

# Modeling Online Classroom Interaction to Support Student Language Learning

*By* Rika Riwayatiningih



# Modeling Online Classroom Interaction to Support Student Language Learning

Sulistiyani<sup>1</sup>, Rika Riwayatiningih<sup>2</sup>

14 [sulissulistiyani@rocketmail.com](mailto:sulissulistiyani@rocketmail.com)

English Department, Teacher Training and Education Faculty  
Nusantara PGRI Kediri University, Kediri, Indonesia

Received: 17 October 2020 Accepted: 5 December 2020

DOI: 10.24256/ideas.v8i2.1610

## Abstract

For many years, teacher-student interaction has been indicated to considerably affect student learning. In recent years, research concentration has moved from attempting to evaluate the potent ways of classroom interaction for student learning and how it can be developed. Due to the intricacy of the classroom interaction procedure, the answer to this question is profoundly contingent up on some reasons, such as the learning condition. The aim of this project is to study the classroom interaction process in an online learning context in which English is learned as a foreign language. This is a review research employing content analysis technique we intend to examine the published research articles to find out the teachers' strategies/tools and the contribution of the strategies to students' language learning in online classroom interaction. This can build up understanding on the most effectual techniques to develop the students' involvement with the learning process. The result of the analysis is that most teachers use synchronous and asynchronous online classroom interaction and blended learning in which teacher-students, student-student, student-teacher, and student-learning sources are met through discussion. This strategy is mostly preferred by teachers to give students a chance to get involved in communication, collaboration, interaction, and participation. This strategy is believed to be able to engage students in developing language learning opportunities; therefore, this can be a good model for better classroom practices.

**Keywords :** language learning, learning environment, modeling online classroom interaction

## Introduction

In the show of competitive world, communication plays a crucial part in nearly all the fields. It gets to be an obstruction for individuals to communicate without learning a language. So, there is a need for individual is to memorize a language in arrange to communicate their considerations and concepts to the other individuals all over the world. Individuals require a common language to communicate universally and English serves the reason since it is the as it were dialect talked all around the globe. Subsequently, learning English has become mandatory within the show marvel and most of the non-native speakers of English are attempting to learn it utilizing different strategies and approach (Rao, 2019). Even in EFL context, the language utilized is not only as the material of learning but also a mode of guidance, (Richards, 2017).

4  
To learn language effectively, Graham et al. (2013) reviewed this issue as related to instructional technology and recommended a three-part taxonomy first proposed by Gibbon & Bunderson (2005) that includes theories covering stages, (1) explore what exists and attempts to define [describe] and categorize; (2) explain why does this happen and looks for causality and correlation, and work with variables and relationships; then (3) design how to achieve this outcome and describes interventions for reaching targeted outcomes and operational principles. The process of exploration, explanation, and designing requires language learners to communicate, collaborate, interact, and participate in meaning negotiation with other students. The discussion in the area of accession of second language, negotiating meaning in which language input is modified takes place in interactional conversation. At that point, Van Lier (in Hermanto, 2015) stated that interaction intercedes "input and intake" with eminent process. Hence, it is important to encourage acquisition because the acquisition of L2 also plays an important role, since it guarantees the process of mental grammar and is the most effective impetus for the development of the learner's language, (Lucha & Berhanu, 2016).

Just like language input, language output is as important as the input. This understandable output such as second language production, intelligible knowledge is not adequate if the language learner is not provided with enough chances to produce the language (Mackey et al., 2012). Ones learning language should know about locating linguistic errors and re-creating language formation by output.

In order to have these perspectives as a primary priority, the language classroom teacher has a fundamental function to make a understandable information, and to provide students with sufficient space to interact and produce spoken and written language by creating various modes of collaboration in the classroom. Considering the settings where the language students acquire the language, socio-cultural perspectives on language learning characterizes language and social collaboration between individuals is inseparable. Interaction has

among the understudies. In this way, students' interaction is basically concerned with individuals who as of now know each other and utilize the agreeable learning as one way of keeping their existing social associations lively (Yousef, 2016). Then, how do teachers cope with this demand in this disruptive digital era?

A number of studies dealing with teaching English in this current era have been conducted for examples by (Henrichsen et al., 2018), (Mospan, 2018), (Mutambik, 2018), (Jati, 2018), (Mulya & Refnaldi, 2016), (Rondón & Vera, 2016), and (Ulla et al., 2020). Henrichsen et al. (2018) focused on preparing resources for learning pronunciation; Mospan (2018) examined the use of mobile devices seeking their effectiveness for teaching and learning based on students' suggestions. Mutambik (2018) investigated students' and teachers' perspectives on the use of E-learning in EFL context, then, Jati (2018) introduced some applications in smartphone which can be used for teaching language and how to use them and describe the SAMR model to see teachers' readiness and technology development relationship as well as examining its use in teaching. In 2016, Mulya and Refnaldi studied the use of school.duolingo.com to teach and learn English focusing on examining students' interest and motivation. Meanwhile, Rondon and Vera (2016) talked about the role of teaching materials and how to integrate the four language skills and Ulla et al. (2020) identified and described internet-based applications in teaching English.

In socio-cultural hypothetical view, the significant parts of language are bound and framed by the careful plans whereby individuals act upon one another in different settings of communication. In learning language students build up their abilities in social interactions and interactions by means of participating in conversation with more practiced, educated, also skilled members, for example, educator or potential peers. An interactional procedure regularly utilized in classroom rehearses are for examples: lecture or teacher/student presentation, discussion, question and answer, drilling, and role play which is conducted face-to-face in real classroom. On the other hand, the advancement of ICT has influenced the traditional classroom processes to move forward to become more effective. In addition to this technology advancement, the emergency situation with covid-19 pandemic urges teachers and students to make use of online teaching and learning.

Online classroom interaction has been profitable particularly amid the remote condition such as this pandemic condition. The interesting possibility of online situations to advantage classroom practices has become the topic of much talk in the literature of remote learning. In classroom as social elements there was something generally unique about communication in a virtual classroom when contrasted with face-to-face classroom. In a physical classroom, the members have the same number of individuals talking immediately as individuals in the room,

and pair and group work can be utilized to amplify the time the students need to work on talking in English. In a virtual classroom (except if having breakout rooms), often there is just a single individual talking at any one time without things getting really untidy. The standard format of communication accordingly winds up being teacher poses an inquiry to Student A, Student A reacts, teacher poses an inquiry to Student B, and so on, with almost no interaction going on between the students. The multi-channel face-to-face communication becomes mono-direct in the Virtual classroom.

There are four foundations for the development and maintenance of internet learning community: communication, collaboration, interaction, and participation. The accommodation and adaptability offered by internet learning circumstances

permits students in advance of growing fresh abilities and promote their education, paying little heed to where they live (Lock, 2006). So as to take all the advantages of online classroom interaction or to cause students not to feel secluded from other classroom members. Peterson (2016) proposes the manners in which an educator interacts with students in online classrooms specifically: (1) incorporate ongoing interaction, (2) get creative with discussion boards, (3) boost engagement with non-task collaboration, (4) utilize numerous specialized devices, and (5) have an arrangement around the device.

An integration of chances for ongoing interaction into online course can build up a feeling of being a family member in a course. The way unrehearsed discussions outside the customary classroom manufacture interactions, explain thoughts, and spark new experiences needs consideration. Teachers can encourage these interactions by setting up opportunities for class individuals to meet online simultaneously both officially and casually. Utilizing web discussion operations, teachers can make an assortment of simultaneous chances for reciprocal actions, for example, available time, group discussing activities either with small number or larger number of participants and learning community.

One method that encourages more extravagant exchange is making conversation cues which are designed to permit spontaneous and unguided responses. Expecting learners to give models or requesting that they decipher an idea from an assortment of points of view is one example of the method. Teacher could likewise establish chances for students to do discussion with facilitation in which they can create cues for conversation and guide the subsequent discussion.

Procedures for changing the social network into an objective incorporate much of the time refreshing content (on a week by week or if conceivable regular footing). The procedures also include integrating benefaction to the interrelation between people with the classroom practices. This can be done for example by utilizing the social network instruments for group work. Another way is requesting that students present their ideas of discussion by posting them on social community.

Social network can be utilized by students in two ways. Beside posting messages on external social networking instruments, for example, Facebook,

Telegram, and WhatsApp, they can come together for personal meeting in real time for example on Zoom and Google Meet application. Prearranged encounter, for example, starting recordings, content introduction, and email, are as yet significant parts of internet learning, yet student interaction can take the learning further, quicker. At the point of doing direct contact class on the web or set up a networked class meeting without any preparation, the way interaction will uphold the learning objectives in the program must be considered. With enhancement of the interactional chances in networked classes, an effectively amazing knowledge building chance can be taken to the next level for the entirety of your students.

With innovation proceeding onward, there has been a move in teaching towards utilizing multimodal situations, (Ganapathy, 2016) including sound conferencing, video-conferencing, just as different applications. With all the benefits and ways of using online environment for English teaching and learning, it is still necessary to have a close look at the teachers' strategies in teaching English and the contribution to students learning in online classroom environment. By knowing the trend of

teaching practices, this study can become a reference of evaluation and decision making for teachers or curriculum developers. Therefore, this article brings about a review on the trend of online classroom activities and their contributions to student learning process.

## Method

This paper identifies the teachers' strategies and their contributions to student learning within online classroom interaction of language classes. It is a review research whose subjects is the research itself, with already arranged strategies and collecting original studies. The procedures used are conduct a search, identify keywords, review abstracts and articles, and document the results. to search for, screen- and code-controlled studies of the ways of online classroom interaction. The harvests of these searches, screening and coding activities were used for the narrative literature and empirical review and synthesized of published studies. Relevant studies were located through a search of publicly available literature published from several internet databases. For data collection, the authors used a common set of keywords; searches were performed in any electronic research databases found. Specifically, the authors focus on peer-reviewed journals in terms of research of online classroom interaction. Finally, the Google Scholar search engine was used with a series of keywords related to online learning (available from the authors).

Systematic review is important to categorize the focus of the substance of research published. It also provides an exhibiting point of view on an issue and important ideas to the area of a subject. Analyzing content as an analysis technique of obtaining valid research result was also employed for investigating classroom interaction at the area of the course, throughout processes, and centering on the printed matter. Previous researches have been conducted to analyze the principal

substance of the paper titles, writers, and abstracts of remote education. By analyzing the content, the author provides a description of a renewed study of the material previously studied which centers on: to what extent teachers integrate real-time interaction, how online classroom interaction is employed and how to maximize engagement with non-task interaction.

However, this paper is limited to online classroom interaction research for three explanations. Firstly, this examination attempts to find out and to cover established problem in this body of written work. This examination will allow the researcher to find out a strong attribute in this study direction to advantages of online classroom interaction. It also helps to find out potential deficient area in the way classroom interaction investigation sees online courses, students, and interrelation among instructors. Secondly, the practicality is the motive for the current examination to be limited. Having a considerable quantity of learning/teaching in online investigation over different fields, examining and integrating them and completing the purposes to be achieved which is determined in this work is impossible. The final limitation on this study was that the amount of empirical research was still limited.

## Results

In relation to the theme about modeling online classroom interaction to help student language learning, the review of some published research articles related

reveals some thoughts. Focusing in on the strategies utilized and the manners in which those techniques draw in students for plentiful learning opportunities, the outcomes are introduced here. The reviewed articles include ideas as well as empirical findings. Basing on the idea that current researches in the body of written works on networked education illuminate a constructive is method of building knowledge in the learning contexts based on web.

1. Online classroom interaction can be conducted using facebook. For writing practice, it is proved to be workable. Through facebook, students correct the writing of their partner. Students also do self-correcting as well as meaning negotiation. In student-student interaction they highlight their partners' sentence errors and provide appropriate sentences. The interactions associated with language is linked to the advantage in linguistic. This element is concerned with spelling errors, appropriate use of grammars and sentence structures. Because it promotes the noticing of language features that is required to produce a good essay, the interactions are often claimed to be meaningful in language acquisition. The interactions also strengthen the students to observe the peers' writing and expand their knowledge with ideas from their peers. However, most of the interactions related to language assistance are considered 'shallow interactions' as students were not proved to further construct knowledge (Annamalai, 2018).

451

*Sulistiyani, Rika Riwayatiningih*

*Modeling Online Classroom Interaction to Support Student Language Learning*

2. Online classroom interaction can also be done by using desktop video conferencing. Through task-based activities in zoom meeting, students can interact virtually in engagement with their partners. This strategy is considered to be convenient to give student higher motivation beside building up their confidence, meaning negotiation and constructing knowledge which lead to enhancement of students' communicative ability (Vurdien, 2019).
3. Erkir (2015) identified that online strategy games can be a valuable instructional tool that can be used in communicative language teaching contexts. The game would give openings to watch language and take portion in exchange of language in an intentional way, act as a hopping board not as it were for the utilize of different language skills but too for reflecting and examination of the language being utilized, and unquestionably trigger the creative use of the language where as permitting distinctive learners to create language at their possess pace.
4. Fandino, F. G. E. & Velandia (2020) showed finding that E-learning English with the Computer Assisted Language Learning approach-CALL can be a strategy in which the role of the tutor can influence in the motivation to learn a foreign language, while optimizing communication processes. The part of the mentor is specifically related to the adaptability that the instructor can play, the change less demeanor of openness and closeness in such a way that the complete educational process based on sympathetic and affective communication.
5. Bajrami & Ismaili (2016) found that using videos as supplementary material in an EFL setting, both teachers and students can be involved in creative ways to incorporate different video materials in a variety of classroom activities to

enhance learning outcomes and provide a positive classroom environment. Videos also promoted the language learners' listening comprehension.

6. Chamorro (2018) Online English Language Learning through synchronous video conference. The synchronous sessions made students better understand the topics and enable them to express their concerns about the unit topic and additionally, they played games to learn the topics better.
7. Erickson (2019). Blended Learning among Adult English as a Second Language Programs. the adult fundamental instruction ESL instructive setting is interesting in ways that impact how mixed learning ought to be used in adult essential instruction ESL programs. Mixed learning programs are received for their schools to improve understudy learning of life aptitudes and encourage the English language learning process. Mixed learning can be utilized in instruction as a methodology to distinguish learning, get to an assortment of assets online, and offer adaptability in terms of time and put for learners.
8. Chen (2019) showed that EFL learning was conducted by way of a

1 452  
IDEAS, Vol. 8, No. 2, December 2020

ISSN 2338-4778 (Print)  
ISSN 2548-7192 (Online)

Computer-Assisted Language Learning (CALL). In this context, university EFL students had positive perceptions of interactive online language learning, which promoted learner autonomy. Participants were confident about their abilities to find out appropriate learning materials and associated well-scaffolded instructional sources that were within their ZPDs.

9. In the research paper about mobile applications instagram and snap chat in TESOL classroom it is written that instagram is an effective social media platform which are used by teachers for teaching. It is engaging for students in learning of the English language. This helps students to a deeper understanding of the English language and its culture. It also provides more practical knowledge and promotes interactions (Abdulaziz Al Fadda, 2020).
10. Nugroho & Atmojo (2020) found that employ synchronous and asynchronous online learning activities, teachers use Google Classroom and Schoology for managing their online learning in general, WhatsApp, Zoom, Autodesk SketchBook, TEDEd, FastStone Capture, and youtube. Google Forms, Quizizz, and Kahoot are assessment applications which are employed by the teachers. Because of being unskillful enough in utilizing the learning tools the communication and interaction are not well optimized. Consequently, learning does not take place as expected.

## Discussion

This writing aims to explore teachers' strategies used to teach English and the contribution of those strategies to the learning process in online classroom interaction context. The findings can be summarized that there are several ways which can be employed by teachers in giving learning spaces to students. Each strategy carries its features of learning activities. Basically, online classroom interaction can be conducted through three broad ways, synchronous, asynchronous, and blended learning. The synchronous strategies especially enable teachers and students to create live two-way communication both teacher-students and students-students communication such as using video conference and chatting room. The activities provided by teachers vary depending on the teachers' readiness, materials and learners' characteristics as well as time constraints. They include lectures, questions and answers, discussion in small group or pair work.



Another strategy is asynchronous learning where students access materials and do learning activities in different time from their teachers. They especially do independent learning by completing some tasks. There are many tools which can be employed such as google classroom, schoology, and youtube or video recording. In this way, students mostly interact with the materials or lesson contents. It offers time and learning flexibility since students are not under real time control from teachers. With its flexibility power, asynchronous learning is often claimed to

453

*Sulistiyani, Rika Riwayatiningasih*

*Modeling Online Classroom Interaction to Support Student Language Learning*

create deeper learning. However, students also often need some clarification thus difficult materials for example still need to be explained by teachers. Teachers also combine synchronous and asynchronous learning for better result however, the result still need improvement. The last strategy found is blended learning which is the combination of two strategies, online and offline learning. The benefit of blended learning is students can learn autonomously but still get guidance from teacher through offline meeting with all valuable interactional features which are often difficult to find in virtual meetings. It can be said that online teaching and learning strategies can promote student engagement in the activities and focus on the lesson. This is in line with the claim from Mulya and Refnaldi (2016) that online learning is supportive for English teaching and learning. Similarly, Ulla et al. (2020) also found that online learning makes teachers' classroom practices become more convenient, exciting, and fluid. However, Annamalai (2019) found that it only created shallow interaction so that learning did not take place maximally. It means that with all the benefits of online learning with whatever the tools used, teachers should design and plan the classroom activities well.

Based on the theory proposed by Peterson (2016), the manners in which an educator interacts with students in online classrooms specifically should: (1) incorporate ongoing interaction, (2) get creative with discussion boards, (3) boost engagement with non-task collaboration, (4) utilize numerous specialized devices, and (5) have an arrangement around the device. To have them implemented integratedly, the possible way which can be done by teachers is the synchronous strategy because it seems that asynchronous way lack of engagement with non-task collaboration. Therefore, to get both deep learning and the features of direct interaction, blended learning is perhaps the best choice.

### **Conclusion**

This paper has reviewed several research articles to see the portrait of online classroom interaction limited to explore the strategies used in teaching online and their contribution to student learning. It is found that teachers used synchronous, asynchronous, and blended learning strategies. The synchronous learning creates teacher-student and student-student interaction through discussions, lectures, and questions and answer resulting in the increased student engagement. The asynchronous learning drew students to deeper learning by interacting with lesson content. Therefore, it is suggested that teachers combine online with offline learning. Also, teachers should make strategic plans upon the use of devices in online interaction.

The findings above provide a note that what Peterson proposed still needs more explanation about the factors and conditions contributing to the success and failure

in achieving the targeted learning outcomes. On the other hand, this research is limited to a review of others' studies and therefore more empirical data are still needed. Future researchers are expected to do some experiments with

1 454  
IDEAS, Vol. 8, No. 2, December 2020

ISSN 2338-4778 (Print)  
ISSN 2548-4192 (Online)

more homogenous samples and frequency.

**Note:** This article has been presented in the 8<sup>th</sup> ELITE International Conference

# Modeling Online Classroom Interaction to Support Student Language Learning

ORIGINALITY REPORT

# 15%

SIMILARITY INDEX

## PRIMARY SOURCES

1	<a href="http://ejournal.iainpalopo.ac.id">ejournal.iainpalopo.ac.id</a> Internet	120 words — 3%
2	<a href="http://www.slideshare.net">www.slideshare.net</a> Internet	71 words — 2%
3	<a href="http://files.eric.ed.gov">files.eric.ed.gov</a> Internet	67 words — 2%
4	<a href="http://www.coursehero.com">www.coursehero.com</a> Internet	65 words — 2%
5	Erkir, Sarp. "An Online Strategy Game for the Classroom", <i>Procedia - Social and Behavioral Sciences</i> , 2015. Crossref	43 words — 1%
6	<a href="http://s3-eu-west-1.amazonaws.com">s3-eu-west-1.amazonaws.com</a> Internet	41 words — 1%
7	<a href="http://ses.library.usyd.edu.au">ses.library.usyd.edu.au</a> Internet	40 words — 1%
8	Arief Eko Priyo Atmojo, Arif Nugroho. "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia", <i>Register Journal</i> , 2020 Crossref	31 words — 1%
9	<a href="http://www.mendeley.com">www.mendeley.com</a> Internet	30 words — 1%

10 Fredy Geovanni Escobar Fandiño, Angela Juliette Silva Velandia. "How an online tutor motivates E-learning English", Heliyon, 2020 26 words — 1%  
Crossref

---

11 Sarp Erkir. "An Online Strategy Game for the Classroom", Procedia - Social and Behavioral Sciences, 2015 18 words — < 1%  
Crossref

---

12 [scholarscompass.vcu.edu](https://scholarscompass.vcu.edu) 16 words — < 1%  
Internet

---

13 [network.bepress.com](https://network.bepress.com) 11 words — < 1%  
Internet

---

14 [sites.google.com](https://sites.google.com) 11 words — < 1%  
Internet

---

15 [awej.org](https://awej.org) 10 words — < 1%  
Internet

---

EXCLUDE QUOTES OFF  
EXCLUDE BIBLIOGRAPHY OFF

EXCLUDE MATCHES OFF