Impetus and influences of Online Learning Interaction based on Non-English Lecturers’ Perspectives in global class program

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Abstract. The purpose of this paper aimed to investigate the impetus and influences of executing Online Learning Interaction in the Global Class Program. There were sixteen university lecturers involved in this study. Data were collected through an online survey using Google form. The analysis of data used descriptive analysis using percentages. The results indicate that Online Learning Interaction carried out in English classrooms resulted in positive effects for university lecturers. The most influential effect of executing Online Learning Interaction to facilitate lessons in English was aiding to enhance technological skills in learning. Then, the second biggest effect was facilitating to transformation global vision or mindset of the lecturers. The third and fourth places were improving the effectiveness of communication in learning and enhance delivering skills. Moreover, the study indicates that ICT satisfaction in learning was the dominant motive to execute Online Learning Interaction in English Classroom contexts.

1. Introduction
Recently, the number of online courses has increased tremendously. Most university stakeholders and academicians are eager to provide online learning since they believe that students engage actively through online learning interaction. This fact supports Galliani & Baron [1] stated that “Online technologies such as asynchronous discussion forums provide the opportunity for learners to engage in social interaction by reading and responding to peers’ and instructors’ postings. In other words, social interaction online will enhance the participation of learners in the learning process.

Realizing the importance of online interaction to support the engagement of learning, all lecturers should also understand the nature of students’ interaction in online learning which is totally different from face-to-face learning. Students in online learning will interact with their lecturers and peers only through computer-mediated communication such as emails, discussion boards, chat rooms, and other social networks. Consequently, the misinterpretation and interdependence judgments of the quality of information perceived tend to be higher in online interaction rather than offline interaction. Pallot & Pratt [2] claimed that “since online learning requires a higher level of student Interdependence, maintaining online interaction is a challenging task”. Because of that, lecturers or educators should understand how to facilitate students with effective online learning interaction.

To promote effective online learning, English has been well-known as the main popular language of the internet and computer software. In addition, it is used widely and deemed to be an important language in the educational field and technology sector, where almost all information retrieved from the internet...
and electronic device are in English. According to Crystal [3], books used in the educational field are majority published in English. In other words, almost all sources of information for learning in the university are written in English. Therefore, almost all online learning courses should be carried out using English as a global language.

In addition, online learning interaction is a part of a trend nowadays. The implementation of online learning will maximize needs to accommodate the accessibility of online resources through personal electronic devices such as mobile phones and computers. Chong [4] suggests as teachers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trend. In other words, an educator can create an interactive learning environment through online games and mobile learning applications. At the same time, learners can enhance their communicative and language skills while doing interactive games through negotiation, collaboration, and even incidental group work.

Unfortunately, executing appropriate online learning interaction is challenging for most of the lecturers, especially for science lecturers. Problems with knowledge of a language (i.e. English) can deteriorate the learning success. Moreover, having a narrow mindset on successful interaction to support the online learning process may end up in unreachable outcomes of teaching. As a result, the learning process will be implemented in a traditional way, where face-to-face interaction is highly dominating the teaching process. Thus, this paper will scrutinize its focus on investigating influences and motives of implementing Online Learning Interaction in non-English classes based on university lecturers' perspectives. The results of this study are expected able to envisage positive values of Online Learning Interaction in order to develop learning innovation and alter the skeptical views on the importance of E-learning for the millennial generation.

1.1. Research problem
Two research problems frame this study as follow:
- What sorts of impetus can trigger non-English lecturers in Global Class Program to execute Online Learning Interaction?
- What are the influences of Online Learning Interaction for non-English lecturers in the Global Class Program?

1.2. Aims of research
There are two aims of this study as follow:
- To verify impetus trigger the execution of Online Learning Interaction by non-English lecturers in Global Class Program
- To indicate the influences of Online Learning Interaction for non-English lecturers in the Global class Program

2. Related theories
The advancement of ICT technology has affected all aspects of human life, including the process of acquiring knowledge. Since the internet offers many possibilities to explore information and learning resources, many educational institutions have transformed its learning system from face-to-face learning into online learning. The establishment of online learning is really meaningful to support and enhance not only the learning but also the interaction. Teachers and students can share learning instructions, delivery lessons as well as leaning discussions from a distant space without having physical contacts or interactions. As a result, interaction and collaboration can be effectively developed among online learning users. It constitutes to Deacon et.al [5] claimed that “internet offers to facilitate collaboration, interactivity, and project-oriented learning and provides an authentic environment for learning”. In other words, online learning maintains cooperation and mutual-relationships among learners and educators.

Since online learning interaction is really beneficial to promote greater interaction and engagement in learning, lack of skills and knowledge on running online learning still become a high-priority problem for most university educators. Cronje[6] affirmed that “lack of knowledge about technology and too
little knowledge about webCT is a major concern for lecturers to use webCT in teaching program”. That’s why ensuring the impacts of web-based learning is very important for university educators.

Following concern on the impacts of online learning interaction to raise university students’ involvement in learning, the utilization of official language for learning and teaching must also consider if online learning interaction will be initiated. In the university context, most of the online learning courses utilize English as the language of instruction. English is dominantly delivered in online learning since language is one of sign language that affects learners’ proficiency and communication (Grabbe & Stoller [7]). By accommodating online learning interaction using English instruction, educators can assist the learners to learn on the basis of their interests. For example, it can satisfy both visual and auditory learners through online learning activities. Like Gilakjani [8] mentioned that “technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide”. That is to say that technology is an integral part of learning that promotes significant effects on the outcomes of learning.

3. Methods
This study employed a qualitative research approach about the university lecturers’ impacts and motivation to use English as a Medium of Instruction in Online Learning Interaction. The study described its respondents, data collection, and discussion of results as follows:

3.1. Respondents
The study involved sixteen full-time educators who teach in non-English classes at Bina Nusantara University, a well-known private university in Jakarta, Indonesia. These respondents came from different disciplines. The majority of them were from science departments such as engineering, computer science, and economics. However, they delivered their lessons in English. They were selected randomly without accounted for their age and sex differences. They had at least experienced in teaching at Global Classes for at least two semesters.

3.2. Data collection
For collecting data of this study, an online survey using Google Form questionnaires was delivered to targeted respondents of this study. The questionnaires consisted of seven questions with both open-ended and closed-ended questions. Then, an individual structured interview was conducted among the respondents to validate the online survey data.

3.3. Data analysis
To analyze the collected data, this study used descriptive qualitative analysis. First of all, data were categorized based on the type of questions: open-ended or closed-ended. Next, data coded based type of answers. Finally, the data was counted using percentages and described descriptively.

4. Results and discussions
There are two results of this study as follows:
4.1. Influences Online Learning Interaction for classes taught in English

![Figure 1](image1.png)

**Figure 1.** Influences of Online Learning Interaction for Classes taught in English.

The figure above illustrates the influences of Online Learning Interaction for classes delivered in English. There are four influences felt by the university lecturers or the respondents when explaining lessons in English through online learning interaction such as emails, chat forums, and social networks like LINE and Facebook. Among four effects, forty-four percent or almost half the number of respondents chose technology advancement in learning has significantly affected their ways to conduct the learning process. Following that result, the educational trend contributed bigger in the process of delivering their lessons with English. This factor was highly chosen by 25%. Next, in the third-place was a global vision or mindset alteration, which chosen by 19% of respondents, made respondents accommodate online learning interaction in their classes. Lastly, the smallest portion of the total respondents or 13% agreed on enhancement technological skills in learning was also an influential factor of online learning interaction for classes taught in English. Overall, the results expose that online learning interaction exerts a positive environment to learn subjects delivered in English since it allows the application of technology devices to support the learning process. Therefore, the results constitute Valdes [9] that Online Learning tends to foster effective learning outcomes because there exists a positive motivational effect on learners that are associated with the use of technology in education.

4.2. The impetus to conduct Online Learning Interaction for classes taught in English

![Figure 2](image2.png)

**Figure 2.** The impetus to Execute Online Learning Interaction.

As seen in Fig.2 above, there were three motives to conduct Online Learning Interaction in classes taught in English at the Global Class Program. They were faculty regulations, global students, and interactive classrooms. The first was half of the respondents or 50% agreed that developing global
students’ existence was the biggest stimulant to perform online learning interaction in classes used English. The second was faculty regulations which affirmed by 38% of respondents. Then, the last impetus was interactive classroom necessity, which chosen by 13% of respondents. Overall, the findings verify that half of the majority lecturers agreed that Online Learning Interaction was highly demanded by global students, who are technology-friendly. The longing to have ubiquitous interactive learning environment to ace skills and knowledge. At the same time, educators gain many benefits from e-learning interaction, which aids them in level-up technology skills as well as pedagogy competence. Thus, it supports Belsky [10] defined that “By harnessing emerging technologies, universities can reach beyond campus walls to empower diverse learners at the global scale”. In other words, online learning interaction offers the opportunity of life-changing aspects of knowledge-driven for global communities.

5. Conclusion
In summary, Online Learning Interaction should be adopted in a higher educational context. The use of Online Learning Interaction with English as an interaction catalyst will bring valuable benefits for both academicians in the educational field. Furthermore, the impetus of e-learning using English instructions provides the quality development for the institution and the academicians. For further study, this study recommends investigating deeply on e-learning users’ engagement level toward online learning resources.

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