.A.R. and L.M.R.; Luqman Rababah; resources, L.M.R.; data curation, L.M.R.; writing—original draft preparation, L.M.R.; writing—review and editing, M.A.R.; visualization, M.A.R.; supervision, L.M.R.; project administration, M.A.R.

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