

## **Teacher and Student Talk in Virtual Classroom Interaction in Linguistics Lectures**

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### **Abstract**

In classroom interaction, university teacher or lecturer is required to be a facilitator to lead discussion. The university teacher or lecturer must transfer knowledge and ensure that the learning process is active and the material being taught is well received. Students must also take a role in the interactions in the classroom which are intended to foster confidence and understanding in the learning process. The objective of this research is to find out what type of teacher talk and student talk that occurred during virtual linguistics lectures interaction. In this research, the researcher used Foreign Language Interaction (FLINT) as the conceptual framework. Meanwhile, this research was conducted qualitatively. Data were collected through video-recoding of two virtual linguistics lectures in a university in Indonesia. Data were analyzed using Miles and Huberman (1994) which included data reduction, data display and drawing conclusion. The findings revealed that teacher and student talk were found during the two lectures with teacher talk which was more dominant than student talk. Teacher talk consisted of some categories, including giving information, giving directions, praise and encouragement, asking question, correct without rejection, criticizes students' behavior and uses the idea of the student. Meanwhile, student talk comprised student response initiate and student response specific. In conclusion, teacher dominates the interaction in virtual classroom and has an important role in leading the class and directing students to actively interact.

**Keywords:** Interaction, Linguistics Lectures, Virtual Classroom, Student Talk, Teacher Talk.

### **Introduction**

Lestari (2018) stated in classroom interaction, university teacher or lecturer should create communication with their students either in oral or written forms. Previously, this learning process was carried out face-to-face in class so that the interaction between teachers and students became direct interaction. Sari et al. (2021) stated that in doing online learning, learners initially receive socialization by a course facilitator to obtain course information and establish connections among teachers and other peers, learning culture, social, and learning contexts. They also get instructions on how to finish their online activities from teachers. After that, they begin their online learning process by activating knowledge by reading e-materials such as e-books, articles, PowerPoint slides, or watching lecture videos that are provided by teachers. Furthermore, they continue to absorb knowledge by synthesizing, analyzing, and sharing information.

However, university lectures have become more challenging due to the COVID-19 pandemic in which learning activities are limited and face to face is prohibited. Digitalization in the education sector has been massive, especially since the outbreak of the Covid-19 pandemic, which has made the digital genre becomes a new norm in academic discourse in higher education institutions (Rido et al., 2023). The use of technology in education field has paved the way for higher education institution to innovate shape their modern media in a language teaching and learning (Sari et al., 2019). Therefore, using technology most of all classes are transferred to virtual classes or synchronous online learning that enable video-based

interaction in real time (Tyrväinen et al., 2021). Virtual learning refers to the learning process that occurs in virtual classrooms that are in cyberspace via the internet network. The growth development of technology has embraced valuable parts of language learning at all education levels to improve the quality of teaching and learning processes and make learners independent (Lestari et al., 2020). This difference causes the interaction between university linguistics teachers to students or students to students to be limited. Learning via virtual classroom of course gives different effects in the learning process which has an impact on different types of interactions that occur in university linguistics teachers and students since the interaction process in the classroom will also different, this can cause a little misunderstanding especially in the linguistics class where learning materials require direct interaction between university linguistics teachers and students so that the understanding obtained by students is better, for example phonetic learning requires direct practice between students and university linguistics teachers because it is a linguistic class on the pronunciation of a word, but because almost all classes are switched to virtual. The types of interactions that occur in the classroom are also different. The writer chose linguistic classes because linguistics is the study of language which plays an important role in learning language especially English itself. Linguistics is needed in English language teaching context because it will provide components and structure language to students (Gultom, 2015). Based on the background above, therefore with Foreign Language Interaction (FLINT) thus, this research was analyzed interaction in virtual linguistics lectures in a university in Indonesia focusing on teacher and student talks.

### **Theory and Method**

This research focusing on teacher talk and student talk from foreign language interaction (FLINT). This research used a qualitative as an approach to research and focused on providing the description of phenomena that occurs naturally without any manipulation from the researcher.

The data sources were two video recordings of virtual linguistics lectures in a university in Indonesia. The lectures were selected based on the criteria such as having synchronous virtual classroom through video-conferencing technological tools and used English as the medium of interaction. The two virtual linguistics lectures, lecture 1 and lecture 2 took place in Phonetics and Phonology class also in Introduction to Linguistics class that were both taught by Mr. Gio. In this research, the data were collected through video recordings. Video-recording was considered the most suitable instrument since it recorded all aspects of interaction, including university linguistics teachers and students' utterances, facial expression, and body movements (Rido et al., 2019). Video recording already collected during virtual classroom lectures (synchronous) with duration approximately 60 minutes. After that, the writer has transcribed the video by looking for several aspects that contain the category of teacher talk and student talk in foreign language interaction (FLINT). In this case the virtual classroom interaction was observed by video recording on synchronous classroom.

In analyzing the data, after recording the virtual learning process, the writer has transcribed the video into a script, which has been analyzed which interactions that describe the points of teacher talk and student talk in FLINT. The data of this study has been analyzed used three steps Miles and Huberman (1994) that are data reduction, data reduction means summarizing and choosing the main thing. Then data display, after reduction, the reduced data will be displayed more concretely. The third step is conclusion drawing /verification, in this step the writer could select the interaction in virtual classroom that describes teacher talk or student talk.

## Findings and Discussion

### *Interaction in Virtual Linguistics Lecture 1*

This data was taken from English Phonetic and Phonology class where university linguistics teacher here named Mr. Gio delivered the material for approximately 60 minutes.

### *Teacher Talk*

In FLINT, teacher talk can be categorized as direct influence and indirect influence. Direct influence is when the university linguistics teacher or teacher gives direct information or motivation whereas indirect influence is when the university linguistics teacher indirectly praises or motivate the student to be more active or confidence. Based on the data samples the writer concluded the two categories of teacher talk from virtual linguistic lecture 1 as below.

### *Direct Influence*

There are some results of teacher talk, direct influence found in virtual linguistics lecture 1 as follows.

#### Giving Information

Giving information is a type of interaction in teacher talk that most frequently found in this data sample. Giving information here refers to the teacher's active role in providing explanations, delivering material or providing information about lessons directly.

“Okay, now I have already given you the link in the chatbox, this is the link of IPECA.com, so here is the link of website for yourself study. Later you can learn is not only about the consonant but also about the sound. You can exactly see how is sound so you can learn that the sound recognition will not be split to other sound recognition. *Jadi gak bakal ketukar nantinya* (So it won't switch). Right continue, now we are going to discuss about manner of articulations. Let us see manner of articulation means that it is another segment pvoicing, *kemarin pvoicing ketika di taruh di paling depan itu voiceless yang tipis kalau bunyi yang di belakang itu voice artinya lebih tebal*. (Yesterday pvoicing when it placed at the very front it was thin voiceless if the sound is in the back the voice means thicker). Second one we learn about places of articulations and the third one was going to talk about manner of articulation.” (L1-Data Sample1)

From data sample 1 it can be seen that the teacher here is presenting material about articulation. Therefore, this data sample 1 can be identified as giving information.

“Number one is plosive. Plosive means that there is a tiny explosion occurs. *Plosive itu jadi bunyi beh, keh jadi kan ada udara yang keluar sedikit jadi* (The plosive sounds beh, keh so there's a little air coming out) beh and keh. So this is the aspirated one and also the unaspirated one. *Jadi kalau beh biasanya lebih besar, keh itu lebih tipis* (So if the beh is usually bigger, the keh is thinner)” (L1-Data Sample 2)

In this data sample 2 it can be identified that the university linguistics teacher was starting to transfer the knowledge to students by giving them information or detail about certain material therefore it can be identified as teacher talk giving information. Giving information in teacher talk is related to the teacher's role as the one who provides instruction,

tell the facts, giving personal opinion or thoughts, lecturing and informing students of their errors in response without making judgments. (Sani, 2022)

#### Giving Direction

Giving direction is also a type of interaction in teacher talk that is most often found in the data sample that the writer has collected. Giving direction here relates to the teacher's role in managing the class and directing students so that the learning process can run actively and run smoothly. It can be found in several data samples below.

“Okay welcome back to the session of English Phonetic and Phonology today we are going to have the third session of English Phonetic and Phonology. Eleven students have joined us here, but I believe later it would be on the way with other students come in, and one student also is in the same frame like we have Paula and Adele and then also Aulia and please rewrite the name so I can know who is with you right now.” (L1-Data Sample 4)

The data sample 4 above shows that the university linguistics teacher welcomed the students and gave directions to students to rewrite their name, this interaction can be identified as giving direction. Giving direction in teacher talk is related on university linguistics teacher's role when instructing or ordering students to do something, this type of teacher talk is usually dealing with assistance the students in the classroom.

“Okay I give you one minute and then Eva Agustina labio dentals sound, Ketut Safitri dental sound and then Paula and Adel you have alveolar sound and then Syifa you have post alveolar sound then Putri you have palateral sound and Aulia you have not got right? Aulia you have velar sound.” (L1-Data Sample 5)

From the data sample 5 it can be seen that the university linguistics teacher were given command or directions to each student about what they are going to explain in these virtual lectures and assist some students specifically about what they are going to present, therefore it can be categorized as teacher talk, giving directions as giving directions is related to teacher's role while in this case university linguistics teacher, when giving instruction or assist students in the learning process.

#### Correct Without Rejection

Correct without rejection is when the teacher tries to correct students' mistakes without judging them. This can be done by asking them to find the right answer by giving examples, etc. This type can be found in data sample as follows.

“Dental, okay dental is look at the example again, your dental sound, next. After this I come back to you *ya* (yes) with the correct answer.” (L1-Data Sample 8)

From the data sample 8 above it can be indicated that the student's answer on certain question was wrong, therefore the university linguistics teacher here gave the student a chance to correct the answer. University linguistics teacher here also asks student to check on their work again in order to have a correct answer. In teacher talk direct influence this type of interaction can be identified as correct without rejection where the university linguistics teacher here corrected students' wrong answer by gave them a chance to find the correct answer to a certain question.

“*Bunyinya saja* (the sound only) not with the example” (L1-Data Sample 9)

From the data sample 9 it can be identified that the university linguistics teacher leads the student to answer the exact question not more, rather than directly said that the student's answer was wrong the university linguistics teacher here was assisted the student to correct their answer as requested, therefore it can be categorized as type of correct without rejection. Correct without rejection is also means that the course facilitator or in this data university linguistics teacher is not allowed to reject students' answers and said the answer was wrong directly therefore the university linguistics teacher must encourage students and direct students to find the correct answer.

#### Criticizes Students' Behaviour

Criticize student behavior is when the teacher criticizes student behavior or reminds them of some behavior that can disturb other students or the learning process. This type can be found from the data sample below.

“Okay, if you are two that please your turn off the other microphone first.” (L1-Data Sample 10)

From this data sample 10 it can be interpreted that another student eventually talking while another one tries to explained something, the university linguistics teacher here threw critic toward the noisy student and asked them to turn off the microphone. This students's behavior can disturb the person that was currently speaking, therefore it can be categorized as criticize student behavior where the university linguistics teacher needed to critics or remain students about certain behaviors that might cause problem or disturb the learning process.

“Okay makes sure other sounds are off okay.” (L1-Data Sample 11)

Based on this data sample 11 it can be interpreted that the university linguistics teacher again criticized student behavior that still unmute their microphone and make some noise while another student is talking therefore this behavior can disturb the learning process and disturb the students. When the university linguistics teacher asked them to turn off their microphone is also a sign that the university linguistics teacher criticizes the behavior then it can be categorized as teacher talk, criticize student behavior.

#### *Indirect Influence*

Indirect influence is one of the types of teacher talk that the university linguistics teacher influence student to be more active in classroom indirectly by praises and encourage them or asking students and so on. Indirect influence also usually deals with how course facilitators, in this case university linguistics teachers, can make students active and confident and make it easier for them to interact in classroom. From the virtual linguistics one it shows as the following data below.

#### Asking Question

Asking questions can provide insight to teachers about how well students understand the material. This type can be found in data sample below.

“Let's start with the idea of bilabial sound. Okay I want I want Luvita Saputri to explain about bilabial sound that we learned in the last section, others I will ask you, so that you may open your book and I also ask question to you. Luvita may you answer? (L1-Data Sample 12)

From this extract 12 it can be shows that in the last sentence university linguistics teacher were asking a student for a certain question. From the interactions in the sample data above, it can be seen that the university linguistics teacher triggers the student to memorize what they learned previously. Therefore, it can be concluded that this interaction occurred teacher talk indirect influence, asking question. Asking questions in the learning process in the classroom is very crucial where asking questions can be aimed at knowing how deep students understand the material, fostering student confidence and directing students to remain actively interacting in class.

#### Praises and encouragement

Praise and encouragement are a form of good feedback from the teacher aimed at boosting student self-confidence. Here is the data sample that contained praise and encouragement.

“Okay right, thank you very much, next one Syifa” (L1-Data Sample 13)

From the data sample 13 above the writer can concluded that the university linguistics teacher was complementing or praising the student for answering the question given by the university linguistics teacher. Therefore, it can be identified as praise and encourage. Praise and encourage is a when the university linguistics teacher gave good comments, thanks or praises students to encourage them to stay active and grow their confidence during the learning process.

#### Use the Idea of Student

This type of interaction is intended to make student’s answer as an example for others. In addition, uses students' ideas as well as a form of clarification that the answer is correct. Here is the data sample that contained uses students’ idea.

“Like umm, Aulia mention keh, geh and ngeh. What about palateral sound” (L1-Data Sample 14)

The data sample 14 above shows that university linguistics teacher recited answer from previous student to set an example to the others students. Therefore, this data sample can be identified as uses ideas of students. Uses student’s idea related to the university linguistics teacher’s role in used or repeat student’s previous idea and make it as a sample to the other students. Use student’s idea can be a sign that the university linguistics teacher is clarifying student’s answer or idea.

#### *Student Talk*

Student talk in foreign language interaction (FLINT) is when the students are taking part of the interaction in classroom in order to be more active in learning process and also have the confidence to speak, share ideas, answer teacher’s question and have interaction to one or another.

In this data below it shows that there are several types of student talk that occurred in virtual linguistics lecture 1.

#### Student Response Specific

Student response specific is type of student talk where the students answer the question directly and specifically. Here are some data samples of student response specific.

“Wait Sir, umm give me minute” (L1-Data Sample 15)

From this data sample 15 above it shows that the student responded immediately to the university linguistics teacher’s question with confusion but still manage to work on the answer. This interaction from student where they were confused but still manage to answer the university linguistics teacher’s question directly can be identified as student talk student response specific.

“The pronunciation is *tebal* (thick) or feu feu like that. So the example is version and driver, that’s all Sir.” (L1-Data Sample 16)

This data sample 16 above indicated that students were able to responded university linguistics teacher’s specific question immediately. Therefore, it can be identified as student talk, student response specific.

#### Student Respond Initiate

Student response initiate is a type of interaction from student talk where students respond voluntarily or respond with opinions. It can be seen as data sample below.

“I want to explain dental, dental is how to pronunciation, uhm” (L1-Data Sample 18)

Based on the data sample 18 above the student initially responded university linguistics teacher’s question on what do they want to convey, therefore based on foreign language interaction (FLINT) it can be categorized as student response initiated

#### *Interaction in Virtual Linguistics lecture 2*

In virtual linguistics lecture 2 the data was taken from an introduction to general Linguistics class. The university linguistics teacher who teaches this course is Mr. Gio. This data will present various types of foreign language interaction (FLINT), both teacher direct influence and indirect influence and student talk.

Teacher talk here will present two different types of teacher talk, namely direct influence and indirect influence. As Marsella (2020) stated that Teacher talk plays an essential role in learning process that it is the central of how the class is running.

#### *Direct Influence*

Direct influence can be categorized as teacher talk which has a role in the transfer of knowledge directly. Giving information is related to teacher’s role in delivering the material. It can be seen as data samples below.

“Assalamualaikum wr wb. Alright so welcome for the class of linguistic, know what to do in the next 100 minutes is that we're going to discuss and also learn new things related to theory of language Mr. Gio really use the mix of bahasa Indonesia-English in this class. Today we have 41 students 46 or 7, share screen are going to show the learning contract. Okay so it's ready up here in your screen everyone okay let me zoom this out okay the course is introduction to general linguistic” (L2-Data Sample 19)

From data sample 19 it shows that university linguistics teacher here directed the course by providing information to students. This data sample can be identified as teacher talk giving information.

“Let me continue okay, so in this introduction to general linguistics course, this is a basic course so that in the future we as children of literature can understand how English is used for various functions. maybe some of you will work as a social media writer, writing on social media, maybe some of you work as a journalist or as an English-speaking media journalist, or maybe some of you will work as a customer service or front office in hospitality, or some of you work as a translator, maybe some of you will work as a diplomat, or the staff in the embassy or embassy of the republic of Indonesia means that you should have good language choice. The basic we need to understand is that linguistics or grammar itself that's where we are going to learn about linguistics in general the basics of linguistics” (L2-Data Sample 20)

From this data sample 20 the university linguistics teacher talked about basic linguistics and some work that students might take which requires an understanding of linguistics itself, the university linguistics teacher here gives insight or information which is a category of giving information.

Giving direction is related to lead the students to certain classroom activity or assist them to do something in behalf of learning process. Here is data sample that contained giving direction.

“There may be some ups and downs, so students who are here can take screenshots yes, as proof of your attendance, save up to one screenshot.” (L2-Data Sample 25)

In data sample 25 it can be seen that teacher here ordered students to took screenshot as their attendance proof. Therefore, it can be identified as giving direction.

#### *Indirect Influence*

Indirect influence in FLINT theory or teacher talk can be interpreted when the university linguistics teacher tries to encourage students to be active in the learning process.

##### *Deals with Feeling*

This type occurs when the teacher plays a role in calming or giving enthusiasm to students. Here is the data sample that contained this type of interaction.

“Don't worry, Mister Gio will explain from the beginning step by step, there will be lots of terms” (L2-Data Sample 26)

From this data sample 26, it can be identified that teacher here tried to comfort the students. Therefore it can be assumed that this is type of teacher talk, deals with feeling as it can also build a comfortable atmosphere in the learning process.

##### *Asking Question*

Asking question is a way for teacher to determine the level of student understanding. Here are some data samples that contained asking question.

“I'm asking for help from Sena, please turn on the microphone, Mister Gio wants to ask, where is the first language appears? What's your opinion?” (L2-Data Sample 27)

From the data sample 27 it shows that university linguistics teacher here trigger student's activity and understanding by asked their opinion. This interaction can be identified as asking students.



### Praise and Encouragement

This type is a form of teacher appreciation for students or a form of positive feedback with the aim of increasing student self-confidence. Here are some data samples of praises and encouragement.

“*Dari jaman dahulu oke terimakasih* (From the old times okay thank you)” (L2-Data Sample 31)

From this data sample 31 it can be categorized as praises and encouragement because in this interaction the university linguistics teacher praise or thanked the student for answering the question.

“Okay that’s good *disinilah kita berkontribusi satu sama lain* (This is where we contribute to each other)” (L2-Data Sample 33)

It can be seen from data sample 33 that teacher gave good compliment because of students’ response. Therefore, it can be identified as praises and encouragement.

Student talk is student interaction both with university linguistics teachers and between students in the learning process. The following is a list of student interactions or student talk in virtual linguistic lecture 2.

### Student Response Specific

Student response specific is a type of student talk where the interaction comes from student is specific after teacher’s question was given.

“Mister I want to ask, can we write using Indonesian is okay, right?” (L2-Data Sample 36)

From this data sample 36 it can be seen that student here specifically asked teacher a question. This response from student can be identified as student response specific.

### Student Response Initiate

This type of student talk is occurred when students initially response, give opinion or ask something to the teacher. The following data samples below is a part of student response initiate.

“What is it Mister? from ancient times.” (L2-Data Sample 37)

From this data sample 37 it can be seen that student here gave opinion on a certain question given by the teacher.

“I think language from heaven.” (L2-Data Sample 38)

This data sample 38 above can be identified as student response initiate as the student here gave their own opinion on a certain thing. The used of the word "I think" strongly indicates the personal opinion of the student.

“Sorry sir I mean habit sir *kebiasaan* (habit)” (L2-Data Sample 39)

From this data sample 39 it shows that student here responded the question given by teacher with their own opinion. Therefore it can be identified as student talk student response initiate or open ended.

Based on the data that has been presented and examined above, it can be seen that the two virtual linguistics lectures have almost the same pattern of interaction in the teacher talk section where giving information or direction is the biggest part in the interaction or learning process. Rido et al. (2018) stated that identifying the characteristics of classroom interaction is beneficial to the teachers in managing their classrooms. With this understanding, the teachers might plan strategies and apply suitable teaching techniques to build a responsive classroom. Rido et al. (2020) stated that giving direction and command indicates that the lecturers are the navigators of the lectures and the students are under their supervision. Even so, in these two virtual linguistic lectures, the writer concluded that the university linguistics teacher takes a big role in the interaction.

The writer also found that there is a difference between virtual linguistics lecture 2 and virtual linguistic 1 where university linguistics teachers never criticized student behavior since there are only 3 types of teacher talk that can be found namely for direct influence there is giving information while for indirect influence the university linguistics teacher usually appreciates students' efforts for answering questions which are categorized as praises and encourage and ask questions.

This research also found that interaction between students tends to be a little but still quite active in answering casual questions. There are only a few interactions that can be found with mostly the interaction type is student's response to university linguistics teacher's specific or students' respond initiate.

In virtual linguistic lecture 2 students also tend to be quite active by answered several questions and gave their opinions, this is of course quite different from virtual linguistic lecture 1 where students tend to be only listener. The writer also found the fact that in these two virtual classes most of them were filled with interaction types of teacher talk giving information and giving direction, this shows how much the role of the teacher is in the learning process which is slightly different from previous studies where there is a balance in teacher talk both deals with feeling, ask questions, use student ideas and so on. This can refer to where in virtual linguistics lectures where students have to learn new grammar by using a new language that they may not be good at, it can cause the teacher to take on more types of interactions in teacher talk giving information and giving direction where in some cases the teacher also uses Indonesian to makes it easier for students to understand the material.

## Conclusion

From the interaction between the two virtual linguistics lectures, the writers can conclude that referring to the theory of Foreign Language Interaction (FLINT) teacher talk was more dominated by gave information, gave directions, asked students and commented or criticized student's behavior. For student mostly talk the type of interaction that occurred was student response specific to the question given or student response initiate where in this type student were took the initiative to answer the teacher's questions.

The writers find the fact that the teacher here as the main pawn in the learning process in class has also tried to increase the activity in the class by carrying out various types of teacher talk such as asking questions to check students' abilities and self-confidence, giving good compliments to students who want to answer, giving space for students to ask questions and give opinions about several things. However, this was apparently not enough to boost interaction among students who tended to be passive and low. The teacher also uses Indonesian several times in explaining something or learning material where this is intended so that students can more easily understand the material or things presented.

The findings in this study are very beneficial in virtual lectures or classrooms where currently we are facing an all-digital or virtual world. With this study, the writer hopes that this can be an initial support for teachers so that the virtual lecture process continues to be carried out actively by both teachers and students and continues to provide facilities for students to remain confident in class, be active in class and establish good interactions both students to teachers or students with others.

Lastly, the writer found limitations in this study because the authors could not describe most of the types of student talk due to limited interaction from students, therefore this can be analyzed further by distinguishing between lectures where teachers give material and lectures and where students present their opinions or the results of their work, the writer believes the type of student talk will be different.

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