Academic Digital Genre: Schematic Structure of Online Lecture Interaction in English Language Classrooms in Indonesia and Malaysia

Akhyar Rido[1(✉)] , Heri Kuswoyo[1] , and Putu Nur Ayomi[2]

1 Universitas Teknokrat Indonesia, Lampung, Indonesia
akhyar_rido@teknokrat.ac.id
2 Universitas Mahasaraswati Denpasar, Bali, Indonesia

Abstract. 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. The aim of this study is to shed some light on how online English language lectures using digital applications are structured. Employing a qualitative approach, this study observes the schematic structure of two online lectures by an English language professor attended by 40 Malaysian and Indonesian university students and delivered through *Webex* and *Zoom Meeting* applications. The results show that the schematic structure of both lectures comprises an opening, body, and closing phases. The opening phase consists of greetings, salutations, a topic introduction, and an outline. The body phase includes the introduction of concept, definition, explanation, exemplification, and relations between theory and practice. In this part of the lecture, the lecturer often emphasizes some important points and regularly checks if the students still listen to his lecture, as sometimes the internet connection is unstable. The closing phase contains question-answer, summarization, suggestions, and the end of the lecture. In conclusion, it is hoped that insights gleaned from this study will assist such lecturers in organizing interactive online English lectures and to make it interesting.

Keywords: academic digital genre · online lecture · schematic structure · English language classroom

1 Introduction

In the past decades, digital technology's transformation has impacted people's lives in all sectors, including education [1]. Moreover, automatization and remote learning have become a 'new learning culture', especially after the industrial revolution 4.0 and the Covid-19 pandemic [2]. Many learning institutions close most of their classrooms, and face-to-face learning is switched to online learning mode, using digital platforms [1, 2]. This also happens in English language classrooms in Asian countries like Indonesia and Malaysia [3–5].

English is important in countries like Indonesia and Malaysia [6, 7]. Learning English language is always associated with globalization where a country needs to perform for the sake of economy [8]. In the Indonesian and Malaysian contexts, the English language is needed to seek a professional career and is highly considered during job interviews [9]. Employers regard listening, reading, writing, and speaking as pivotal skills in different levels of a career in multinational companies, mainly in service, hospitality, and manufacturing industries [6, 8, 10, 11].

However, learning English through a digital platform is challenging. The schematic structure of interaction in live online lectures, predominantly in English language classrooms where both teachers and students are non-native speakers (NNS) of English, is complex [12]. Studies show that teachers experience issues in an instructional academic digital genre which include both pedagogical and technical such as long preparation for the lesson, lack of linguistic focus, delay in giving corrective feedback, and poor internet connection. In other words, teachers struggle with how to structure their teaching and learning effectively and interactively through digital learning platforms [2, 4, 5, 13, 14].

Considering the above concerns, this study is conducted. Studies on academic instructional digital genre, predominantly schematic structure of live online English language lectures, are still in infancy. Therefore, this study is done to fill the gap in the existing literature. Thus, this study aims to understand the existing practice of online English language learning in Indonesian and Malaysian classrooms, focusing on how online English language lectures delivered and attended by non-native speakers of English (NNSE) lecturers and students are structured.

2   Literature Review

Principally, lecture delivery consists of three phases, opening, body, and closing [15–17]. In the opening phase, teachers normally signal the beginning of the lecture by greeting their students, announcing the topic, informing lesson objectives, providing an outline, referring to earlier lessons, showing the lesson's importance, and establishing common knowledge. In the body phase, they introduce concept based on the topic, define and explain it, give examples, show relations of knowledge, and check to understand. In the closing phase, teachers ask questions for evaluation, conclude the lesson, give a suggestion, and end the class [16, 17].

3   Method

This study uses a qualitative approach as it tries to reveal the reality of online lecture interaction in a naturally occurring setting [18]. The participant of this study is an Indonesian professor of the English language who delivers two live online guest lectures at one Indonesian and one Malaysian university. The first guest lecture is 'An Overview of Critical Discourse Analysis' (Lecture 1), attended by 40 Indonesian students and delivered through *Zoom Meeting*. This lecture is conducted following a formal invitation from the Head of the English department, Faculty of cultural science of an Indonesian university. Meanwhile, the second guest lecture is 'How to Grab Attention in Public Speaking'

(Lecture 2), attended by 40 Malaysian students and delivered through *Webex*. This lecture is given based on an official invitation from the dean of a Malaysian university's social sciences and humanities Faculty.

Data are collected by observing two live online lecture interactions using *Webex* and *Zoom Meeting* applications. *Webex* and *Zoom Meeting* are chosen because these video-conferencing applications are commonly used for synchronous online learning in those respective universities in order to facilitate two-way interaction between teachers and students on a real-time basis, similar to a conventional face-to-face classroom. Each lecture ends in approximately 60 min and is video-recorded. The recordings are then transcribed manually in Microsoft Office. After that, an a-four-step analysis is conducted; they establish a database, continue by open and focus coding, organize the emergent theme, and finally present the findings.

4   Findings

The results of this study show that the schematic structure of the two lectures consists of three phases, opening, body, and closing.

4.1   Opening Phase of Lecture

In general, the opening phase of the two guest lectures consists of greetings and salutations, topic introduction and outline, and lesson objectives. However, there are some differences in the details of the lectures.

For the first guest lecture, the host professor opens the lecture by herself, introduces the guest professor to her students, and lets him begin his lecture. After that, he starts with greetings and salutations to the host professor and all participating students.

> 'Good morning, everyone. I am here today to give you a guest lecture…thank you Dr R for inviting me to give this lecture.' (Lecture 1)

Right after that, he mentions the topic of the lecture, 'An Overview of Critical Discourse Analysis', followed by presenting the outline of the lecture.

> 'So today I would like to give a talk about Critical Discourse Analysis: An Overview. I hope you can follow this lecture and we can discuss later. This is the outline of my lecture today. First of all, I would like to talk about what is critical discourse analysis or well known as CDA, and then the next one is notable scholars and approaches to discourse and research in CDA.' (Lecture 1)

Meanwhile, the second guest lecturer is formally officiated by the dean of the Faculty, and she greets the guest professor and all students. After her opening remarks, a moderator takes her turn and introduces the guest lecturer. Right after a short introduction from the moderator, in the opening phase, the lecturer first greets and gives salutations to the dean, faculty members, and all students. He also thanked the moderator for the introduction and the dean and Faculty for the invitation.

'Alright, before I start, I would like to extend my gratitude to Professor Z for the invitations. It's an honor for me to talk to students of the Faculty of social sciences and humanities at University X Malaysia, and I would like to extend my gratitude to all faculty members and thank you for your introduction, Miss moderator. Allow me to share my screen.' (Lecture 2)

He continues by relating the contents of the dean's opening remarks with the lecture's topic. After that, he introduces the topic 'How to Grab Attention in Public Speaking' and explains its relevance of it to the future study and career of students. Next, he tries to illustrate why it is important to grab audiences' attention in public speaking.

'Alright, so I'm going to talk about this topic which is very interesting. If you look at the topic of this lecture grab your audiences' attention, how do you get people to listen to you, like Prof Z said just now, we actually need attention even on a daily basis from our parents from our brothers and sisters even between husband and wife, but no one gets attention for free. We need to do something, words to get attention. This also happens in public speaking.' (Lecture 2)

This is followed by presenting a detailed outline of the lecture, including the sub-topics.

'So, this is the outline of my presentation for today so I will introduce you to this, please look at your screen, and I will talk a little bit about the definition types and context. Next is the contents of the presentation; you can see the structure of the topic, outline development, language and then about delivery, your first impression, opening, body, closing, gestures, and so on and so forth, and the last one….' (Lecture 2)

After completing the opening of the lecture, the professor proceeds to the main part of the lecture, the body phase.

4.2   Body Phase of Lecture

The body phase of the two guest lectures includes an introduction of the concept, definition, explanation, exemplification, and relations between theory and practice. However, they are not identical because there are some small differences.

In lecture one, the lecturer tries to introduce the concept of CDA in different perspectives as a method and an approach, followed by explanations and examples. After ensuring that all students follow the lecture, he moves to notable scholars in CDA. Here, he shows on screen the picture of each of the scholars with their personal background and their thoughts about CDA.

'Let us start… First of all, I would like to floor this question, what is critical discourse analysis or CDA? Before we go to that point, I am going to give you an overview of discourse analysis first. So, let us see, what is critical discourse analysis actually? According to Fairclough 1995 CDA is a method…here I highlight with red color…. that's the first definition. The second one according to Van Dijk CDA

is a special approach in discourse analysis. It's an approach. As you can see on screen…So let us continue. Now, I am going to talk about notable scholars and approaches to CDA. Actually, there are a lot of notable scholars and approaches to CDA. Here is the list as you can see on screen…first you must be familiar with this name Fairclough…but then, in this meeting I will just focus on these three scholars, I make it in red ya. Now, let's take a look at it one by one. Ok, I try to put these notable scholars so that you can recognize their face. This is Fairclough as you can see on the left and in the middle is van Dijk, and on the right is Woddak.' (Lecture 1)

He, then, continues his explanation.

'Alright, I am going to discuss their perspectives one by one. So, this is their approach. First, Norman Fairclough comes with discourse as a social practice… Fairclough believes that…his notion of text covers both written and spoken discourse so what is investigated is both written and spoken discourse. So, text is as a product…he introduces three-dimensional model, I think you have heard about this…so that's the thing.' (Lecture 1)

Then, to give students more exposure to how CDA works in theory and practice, the lecturer presents some areas of concern in CDA and gives more examples from the most current studies in different contexts and perspectives, especially in Asia and Europe. This is followed by giving examples of their studies and its impacts to the society. He also highlights some important points and makes them in red color on the screen. In the main part of the lecture, he often checks if the students hear his voice and follow the lessons.

'So, I would like to give you some examples of research in the past two or three decades so you can think about your research interest later on. Okay so these are topics and issues investigated in CDA. So on screen, if you look at research in CDA, so we start with gender stereotypes in political media discourse….how is the news of Covid-19 covered by the media? These will be very interesting topics to discuss. I hope everyone can hear my explanation clearly at home.' (Lecture 1)

Meanwhile, in lecture two, the lecturer principally sticks to his outline. He starts by introducing the concept of public speaking and its purposes.

'Alright, let's talk about public speaking first. I am sure all of you already know what public speaking is. If you look at the screen, public speaking is basically the process of presenting a message to an audience, small or large…. in general, there are many types of public speaking, but we will focus on these three kinds of public speaking that mostly conducted in university and probably in your professional life later. You will deliver a speech. You will give a report. You will present something… so what is speech? Speech is a type of public speaking where the purpose is to persuade, to motivate, to actuate, to direct people….' (Lecture 2)

Next, he talks about the importance of context in public speaking. Then, he moves to explain public speaking features such as structure, topic, outline, development, and

language or word choice in public speaking, including body language and eye contact, vocal and intonation, timing, and supporting devices. On some occasions, he pauses, reminds the students of key points in public speaking, and asks them to look at their screens.

'Let us move to the next slides. In public speaking, you need to consider this before you present or deliver your speech; it is about context. You must consider the setting of time and place, speakers and audiences, form of order of events, and socio-cultural rules governing the event….you have to know about this…alright, I will continue…. so, first is content. I believe that contents are the most important things you need to prepare before speaking….what you are going to talk. Therefore, it has to stick in your mind, the structure of your speech…and ensure you topic and talk must be relevant….is everything okay Miss Moderator? Can we continue?...alright now come to delivery, to open your speech, to grab attention, first good impression is important. Look at the screen, look at these famous figures….you also need to measure the size of the room with the volume of your voice…maybe in this online lecture you can adjust the volume of your speaker phone, but in reality…and timing is important. This is the thing that many people forget. Because you enjoy talking, it doesn't mean you can talk anything you want…normally five until ten minutes, depending on the time duration given to you…you need to practice, even professionals practice… I think we need to train ourselves… consider if you want to use a device and ensure the device will strengthen your presentation. If not, don't use any device because you will be busy with the device.' (Lecture 2)

He ends this part by giving examples of selected and authentic public speaking videos in different contexts delivered by school students, university students, professionals, and public figures. He frequently checks if the students are listening to his explanations as well.

'I want to give you an example. Sometimes we face an unpredictable situation. Before delivering speech or presentation, you have to calm yourself and during the presentation, for example, when the device key didn't work, you have to remember that the center is you, not the device or slides.' (Lecture 2)

After giving examples, he stops and indicates the main part of the lecture ends.

'Thank you much I'm very open if there are questions thank you so much. I give it back to Miss Moderator.' (Lecture 2)

He then allows the moderator to invite the students for discussion sessions.

4.3   Closing Phase of Lecture

The closing phase of the two lectures contains question-answer, summarization, suggestions, and the end of the lecture. However, it is delivered in a slightly different way. In lecture one, the lecturer allows students to ask questions and offers the students to ask questions.

'This is the last part of my lecture. You can ask questions….' (Lecture 1)

After the discussion, the professor suggests the students to try their own CDA small project individually or in a group by looking at the current issues on TV or in newspapers. He properly ends the lecture by summarizing the whole contents of the lecture and saying thank you for attending his guest lecture session.

'So, I have introduced CDA and the people to you and give you some examples of studies in this area. Actually, I want you to do this assignment and we can discuss it later. So please try to do this, set up a CDA project. This is the thing, three steps that you can do. First, think about the most current issues that deserve more attention in 2022. And, number two how CDA theoretically and methodologically could help analyze the issue….this is the step that you can do when you set up a CDA project…first look at the context….(while explaining this part, he also colors some parts on screen using digital pen available in *Zoom* application).' (Lecture 1)

He signals the end of the lecture, hoping to see everyone in the next guest lecture session.

'That's all our meeting for today. I hope that next time we can meet and discuss about what you have done with your project. Thank you so much for attending this lecture. And, also thank you Dr R for inviting me. Bye.' (Lecture 1)

In the same vein, in lecture two, the lecturer invites the students for discussion. Here, the discussion session is managed by the moderator. Some students ask questions related to nervous feelings on stage as well as influential figures who make mistakes in their presentations. Right after receiving those questions, he directly gives his response.

'It's normal when you feel nervous you know what your hands are sweaty you can squeeze that one, a pointer, bring a pointer or at least something that you can hold and squeeze…public figures, too, they make mistakes sometimes, but preparation and practice are the key points.' (Lecture 2)

This is followed by concluding the whole lecture and giving suggestions to practice their public speaking at home.

'Actually, I have some videos for you. You can also search a lot of great presentation videos you can find it very easily. So, you can practice at home… Alright, once again, I say thank you so much for this opportunity and for coming to my lecture.' (Lecture 2).

The concluding statements from the lecturer clearly indicate the end of the lectures.

5   Conclusion

In conclusion, the schematic structure of live online guest lectures by an Indonesian professor consists of three phases; opening, body, and closing. In the opening phase,

he principally begins with formal greetings with salutations, topics, outline, and the importance of the topic. But, in this phase, the lecturer does not review the previous lesson as this is a guest lecture, and he never meets the students before. Next, in the body phase, he introduces some relevant concepts, defines and explains them, and gives examples. As this is an online lecture with limited time and some internet connection issues mostly in the students' side, the lecturer does not frequently check students' understanding of the materials at hand during the lecture but just ensures that they are still there and hear his voice. In short, he mostly focuses on the delivery of the lesson and allows discussion at the end of the lecture. Therefore, in the last part, he ends with an evaluation with question-answer sessions, suggestions, and summarization.

This study has some suggestions. First, teachers should be well-equipped with digital and pedagogical competencies, particularly knowledge and skill of instructional academic digital genre, which includes the schematic structure of lectures in online or digital platforms to anticipate the need for more remote lectures using various kinds of digital applications in the future. Second, government and education institutions should design innovative curricula for online foreign language learning which fully utilize the potential digital technology and the internet.

References

1. Pusey, K., Nanni, A.: Thai university students' attitudes toward online language learning in a time of crisis. SAGE Open 2, 1-12 (2022).
2. Valverde-Berrocoso, J., Garrido-Arroyo, M. D. C., Vurgos-Videla, C., Morales-Cevallos, M. B.: Trends in educational research about e-learning: a systematic literature review (2009-2018). Sustainability 12, 1-23 (2020).
3. Chung, E., Subramaniam, G., Dass, L. C.: Online learning readiness among university students in Malaysia amidst Covid-19. Asian Journal of University Education 16, 45-58 (2020).
4. Kusumawati, A. J.: Redesigning face-to-face into online learning for speaking competence during Covid-19: ESP for higher education in Indonesia. International Journal of Language Education 4(2), 276-288 (2020).
5. Mandasari, B.: The Impact of online learning toward students' academic performance on business correspondence course. Journal of Education and Technology 4(1), 98-110 (2020).
6. Rido, A.: English for university graduate employability: Students and employers' voices. Advances in Social Science, Education and Humanities Research 430, 6-10 (2020a).
7. Ting, S. H., Marzuki, E., Chuah, K. M., Misieng, J., Jerome, C.: Employers' views on importance of English proficiency and communication skill for employability in Malaysia. Indonesian Journal of Applied Linguistics 7(2), 315-327 (2017).
8. Di Grapello, E., Kruse, A., Tandon, P.: Skills for the Labor Market: Trends in Demands, Gaps, and Supply. The World Bank, Washington, D. C. (2011).

9. Di Grapello, E.: Role of education and training sector in addressing skill mismatch in Indonesia, in: Suryadharma, D., Jones, G. W. (eds). Education in Indonesia, pp. 236-266. Institute of Southeast Asian Studies, Singapore (2013).

10. Kuswoyo, H., Sujatna, E. T. S., Afrianto., Rido, A.: This novel is not totally full of tears...: Graduation resources as appraisal strategies in EFL students' fiction book review oral presentation. World Journal of English Language 12(6), 294-303 (2022).

11. The World Bank, Indonesia Employer/Employee Survey of Skills/Labor Demand and Job Vacancies. The World Bank, Washington, D.C. (2008).

12. Mercedes, Q. J.: How does digital context influence interaction in large live online lectures? The case of English-medium instruction. European Journal of English Studies 25(3), 297-315 (2021).

13. Mercedes, Q. J., Camiciottoli, C. B.: The impact of online technologies and English medium instruction on university lectures in international learning contexts: A systematic review. ESP Today 7(1), 2-23 (2019).

14. Thongmak, M., Ruangwanit, N.: Online learning vs. offline learning in an MIS course: Learning outcomes, readiness, and suggestions for the post- covid-19 world, in: Proceedings of the International Conference on Electronic Business, pp. 312-332. Nanjing (2021).

15. Camiciottoli, C. B.: The OpenCourseWare lecture: A new twist on an old genre?. English for Academic Purposes 46, 144-170 (2020).

16. Kuswoyo, H., Sujatna, E. T. S., Indrayani, L. M., Rido, A.: Schematic structure and lexico-grammatical features of aerospace engineering English lectures: A systemic functional linguistic approach. Asian EFL Journal 27(4.6), 171-203 (2020).

17. Rido, A., Prakoso, B. H., Kuswoyo, H.: Thank you very much: Feedback strategies in university English literature lecture interaction. European Journal of Educational Research 12(10), 29-40 (2023).

18. Creswell, J. W., Creswell, J. D.: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th edn. SAGE, California (2018).