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A Narrative Inquiry of Live Video Streaming: Voices of EFL Teachers to Reflect on Their Online Learning

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Abstract

Despite being widely investigated by previous studies in online learning, live video streaming (LVS) as a strategy for teaching English as a foreign language receives scanty attention. The present narrative inquiry aims to showcase an empirical insight into how live video streaming on Facebook is organized in online learning to fill this void. Two EFL teachers of a senior secondary school in Central Java, Indonesia, volunteered to participate in this study. Data were garnered through interviews and classroom observation. The data were analyzed using thematic analysis. The study's findings demonstrated that teaching through LVS on Facebook assisted EFL teachers in managing their online learning. The LVS-mediated learning process portrayed teaching, social, and cognitive presence during online learning. This result indicates that the learning platform provides promising prospects for teachers to optimize online English-speaking courses. The study also explored several challenges the EFL teachers encounter when managing LVS in their online classes with material and media preparation, time allocation, and internet connection. This study concludes with some pedagogical implications for how a teacher as a curriculum designer engages students in learning English and empowers them in online learning.

Keywords: Cognitive Presence; Live Video Streaming; Online Learning; Social Presence; Teaching Presence

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Introduction

Technology has become crucial in online learning systems. It requires technology as the mediator for interaction during the teaching and learning process. Various types of platforms can be used in the enactment of online learning, such as Moodle (Chang & Lan, 2021), Google Classroom (Al-Maroof & Al-Emran, 2018; Heggart & Yoo, 2018), Schoology (Sicat, 2015), and social media, including Facebook (Alsaif et al., 2019), Skype (Gillett-Swan, 2017), Instagram (Devi et al., 2020), WhatsApp (So, 2016), and YouTube (Wang & Chen, 2020).

In several social media platforms, some features can be used as media in teaching English. One of the features is live video streaming (LVS). Live video streaming refers to the real-time broadcast of video content via the Internet, allowing people to interact with events as they occur (Wu & Gao, 2020). It entails recording video with cameras or other devices, encoding it into a digital format, and transmitting it to a streaming server (Chen & Lin, 2018), which then distributes the video to viewers through a content delivery network (He, 2013). LVS is an effective delivery method in online learning today, and it is easy to deliver online courses (Belt & Lowenthal, 2021). With visual and auditory messages in LVS, students can understand the learning material better (Wang et al., 2022). Besides, in LVS, learners can watch live video lessons and communicate with teachers and other learners (Calk et al., 2007). Furthermore, LVS and online learning can enhance the learning experience for students. It is also considered effective in understanding the cultural context (Boster et al., 2006; Khanafiyah et al., 2021).

Likewise, many positive teaching experiences are gained from teachers using LVS for learning. This media allows them to make learning material more attractive to students (Horbal, 2018). Live video streaming is believed to increase teacher creativity in distance learning. LVS can propose that teachers make learning materials that can be moved visually and more attractive to students (Belt & Lowenthal, 2021). Moreover, this media minimizes the damage to learning materials that often occur in other media, such as DVD, and provides educators convenience in storing and finding learning material (Abdous & Yoshimura, 2010). Maximizing LVS in language learning will provide a better teaching experience for educators (Bétrancourt & Benetos, 2018).

With the benefits of LVS in educational settings, some schools have utilized it in their EFL learning process. There were positive changes in students engaging in instructional video streaming, such as Facebook Live. Facebook Live and videoconferencing tools may boost real-life classroom learning in emergency and normal situations in Nepal (Giri & Rana, 2022). Live video streaming also portrayed enormous prospects for foreign or second language acquisition, offering EFL teachers a great tool for formatively monitoring learning, encouraging small group interactions (Kohnke & Moorhouse, 2022), engaging primary school EFL learners, and expanding learning beyond the classroom wall (Cheung, 2021). Further, a university in Taiwan also provided their EFL undergraduates with a video featuring connected speech instruction situated in the LVS context. They showed positive learning attitudes to English-speaking classes through video-aided instruction in an online setting (Chen et al., 2021; Ghufron, 2021).

There is a notable void between a recent study on teachers' experiences in live video streaming and several previous studies (Chen et al., 2021; Giri & Rana, 2022; Horbal, 2018; Kohnke & Moorhouse, 2022) in terms of exploring different aspects of live video streaming in educational contexts. While these prior studies have investigated factors such as student engagement, pedagogical strategies, and learning outcomes, the recent study focuses on best practices, teaching, social and cognitive presence, and challenges in live video streaming through Facebook Live. The present study contributes to the existing literature by shedding light on the unique challenges, benefits, and instructional practices teachers encounter during live video streaming sessions, providing valuable insights for future research and educational practice. The following question guided the present study, "What are EFL teachers' voices of live video streaming to reflect their online learning?"

Literature Review

Best Practices of Live Video Streaming

Streaming media presents a new way for someone to convey information, messages, and entertainment (Chen et al., 2019). LVS is managed as a medium for transferring information and instructions that can be displayed directly using the Internet (Li et al., 2021). LVS, as broadcasting technology such as Facebook, provides professionals with a new approach to exchanging information, entertainment, and learning materials. Live streaming on Facebook is

an innovative feature that has become a part of social networking and may be viewed online anytime (Hashim et al., 2013). LVS satisfies people's social needs at various levels, including face-to-face, anywhere, anytime, and interactive (Giannikas, 2019). It provides unlimited possibilities for students to explore learning material without any restrictions. LVS creates autonomous learners and produces more independent educators who offer live streaming for language learning (Chen et al., 2019).

The on/off feature of the camera and microphone is also available in LVS. With this feature, the teacher can mute the student's microphone when explaining the material. The teachers can eliminate noise, such as fans, animals, or rain, using the noise cancellation feature. The teacher can deliver learning material better and more clearly (Chen et al., 2019; Wang et al., 2022). Additionally, the platform allows multiple users to simultaneously share screens and co-write notes for more interactive teaching with the collaboration tools of the Zoom app (He, 2013).

While on Facebook Live, teachers can share their live video streaming on pages, groups or events. When they choose the broadcast option on a group, only the group members can watch the live streaming. It can be more conducive because it does not allow interference from other unauthorized people (Horsman, 2018). To help teachers interact with their students, Facebook Live provides a comment column allowing users to send messages and interact with others. They can write and discuss questions during learning (Alsaif et al., 2019).

On the one hand, there is a cross-posting feature on Facebook Live. This feature allows teachers to share live video streaming on several Facebook pages. It gives convenience for teachers because they do not need to re-upload the live-streaming videos. Through Facebook Live, teachers can add power points, pictures, and videos to make it easier for them when explaining the learning material (Milošević et al., 2015). On the other hand, Instagram Live has a live room feature. Through this feature, teachers can invite three guests to their streaming. Thus, students can learn with others simultaneously (Devi et al., 2020).

In language learning, LVS provides an authentic learning experience for students. LVS provides the possibility to connect with people worldwide, so students can learn languages directly with the native speakers of the language they learn (Arnett et al., 2019). Learning

through LVS can also build closer relationships through emotional expression and personal interactions during the learning process (Chen et al., 2019).

In addition to the benefits of LVS adapted in educational contexts, some challenges must be considered. Regarding privacy concerns, teachers may anticipate unauthorized users accessing the live stream and misusing the content. Nicol and Bice (2022) investigated the privacy issues related to educational live streaming and underlined the need to protect personal information and control teaching materials' transmission. Teachers may experience increased anxiety and self-consciousness as they fear being criticized or scrutinized by viewers outside their class. The fear of being judged represents a barrier to embracing online teaching methods, underlining the significance of providing support and training to mitigate teachers' nervousness (Toquero, 2020).

Further, the internet connection speed, visibility of the teaching materials (Ozan & Ozarslan, 2016), and interactions with students in the LVS class (Safar & Alkhezzi, 2016) are other challenges. The previous studies showcase that the present study can investigate LVS more closely, addressing specific aspects, such as student engagement, teacher perspectives, pedagogical strategies, and learner outcomes. This comprehensive approach can contribute to a deeper understanding of how LVS can effectively enhance online EFL classes.

Online Learning

School or faculty members are required to facilitate teaching and learning in online learning. They are demanded to be innovative to adapt to technological advancement, including online learning (Lau et al., 2018). Online learning is a form of distance education requiring technology to mediate during learning (Li, 2019). Implementing online learning is believed to increase teacher creativity in developing learning methods that are more attractive to students (Brockfeld et al., 2018; Sari & Putri, 2022).

Online learning should be designed to elevate the quality of the teaching and learning process. It is flexible regarding time and place and conveniently stores learning material (Hong et al., 2018). In addition, online learning can increase teacher interaction with students (Harrison, 2020). Although online learning is one of the solutions to continuing education during the pandemic outbreak, implementing online learning during the pandemic has

experienced several obstacles. Most of the teachers stated that the time for teaching was relatively short, so they were worried that it would affect students' achievement. Besides, the internet connection is unstable because it is used simultaneously (Elshami et al., 2021).

The main challenge of online learning is related to digital technology and digital capabilities, socio-economic factors, assessments and a heavier workload than conventional teaching (Adedoyin & Soykan, 2020; Dewi & Mutammam, 2022). Online learning can potentially increase cybercrimes, such as cybersecurity, cyberbullying, online violence and exploitation (Yan, 2020). Further, it also increases the stress and frustration of teachers and students. Besides, students sometimes feel isolated when learning (Daniel, 2020; Gillett-Swan, 2017). Several suggestions for managing online learning effectively, i.e., understanding students' needs, selecting appropriate technology, providing each image and graphic with explanatory text and allowing students to ask questions and provide feedback (Dhawan, 2020). The empirical evidence indicates that the researchers can investigate online learning in EFL classes that address specific aspects, such as instructional strategies, learner perceptions, assessment methods, and the integration of digital tools. This comprehensive approach can contribute to a deeper understanding of how online learning can be effectively implemented and optimized in EFL education.

The Community of Inquiry

Online learning is complex. Community of inquiry (CoI) theory can be adapted to understand the experience in online teaching (Garrison et al., 2000). According to this theory, there are three elements in creating a better learning and teaching experience, i.e., social presence, cognitive presence, and teaching presence (Akyol & Garrison, 2019).

Social presence presents a community as a "real" person in the community of inquiry (Anderson et al., 2000). There are three categories of social presence, i.e., affective expression, open communication and group cohesion. Affective expressions (use of emoticons, capital letters or punctuation and use of humor) are indicators of social presence in a community. Open communication stimulates critical reflection and discourse through being created, asked for, and questions and contributions from others. Group cohesion is achieved when community members perceive themselves as part of the community of inquiry. Cohesive

communication begins with activities such as greeting others by name and continues by using inclusive pronouns such as "we" and "our" (Garrison et al., 2000).

The next element in CoI is cognitive presence. Cognitive presence is the level of depth of critical thinking among community members. Critical thinking means analyzing, evaluating, and interpreting information logically and systematically, employing reasoning, evidence, and sound judgment to make informed decisions or reach well-supported conclusions. Brookfield (2019) described critical thinking as a process of self-directed, reflective, and skeptical inquiry that involves examining underlying assumptions, recognizing biases, and developing reasoned arguments based on evidence. Further, cognitive presence is the extent to which learners can construct and affirm meaning through continuous reflection and discourse. Cognitive presence is proven by the interaction and communication between members of the learning community during the learning process (Garrison & Cleveland-Innes, 2010). There are four phases of cognitive presence: (1) a trigger event, the phase to identify some problem for further investigation; (2) exploration, a place where community members explore problems through critical reflection and discourse; (3) integration, members of the community construct meaning from ideas developed during the exploration; (4) resolution, the community members apply the knowledge they have acquired (Garrison et al., 2000).

The last is teaching presence. It is concerned with the design, facilitation, and direction of cognitive and social processes determined by the educator to realize meaningful learning outcomes (Anderson et al., 2000). There are three components of teaching presence: (a) design and administration, (b) discourse facilitation and (c) direct instruction (Garrison et al., 2000). This theoretical underpinning can be presented in Table 1.

Table 1. Community of Inquiry

Source: Garrison et al. (2000)

Elements	Categories	Indicators
Social presence	Open communication	Risk-free expression
	Group cohesion	Encourage collaboration
	Affective expression	Emotions
Cognitive presence	Triggering event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Teaching presence	Design and organization	Setting curriculum and methods
		Sharing personal meaning
	Facilitating discourse	Focusing discussion
	Direct instruction	

Table 1 depicts that by applying the CoI framework (Anderson et al., 2000; D. Garrison et al., 2000), the researchers can explore the dynamic relationships between social presence, cognitive presence, and teaching presence in online EFL learning classes. This approach offers valuable insights into the design of engaging and effective online learning experiences that promote meaningful interaction, critical thinking, and successful language learning outcomes.

Method

Research Design

In this study, the researchers employed narrative inquiry to explore human lived experiences. Narrative inquiry is a study describing the lives of individuals, collecting and telling stories about people's lives, and writing narratives of individual experiences (Connelly & Clandinin, 2000). It consists of obtaining and reflecting on human experiences (Barkhuizen, 2014). Narrative inquiry is a research approach that focuses on exploring personal stories and narratives to understand individuals' experiences and meanings (Hutchinson, 2019). It aims to uncover and interpret the complexities of lived experiences and their connections to broader social and cultural contexts (McGannon et al., 2022). This qualitative research approach is a collaboration between researchers and participants in investigating and understanding something that occurs during social interaction with the environment so that it becomes an experience (Clandinin, 2006). The present study used narrative inquiry to explore the experiences encountered by two senior high school EFL teachers while teaching English using live video streaming (LVS) during online learning. The researcher adapted the community of inquiry (CoI) theory to classify the EFL teachers' experiences. Observation and interview were the appropriate methods applied for this research design.

Setting and Participants

This study was overtaken in a senior secondary school in Pekalongan, Central Java, Indonesia, that adopted LVS in teaching and learning. Two EFL teachers volunteered to participate in this study, as mentioned in Table 2. In this school, live video streaming was the

main teaching medium during online learning. The participants were interviewed about their teaching experiences through live video streaming media.

Table 2. Demographic Data of the Participants

Participants	Gender	Age	Teaching Experience	Online Learning Platforms
Teacher 1	Male	35	10 Years	Facebook Live, Instagram, Zoom, Google Meet
Teacher 2	Female	38	12 Years	Facebook Live, Zoom, Google Meet

Data Collection

To collect the data, this study conducted semi-structured interviews with two senior high school EFL teachers in Pekalongan, Central Java, Indonesia. The researchers used semi-structured interviews because it gives flexibility to the participants to answer the questions from the interviewer and can explain the information in more detail (Barkhuizen et al., 2013). These interviews were conducted using the Indonesian language to prevent misunderstanding and misinterpretation of the questions and give freedom to the participants to answer the questions. Then, the researchers transcribed the interview result (Heigham & Crocker, 2009). Interviews were conducted 2-3 times in an offline setting and via WhatsApp for the online mode. The duration of each session was 30 to 60 minutes. The WhatsApp interview was conducted using multiple communication channels, such as WhatsApp chat, voice notes, and video calls, to ensure a comprehensive data collection process. Through WhatsApp, the participants were able to provide detailed written responses (Bakken, 2022), while voice notes allowed for a more personalized and expressive form of communication (Gibson, 2022). Video calls facilitated face-to-face interactions, enabling the interviewer to observe non-verbal cues and create a sense of rapport (Goh & Binte Rafie, 2023). By utilizing these diverse media, the interview aimed to capture a wide range of the senior secondary school EFL teachers' experiences in organizing LVS-mediated online English-speaking classes and gather sufficient data for thematic analysis for narrative inquiry.

In addition, this study also used observation to collect the data. The researchers used the observation to gather direct and actual information about teaching experiences in the LVS classroom. Thirty-two (32) students joined Facebook Live with Teacher 1 and 28 students were also streaming on Facebook Live with Teacher 2. LVS enabled the researchers to virtually observe and evaluate the teaching methods, student engagement, and overall dynamics of the learning environment. Through the LVS, the researchers could view real-time interactions between teachers and students, assess instructional strategies, and identify areas of strength and improvement. The researchers could also note student participation, behavior, and understanding of the subject matter related to the three elements of CoI theory.

Data Analysis

The researchers employed thematic analysis proposed by Braun and Clarke (2006) to analyze the data and transcribed the data collected from interviews to help them analyze it. The participants' stories were coded and categorized based on the theme. There are five steps in thematic analysis, i.e., several times listening to recordings of interviews, transcribing the data, interpreting the data, communicating the correctness of the data, whether it is following what the participants meant and creating data credibility by asking participants for feedback on data interpretation (Widodo, 2014).

To understand the teaching experiences, the community of inquiry theory, i.e., teaching presence, cognitive presence, and social presence (Garrison et al., 2000), was needed. Teachers' statements were analyzed then subtopics were identified by describing initial codes. Codes are sorted into sub-themes and related to the community of inquiry.

Findings

Live Video Streaming Enabled Me to Organize Online EFL Classes

Based on the thematic analysis, the first theme relates to applying English-speaking classes mediated through LVS. Before starting the class, Teacher 1 and Teacher 2 examined the online platform for LVS (Facebook Live), the device (microphone, computer, camera), internet connection, the learning material and media they used for teaching (PowerPoint, video, song, and whiteboard). Then, the teachers demanded that the students join Facebook Live. They

reminded their students in WhatsApp groups or through class advisors. Further, after students joined the class, the teachers greeted them and asked them to prepare the lesson. Besides, the teachers also checked the student attendance. After that, the teachers prepared and introduced the material that would be discussed, like, "Well, today, we are going to discuss and demonstrate how to". It was the way to begin the material.

In the next phase, the teaching and learning process was already online. The teacher provided information about learning materials. They used supporting media to foster students' excitement about the learning material. For instance, when explaining the material about the simple past tense, the teacher applied a video conversation that contained the simple past pattern. They engaged students to identify the sentences in the video that use the simple past tense pattern. In addition, they also utilized other media such as whiteboards or PowerPoints to present the material, songs to practice students' listening skills and other media that supported teaching.

When explaining the material, Teacher 2 conducted an informal assessment. For instance, a teacher asked students to make an example of a conditional sentence type 1 and write them in the comment column. After the students made their sentences in the comment column, the teacher gave feedback on each answer written by the student. The teacher told the students about their mistakes and then gave directions on making the correct sentences. The empirical evidence can be seen in the following interview excerpt.

> *"I usually ask my students to drop their responses through the chat box in Facebook Live and give them feedback." (Teacher 2, Semi-structured Interview, 15 July 2021)*

Related to students' assessments in the online class with LVS, both teachers used several ways. One of them was informal assessment. It was carried out when the class was going on. The teachers also assessed the students for their contributions during the class. Teacher 2 gave some points to students when they were actively involved during the class, either by asking or answering questions from the teacher or other students.

Then, the assessment was also carried out at the end of the instructional period, for instance, through the midterms or the final test. In the assessment process, the teacher used other media such as WhatsApp group, Email or Google Classroom as a forum for collecting the students' assignments. Ultimately, they evaluated the teaching by discussing it with students

through Zoom meetings. The students were asked to reveal their grievances during the LVS class. Then, teachers attempted to find the solution by discussing it with other teachers.

Moreover, the assessment was also done by giving homework. The teachers asked students to create a product related to the material. Teachers chose a theme related to online learning. It was considered easy because it related to the student's experiences. Students might not be difficult because they are confronted by themselves.

> *"Sometimes, I gave them homework... I asked them to write their experiences during online learning, then recorded it." (Semi-structured Interview, Teacher 1, 11 July 2021)*

The interview vignette shows that to create an effective class. There was an organized design and planning. In this study, it confirms that teachers designed the lesson well. Teachers organized the class from the preparation before the class and determined the assessments that adjusted the students to build meaningful learning.

My Presence in Live Video Streaming Facilitated Students to Experience Online Learning

The second theme of this study deals with the teaching, social, and cognitive presences in LVS-mediated English-speaking classes. As described in the theoretical framework, this study used the community of inquiry (CoI) framework model (Garrison et al., 2000). This section points out three concepts of the CoI framework, i.e., teaching presence, social presence, and cognitive presence, that have been identified. At the same time, the first researcher observed a live video streaming class.

In the CoI framework, teaching presence was crucial for realizing intended learning outcomes. It was key in integrating social and cognitive presence during the inquiry process. In brief, teaching presence is what the teachers do to create a purposeful and productive class. Teaching presence was begun long before the students attended the class. As a teacher, they must determine the activities, assignments, materials and resources they would use to support learning. Then, teaching presence continued throughout learning. Teaching presence was classified into three categories, i.e., design and organization (DO), facilitating discourse (FD), and direct instruction (DI) (Garrison et al., 2000). The teaching presence in LVS class is shown in Table 3.

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Table 3. Teaching Presence in LVS-mediated Online Class

Observation Result	Context/Indicator
On this occasion, I will explain about…	Design and organization (The teacher organized the curriculum by setting a topic for the discussion.)
Today, we will discuss…	Design and organization (The teacher organized the curriculum by setting a topic for the discussion.)
Well, for your assignment…	Design and organization (The teacher evaluated the students' achievement.)
Before we start our lesson, please…	Design and organization (The teacher considered time management.)
Please write some examples about… in the comment box.	Facilitating discourse (The teacher reinforced students' contribution.)
Maybe, anyone of you know what is the purpose of…	Facilitating discourse (The teacher reinforced students' contribution.)
In the last year, when I discuss…	Facilitating discourse (The teacher shared his experiences with the students.)
You need to make an opening statement	Direct instruction (The teacher responded to the student's questions.)
Write in your book.	Direct instruction (The teacher instructed the students.)
Look at the pattern.	Direct instruction (The teacher instructed the students.)
Remember the form.	Direct instruction (The teacher instructed the students.)

Table 3 depicts that design and organization (DO) took many forms. From setting agendas for an entire class session, transitioning to the next topic, clarifying the time out for the course, and determining the task and assignment for the students. Meanwhile, the DO was also found in the interview data by determining the students' assignments.

> *"For assignments, I asked them to cover English songs or make dialogues in pairs and then upload it to YouTube. Yeah, who knows? Perhaps, the video they uploaded could go viral and give benefits for the students." (Teacher 2, Semi-structured Interview, 15 July 2021)*

The second presence in the Community of Inquiry (COI) is social presence. Social presence in the LVS-assisted online class transcripts by looking for indicators of the social

presence categories of affective expression (AE), open communication (OC), and group cohesion (GC). The following table shows the social presence in the LVS class.

Table 4. Social Presence in Online Class with LVS

Observation Result	Context/Indicator
That's right. Good job!	Design and organization (The teacher organized the curriculum by setting a topic for the discussion.)
That's right. Excellent!	Open communication (The teacher gave commands to their student.)
No, not tomorrow.	Open communication (The teacher expressed disagreement.)
Anyone want to ask? Oh, Dwi Kurnia…	Group cohesion (The teacher addressed the students by name.)
Then, what do you think, dear?	Group cohesion (The teacher used vocatives.)
Tyas will…	Group cohesion (The teacher referred to the participant by name.)
Okay, thank you.	Affective expression (The teacher was showing gratitude.)
Ah, I'm so sorry for…	Affective expression (The teacher was showing an apology.)
I know, you are …	Affective expression (The teacher showed humor.)

Table 4 demonstrates that affective expression showed by using humor (*I know, you are…*), conventional expression of emotion (apology, gratitude, greeting, dislike), and informal language to eliminate awkwardness between teachers and learners. This finding implies that humor can also improve interpersonal relations among students.

In the CoI framework, open communication (OC) messages contribute to a discussion by showing interest, posing questions, agreeing, or expressing appreciation in response to others' messages. The OC aspect presented the variety of ways in which community members treat one another's messages and how they showed interest and appreciation. OC category built trust by showing that the members' contributions were understood and valued.

Furthermore, comments in the LVS related to group cohesion (GC) built and sustained a sense of membership in the community and commitment to the group. Related to the

interaction in LVS, the following interview data indicated the connection between social interaction and teaching presence. It can be presented in the following interview excerpt.

> *"There was classroom interaction although in some meetings they did not participate actively. It depended on what method was used at the time." (Teacher 1, Semi-structured Interview, 12 July 2021)*

> *"I used questioning methods to keep students engaged in live video streaming." (Teacher 2, Semi-structured Interview, 16 July 2021).*

The empirical vignettes show that social interaction affected teachers who used the method. For example, when the teacher applied the lecture method for teaching, the interaction would not be optimal. Consequently, teachers must design the course well to improve interaction in LVS classes.

The last presence is cognitive presence. The course's teaching and social element goal was to engage cognitive presence. Cognitive presence represented the four phases: triggering event (TE), exploration (EX), integration (IN), and resolution (RA). In Table 5, these four categories of cognitive presence samples are presented:

Table 5. Cognitive Presence in LVS-assisted Online Class

Observation Result	Context/Indicator
How does the flood occur?	Triggering event (The teacher led the students into the discussion.)
Anyone still remember what the announcement is?	Triggering event (The teacher led the students into the discussion.)
Okay, we discussed ... Now, ...	Triggering event (The teacher took the discussion in a new direction.)
Then, what is the purpose of...	Exploration (The teacher asked the students.)
Descriptive text is ...	Exploration (The teacher exchanged information.)
Do you understand ...	Exploration (The teacher confirmed the students' understanding.)
From the video, we know...	Integration (The teacher integrated information from a video.)
According to Mark Annunson...	Integration (The teacher integrated information from an expert.)
I will show you a video...	Integration (The teacher integrated information from a video.)
From the biography, we can learn ...	Integration (The teacher integrated information from a biography.)

Table 5 illustrates that messages are identified as triggering events initiated by the community by beginning an activity or raising an issue that involves students assessing the community's knowledge base and giving rise to constructive ideas. In this study, most TE arose

from teachers who attempted to take the discussion in a new direction. The next phase of cognitive presence is exploration (EX). This phase focused on the exchange of information. In this study, the category EX was found when the teacher confirmed the students' understanding of their explanation and asked some questions to the students related to the topic they discussed. Then, in the integration phase, where the teachers connected ideas, they integrated information from various sources.

I Encountered Some Barriers in Live Video Streaming-mediated Online EFL Class

The third emerging theme copes with challenges in live video streaming (LVS)-mediated online EFL classes. It becomes obvious that teaching online presents several challenges. All the teachers mentioned that they felt some challenges related to the implementation of teaching through live video streaming. Teaching through this media required better preparation, including learning materials, media, time management, and internet connection. It becomes a crucial challenge because some educators assumed that teaching through live video streaming was unusual to them. The evidence can be presented in the following interview data.

> *"This is my first-time teaching through live video streaming media. Of course, it is a challenge for us because we have never used media like this before, so we need adjustments." (Teacher 1, Semi-structured Interview, 11 July 2021)*

The interview vignette portrays that preparing learning materials and media integrated with technology advancement was difficult for both teachers when they applied LVS. The teachers found some difficulties in exploring something new which is not familiar before. Teachers must be able to decide what media they will use quickly. This finding indicated that the transition from face-to-face to online through LVS class pressured teachers.

Teacher 2 considered teaching through streaming media increased their workload, as presented in the following interview data.

> *"Well, that the workload was increased. We have to think about the material and the media, then how to make students interact during the learning process. It is because most of them were just absent. Then we don't know. Sometimes... they do not join the live video streaming or pay attention to the materials." (Teacher 2, Semi-structured Interview, 15 July 2021)*

The empirical data illustrate that students tended to ignore the class because they thought the teacher did not know it. It does not matter if they did not follow the lesson well. The teachers had difficulty controlling the students to follow the lesson until the end.

Time management also was another challenge in teaching via live video streaming. During the online learning through LVS, the time was shorter than usual. The teachers were worried that they could not explain the whole material. In face-to-face learning, the estimated time for each subject was 60 to 120 minutes. However, in LVS class, the teachers taught for 30-60 minutes for each subject. In addition, they only taught once in 2-3 weeks. It was a challenge for teachers because their time was relatively shorter. They also admitted that they lacked time to present the material, and sometimes they continued the explanation through other media such as WhatsApp and Zoom.

Further, the last problem experienced by teachers was an internet connection. The teachers reported that the internet connection was disconnected several times. Natural phenomena, including the overcast weather, caused this disruption. Too many internet users also be one of the internet barriers.

Discussions

Using multimedia in LVS classes is crucial to assist teachers in delivering instructional materials. Multimedia was considered to alleviate the teachers' burdens when teaching (Wang et al., 2022). Similarly, Li et al. (2021) admitted the importance of multimedia in online learning. They stated that multimedia helped attract students' attention, enhanced and facilitated comprehension of the second language and increased students' motivations. Thus, multimedia in the teaching and learning process was necessary. In LVS class, multimedia made English learning more active and enthusiastic. Teachers could use multimedia such as videos, songs or PowerPoint to make the class more colorful.

Some students contributed during the learning process. It can be seen that the learning with LVS was successful, and educators could bring the class alive. Besides, the students understood the material explained by EFL teachers, even though some made mistakes when they tried to make an example. However, 32 students in Teacher 1's and 28 joining Teacher 2's classes were enthusiastic to contribute to the streaming class. In this regard, streaming media

encourages more conversational interaction between teachers and student and students (Yan, 2020). The interactions that occur during the learning process assist students in acquiring knowledge. Lau et al. (2018) stated that effective online learning is a product of cautious design and planning of instruction with an organized model for designing and developing instruction.

Teaching presence demonstrated by Teacher 1 and Teacher 2, i.e., design and organization, facilitating discourse, and direct instruction categories, included presenting the content and questions, focusing on specific content-related issues, and instructing the students. Akyol and Garrison (2019) stated that teaching presence was what the teachers had done to create a purposeful and productive class. Thus, teaching presence is crucial for realizing intended learning outcomes.

The teachers' and students' social presence on Facebook Live portrays collaborative participation within an online class. This empirical evidence also accords with our earlier observations, which showed that social presence was important for keeping students engaged and building a collaborative inquiry community. In the social presence, the teachers used affective messages to express emotions, humor, and even susceptibility (Arbaugh et al., 2010). It helps engage the community members to set the mood and the atmosphere of classroom interactions and foster interpersonal relationships within the community (Garrison & Cleveland-Innes, 2010).

Humor was also observed in both teachers' classes. This finding broadly supports the work of other studies in this area linking interpersonal relations with community members (Jin & Zhang, 2021). In addition, humor is recognized as a way to overcome boredom in online learning experienced by Teacher 1 and Teacher 2. Lee (2022) suggested jokes, funny stories and dialogues in decreasing and preventing boredom in the classroom. Jokes and informal language make the class flexible and not rigid. Thus, this study considers using humor and joke when teaching mediated with LVS.

Group cohesion (GC) can be identified when Teacher 1 and Teacher 2 address the student's name, and the GC category is shown using vocative. These results corroborate the findings of a great deal of the previous work by Akyol and Garrison (2019), revealing that group cohesion might also help build or reinforce common goals and objectives by addressing participants by name and referring to the community as "we" and "our". The interaction

during the question-and-answer session also shows the social presence. Shea et al. (2006) noted that social presence development might differ depending on the class instructional design, the communication technology employed, or the level of teaching presence.

Further, in the cognitive presence, both teachers give their students meaningful feedback on what they learned in the online meeting. It should be remembered that online discussions seldom provide sufficient time to resolve (Sadaf et al., 2021). Garrison et al. (2000) portrayed meaningful learning as occurring at the intersection of social, teaching, and cognitive presence. Based on the results of the CoI analysis above, the researchers found these three presences in the live video streaming class. LVS is an acceptable alternative to face-to-face, as presented by Wang et al. (2022). Live streaming as an alternative to physically attending class also aligns with the ability and willingness of community members to interact with technology to build their learning experience.

Regarding the challenges encountered in the online class organized with video streaming through Facebook Live, the study results uncover the lack of classroom interaction in the online setting. Li et al. (2021) demonstrated that another problem when teaching through live video streaming is the lack of interaction between teachers and students as well as students and students during the teaching process.

This study also uncovers that time management and low internet connection became serious teaching problems via Facebook Live video streaming. This situation made the live-streaming pauses and video quality unclear. Similar findings have been reported by Horsman (2018). In his study, the most common obstacle experienced when implementing teaching through LVS was an unstable internet connection. Thus, it affected the quality of the video streaming. In contrast, in teaching through LVS media, the teachers should consider the quality of the video and make the streaming video clear and visible.

Conclusions, Pedagogical Implications, and Recommendations

The present narrative inquiry explores senior secondary school EFL teachers' experiences in teaching through live video streaming (LVS) in their online classes. Informed by the study's findings, the researchers highlight that better design and organization are required

to implement teaching through live video streaming. In response, teachers utilize supported media, including WhatsApp groups and Zoom meetings, to make learning more effective.

The community of inquiry (CoI) framework adopted in this study might promote deep and meaningful learning online via LVS at the intersection of social, teaching and cognitive presence. The study portrays that teaching presence is dominantly related to the role of teachers in the class. Teaching presence is the responsibility of the teachers in creating an explicit and transparent class and discoursing facilitation. Creating an explicit class means that teachers clearly articulate the learning objectives, expectations, and guidelines for the course or lesson. They provide a well-defined framework for students to understand what is expected of them and what they will learn. This explicitness helps students navigate the learning process more effectively.

Further, social presence is identified in this study as the essence of building trust and promoting a sense of community. It means creating a climate for expressing themselves, contributing to ideas, and encouraging probing questions. Meanwhile, the cognitive presence in this study is associated with a cycle of practical inquiry, where community members move purposefully from understanding an issue through exploration, integration and application.

Teaching through live video streaming, especially Facebook Live, provides beneficial prospects to interact as happens in a face-to-face class. However, in some conditions, the teachers experienced several obstacles in their implementation, such as unstable internet connection, class size, increasing workload, lack of control, and lack of interaction. Interestingly, this online platform benefited them in organizing their online classes. It confirms that various features available in LVS are very valuable for teachers.

The study also proposes several recommendations. For future researchers, overtaking studies on diverse participants, including teachers and students from different age groups, proficiency levels, and cultural backgrounds, would be preferable. The next studies may investigate specific pedagogical strategies employed by teachers during live video streaming, such as differentiated instruction, scaffolding techniques, and interactive activities, and explore integrating technology tools, digital resources, and collaborative platforms to enhance English language learning in the virtual classroom. In addition, teachers may refer to these empirical and practical insights on live video streaming for their online settings.

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