



Teacher Presence and Social Presence in Online Language Learning in Higher Education: Students' Perceptions

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Abstract. Online learning in recent years creates new growing bodies of knowledge. This study reported the students' understanding of teacher presence and social presence in online learning. It also summarized the students' viewpoints on the challenges and threats, motivation, self-efficacy, and also positives and drawbacks of online learning. This qualitative study used semi-structured interviews and was conducted on four undergraduate English majoring students from different levels in one public university in South Sumatra, Indonesia. This study was limited to the subjective definitions, feelings, or experiences of the students. The students confirmed that online learning on one side gave positive impacts and resulted in negative impacts on the other side. The writers recommend continuing a study of how online learning contributes to individual differences. Expectedly, the result of this study is beneficial in that the COVID-19 pandemic forces teachers and students to keep on struggling to the realization of creating effective online learning.

Keywords: COVID-19 pandemic · Online learning · Student presence · Teacher presence

1 Introduction

Since the global development of the COVID-19 pandemic, the usage of a variety of video conferencing in teaching and learning process has gained popularity. Despite this, the introduction of online learning in Indonesia has led to the uncertainty over the concept of presence, which is difficult to define, and may in some ways effect the quality of teaching and learning process. According to [1], being present entails being physically present and having a sense of belonging, as well as the capacity to handle the interactions between teachers and students, even when physical contact does not occur. This academic requirement applies to the implementation of online language learning. The being presence occurs when there is interaction between teacher and students and when the interaction amongst students proceeds well. To summarize, it is anticipated that the notion of presence in an online learning context will be conveyed through teacher-student and student-student interaction, the involvement in online classroom projects, and the substantial support [2].

Considering some relevant theories in the field of online learning, it has been confirmed that there are a number of factors influencing the success of online learning implementation. One of the factors, according to [3], is the social presence's contribution to the online learning community. Student cannot actively participate in online classroom projects with the teachers if they have never belonged to a class or a group. [4] explained that social presence in online learning refers to the discussion of the relationship and how students and teachers are connected to interact actively and socially, ask questions, share ideas or knowledge, and participate in online activities. Simply, social presence requires a strong relationship or interaction between students and teachers. In addition, it determines how students are expected to actively communicate during learning process. Social presence also encourages teachers to participate on online learning and help student reduce stress during online learning activities. To note, social presence provides an awareness of effective online learning atmosphere, interaction, presence, prior knowledge and experience, and comprehension. At last, it expectedly results in the increased students' motivation.

[5] defined social presence as the perception of students as a real person within an online learning community. Then, the students' personality characteristics were affected by their presence during online learning. [5] classify social presence into three components, for instance, affective expression, open communication, and group connection. Affective expression refers to students' ability and confidence to manage their emotion, while open communication is the capability to maintain a respectful and mutual exchange of information. A sense of group commitment is the focus of student-teacher collaboration that aims to foster or build group cohesion. Students' achievements and satisfaction are positively influenced by their success in social presence. Thus, the presence of teacher and student had a positive effect on the sense of community and learning environment. If the teachers do not purposefully incorporate social presence into online learning, students may lack of self-confidence or have low self-perceptions, which ultimately has a negative effect on learning.

Then, another discussion appears to the understanding of teacher presence. Failure to engage meaningfully with relevant knowledge during the implementation of online learning during the COVID-19 outbreak may result in the failure of the teaching and learning process. Motivation and active participation in the process of learning acquisition continue to be crucial components of effective online learning. In an online learning community, it is evident that students and teachers' role tend to merge or shift at times.

According to [6], the significance of teacher presence in online learning is one of the most crucial factors in the success of teaching and learning process. Previous study has emphasized that teachers must provide intellectual, differential, and emotional feedback. Significant feedback is likely to be an important factor for students to continue their studies in a certain course.

Due to their importance in enhancing students' performance in online language learning environment a deeper understanding of social and teacher presence is necessarily recommended. It is important to examine social and teacher presence in online language learning in order to assist the teachers and develop online class that improve students' learning. Therefore, in this study, the understanding of being present in the online being presence in online language environment is still uncommon. In addition, this study

summarises students' perceptions of challenges and threats, motivation, and self-efficacy in online language learning. Finally, the benefits and drawbacks of online language learning are outlined.

2 Literature Review

2.1 Social Presence

[4] mentioned that social presence would enhance interaction in online language learning. The finding suggests that the level of interaction is positively affected by social presence and that this can be accommodated by paying attention to the characteristics of the learners, selecting appropriate media, and selecting an appropriate instructional strategy.

To be clear, social presence consists of three components in light of the community of inquiry framework. These include open communication, cohesive (group cohesion) responses, and emotional/personal connections. Open communication entails respectful and mutually beneficial exchanges [5]. Mutual understanding and appreciation are examples of open communication. While mutual awareness contributes to the development of group cohesion, recognition fosters the development and maintenance of interaction relationships. Open communication typically consists of free expression, respectful participation in the comments and contributions of others, appreciation, encouragement, and compliments during the learning process. The second component of social presence is the display of emotions or the creation of personal connections. Expression of emotions is connected to affective expression in several ways. The ability to articulate feelings that are connected to the educational experience is one way that this facet has been characterized. This involves the use of humor, self-disclosure, and emotional expression, as well as text features known as emoticons that are used to convey emotion. For instance, students may use various emoticons in an online group discussion, such as an icon displaying a smile to convey feelings of enjoyment or an icon showing an index finger pointing up to signify 'like.' Another example would be a thumbs-up sign to indicate agreement with something. When engaging in social contacts, the use of humor has a tendency to shorten the perceived gap between people and express a sense of good will. Group cohesion is the third component of social presence. Cohesion in the group refers to a shared feeling of purpose. This section encourages pupils to view themselves as community members. By utilizing cohesive indicators, group cohesion is demonstrated. Cohesive signs include group references such as referring to the group as "we," vocatives such as calling each other by name, social sharing such as alerting fellow students about one's birthday or burial, and greetings.

[1] evaluated online language learning performance in terms of student social presence, where social presence in research was supported through approaches that promote a sense of presence and community. Overall, the results suggested that interaction perception, social presence, and learning have a strong link. Moreover, while the sense of social presence did not have a significant association with the course test scores, it did have a favorable, statistically significant relationship with the performance of the written assignment. [7] reported that anxiety, as one of affective factors, had statistically significant difference in writing achievement on the basis of writing anxiety level.

In a separate study, [8] investigated the relationship between social presence in online language learning and student performance and teacher satisfaction. Analysis of the data revealed a correlation between social presence, student performance, and teacher satisfaction. Social presence was found to be a predictor of student achievement. In conclusion, studies at the university level have demonstrated that social presence has a significant influence on interaction, student persistence, contentment, better learning, and motivation.

2.2 Teacher Presence

The way how the teacher creates effective and conducive online language learning process has a contribution to the success of delivery of the course and the quality of online teaching and learning processes. Teacher presence in online language learning is one of the most significant variables in the success of teaching and learning processes, as mentioned by [9].

Teacher presence can be defined as meaningful communication that shapes, assists, and guides cognitive and social processes. Teacher presence fosters cooperation, community cohesion, and public discourse. It relies on forums and chats and encourages personal communication between the instructor and students in order to facilitate a dialogue with students and among learners. Three dimensions of teacher presence include:

- a) Teacher's personality. This involves writing styles and comments that may be welcoming or distancing, marking or constructive, addressing or elaborating, etc. Personality also includes the characteristics of the teacher as a leader and the communication style adopted by the teacher in the course; the teacher's personal and public feedback in the course and the way the feedback is formulated; the style of personal dialogue between the teacher and the student in their personal message exchange; the characteristics of the feedback.
- b) Social characteristics. The teacher participates in the forum and in the public posts, builds the communication with the students, encourages interactions between students, creates public discourse, conducts discussion with students and between students, and plays a role as a social leader.
- c) Teaching style. It describes the teacher's facial expressions and characteristics as a leader in online teaching and learning.

2.3 Perceptions of Online Learning as a Challenge or Threat

[10] stated that people can make a situation either positive or negative. A situation perceived as positive motivates individuals to act, whereas a state perceived as stressful can trigger an emotional challenge or threat response. When people feel threatened, their sense of insecurity and lack of self-efficacy increases, and they may perform tasks poorly, focus on defending themselves, preserving what they have, etc. A sense of belonging can diminish the threat. [11] found that online learning communities can elicit a wide range of emotions, including frustration, anger, rage, joy, excitement, happiness, boredom, jealousy, hatred, love, and affection. Frequently, there are an excessive number of requirements or tasks in online learning, which may affect the attitudes and reactions of the students.

2.4 Motivation and Self-Efficacy in Online Learning

Motivation is the most important element of the learning environment because it encourages students to learn more than their peers. Intrinsic and extrinsic motivations are two distinct categories of motivation. Intrinsic and extrinsic motivation for learning is crucial in engaging students in educational experiences. Intrinsic motivation is a form of internal energy that promotes interest, self-requirement, self-determination, self-regulation, and learning autonomy based on an individualistic foundation. Extrinsic motivation can be defined as external factors that stimulate learners, as well as teacher behaviours, learning topics, teaching and learning strategies, teaching and learning processes, and interaction between learners and teachers, among others. Extrinsic motivation is the most effective way to motivate students to commit to educational goals, such as earning a grade or degree, in order to improve their achievement [12].

3 Methods

3.1 Respondents

This qualitative study was aimed at knowing the understanding of teacher and social presence of English language students in online learning. Moreover, it tried to explore the students' experiences toward the challenges and threats of online learning, their learning motivation and self-efficacy, and to find out how the students perceived the positive and the drawbacks of online language learning. To reach the objectives of the study, an exploratory design applied. This study was conducted in an English Language Education Study Program of a public university in South Sumatra. The decision to choose this site was because this university has already admitted a broad range of students coming from diverse background, like, various educational background, socioeconomic status, personality, intellectual ability, and even various unique self-experiences. Those demographic differences more or less had contributed to how the students perceived online learning. Also, this university is struggling to double on efforts to introduce or develop online learning as the pandemic forces the educational institution being prepared to the new educational experiences. Various unique characteristics of how the teachers and students operate online academic platforms, to some extent, create diverse perspective, experiences and feelings. Besides, this university is accredited an A, so it can be a model for other universities in demonstrating online learning.

This study adopted purposive sampling. The participants of this study were four bachelor degree students from different levels of English Language Education Study Program at Sriwijaya University. The participants were at the age of 18–20 with different characteristics. The students were chosen due to the fact that they might have distinctive perspective, feelings, and experiences during their online study. The participants chosen was not indicative as the purposes of this study did not try to generalize the findings, compare, correlate, or portray similarities within students or with other universities. Even though the sample was not large enough, the students might greatly differ from non-included students in this sample of study. This sampling design gave rich information in their learning context about online learning, especially how they themselves define social presence and teacher presence in online class. Results of this study is expected to

provide valuable data to better understand and interpret students' subjective definitions, feelings, or experiences.

3.2 Instruments

Data in this exploratory study was gained through semi-structured interview. The interview was conducted to four undergraduate English students in different levels at English Language Education Study Program in Sriwijaya University. All the four English students got involved in online language learning during the COVID-19 pandemic. The interview was carried out through chat platforms and Zoom Meeting due to the fact that the COVID-19 pandemic does not permit to do face-to-face interview. The interview was conducted in order to confirm more thoroughly the students' viewpoints of teacher and student presence in online language learning, what the students felt towards the challenges and threats in online learning, how was the students' motivation and self-efficacy, and how they thought of the positives and the drawbacks of online language learning. Chats and Zoom Meetings were conducted since all the four students were far from each other. The interview was in English because the students are taking English major and English is not the language barrier.

The online data collection assigned the authors to send private messages to the four students. Before collecting the data, the students got a message confirmation about the interview. The authors mentioned the purposes and provided all the information if needed. The questions are (1) what do you think of teacher presence, social presence, challenges or threats, students' self-efficacy and motivation in online language learning and (2) tell me your perspective about positive and negative views on virtual and blended learning courses.

3.3 Procedures

Since the aims of this study were deep enough, they are to explore the understanding of teacher and social presence of English language students in online learning, to explore the students' experiences toward the challenges and threats of online learning, their learning motivation and self-efficacy, and to find out how the students perceived the positive and the drawbacks of online language learning, the authors looked in depth those three problems that have not been discussed before. It was still rare to find previous related studies discussing about teacher and social presence in online learning. This study might lead the authors to not only the students' subjective definitions about teacher presence and social presence, challenges and threats, motivation, self-efficacy or the positive and negatives of online learning, but also to be able to figure out further studies in detail, which of them is most likely the causes for the problems.

As the characteristic of exploratory study is unstructured, the present study might result in not answering the problems precisely enough. Alike in general studies, the authors firstly identified the problems. Then, the authors created hypotheses since there are no prior studies and the problem is not precisely resolved. The last step was by doing the further research. In this last step, the authors continued the study through descriptive investigation. Here, qualitative methods were conducted to further study the discussion in detail.

3.4 Data Analysis

To analyze the data, the authors implemented the steps following the procedures described by Creswell (2012). The steps were organizing and preparing the data, reading through the gained data, coding the data, representing and reporting the findings, interpreting the data and writing the conclusion in the end. By means of a qualitative data analysis technique, document analysis was applied. In three key phases, data analysis was carried out. Personal perceptions are bracketed from the written texts of data analysis in the first stage of data analysis to correctly reflect as possible the personal phenomenological perceptions and data of the students. The reflections of the students were analyzed by means of content analysis in the second step. The outcome is finally concluded and reported in the last stage. Besides, to confirm the credibility and control of biases, member checking applied through returning the transcripts back to the students and asking them for the accuracy.

4 Findings and Discussion

This part presented the findings of the study, namely the students' perspectives of teachers and student presence in online language learning, the challenges and threats in online language learning, students' motivation and self-efficacy, and the positives and drawbacks of online learning.

4.1 Students' Perceptions of Teacher Presence

Although the student said she was initially aware of the concept of teacher presence, she had to know the importance of physical presence and social interaction that helps to understand the concept of teacher presence. The response was as follows.

“Teacher presence, I think when the teacher and his/her students meet each other at the same place, then, the course design, facilitation, and direct instruction with the goal to results in achievement of course learning outcomes. In my other opinion according this situation, teacher presence is when the teacher and students do their materials based on schedule via online (video conference) with the same goals to achieve learning outcomes” (F/3rd year)

The student said that being in a location cannot help to understand social presence, but that is a fundamental need. The participant also gave an idea that in online language learning, students' understanding is essential.

“In my opinion, the presence of teachers in virtual and blended learning courses greatly affects student performance in learning, especially for me. I'm the type of student who understands something better when I ask directly. So, the presence of a teacher really helped me in understanding the material or assignment maximally.” (F/3rd year)

“In the online class or you could call it virtual class, I think there is no problem with teacher presence although it's not the same as offline class. But, still, human

can easily adapt with situation for example, in offline class, students can ask for feedback or explanation directly about their future planning. In online class students can still ask for it.” (M/3rd year)

For some of participants having action and reaction in class is one of dimension of how the teacher presents in online language learning. One of students stated.

“In online learning, all interactions are done indirectly or not face to face. Usually, the teacher is on online learning will create a discussion forum where students and teachers can interact. In the discussion forum, the teacher can rate all activities and student activity. In addition, teachers in online learning have duties to keep all student knowledge straight, equalize perception among each student, and straighten out any knowledge acquired by students.” (F/1st year)

It was found that teacher presence was found to be essential for students for whom feedback strengthens the learning process and who feel helpless without feedback. For students in need of intensive feedback, it was also found that differential feedback is likely to lead to the development of students’ individual abilities to assess their achievements and to strengthen their academic trust. This finding emerged also from previous studies done by [11].

4.2 Students’ Perceptions of Social Presence

Simply, the term interaction was proposed by all students in their responses. This seems to indicate that social presence has its role. Several actions involve students in a formal environment, such as in situations of learning and training. In this study, students also indicated that this role played by social presence forms the support to get to know each other for those engaged in online learning [13]. The students’ viewpoints about social presence can be presented as follows.

“In my opinion, social presence is about how many people are present at a meeting. I think the efficient social presence is when the moderator and participants are in the same room and communicate directly. Apart from that, today’s media can also be used to prove someone’s presence at a meeting, for example good media (video conference) and bad media (email).” (F/3rd year)

When being asked about the importance of social presence in online language learning, students stated that it is difficult for students and teachers to understand concepts and interaction in the real forum without social presence, especially at the beginning of the courses.

“The negative impact is that it becomes awkward and finds it difficult to socialize because we rarely meet classmates, lecturers, and others. Besides that, I think this learning also a little less effective than face-to-face learning in class.” (F/1st year)

“Likewise with social presence, friends also affect my learning performance. Both in person and online, I feel more comfortable to discuss materials or assignments

with friends or just share information with each other. I think it really helps my learning process.” (F/3rd year)

“Social presence could be a problem because in online class we just focusing on teacher explanation. But, we couldn’t get second opinion from our classmates. Although, we could ask our classmates via private chat, it’s still not clear ask we ask it directly.” (M/3rd year)

The social presence acts as another effort to encourage interaction between the students. The participant’ answers indicate that the learners are willing to share ideas. [13] stated that social presence is quite dynamic. Then, social presence has indicated that the role of social presence should be structured according to situations that warrant its presence and that the presence can be at its disposal in some circumstances. At last, social presence is how whole class participants interact and communicate with other students and teachers and indicate not only their presence, but also their ability to control each other as cooperative in the online class.

Social presence can decrease in the psychological communication gap from online language learning, in relation to both the learners themselves and the learning process. The sense of social presence among the students is likely to be increased by a dialogue between the teacher and the student and support for learners and their needs. Forum discussions were referred to students as a space for developing the students’ understanding and ability. The students noted that they were given mandatory assignments in online language learning activities, in which all the students had to express an opinion in the forum. Some of the students admitted that expressing themselves was difficult for them, and that they felt threatened by the need to express their views and their feelings. Usually, not every student needs to express an opinion y in a face-to - face lesson. Then, teacher presence can be defined as a meaningful communication to help and direct cognitive and social processes. Teacher presence is expected to encourage cooperation, community unity and social communication. Students’ motivation, self-efficacy and intellectual were exposed more in online language learning than in face-to-face class. So, social presence in online learning to some condition is applicable and exists in order to minimize the negative views of online language learning.

4.3 Challenges and Threats in Online Language Learning

In response to the feeling of challenges and threats, there were some perceptions available. One of them was about technical problems.

“In my opinion, the challenges in online learning courses are unstable signals, inadequate technological knowledge, inadequate facilities, and perhaps an unsupportive home’s situation (when doing video conferences, the situation in home is noisy). For the threat, students must be able to use several applications to conduct video conferencing, less socialization (when doing virtual learning many students prefer to turn off their cameras), not getting a lot of information because the usable time in average of applications only takes about 40 minutes.” (F/3rd year)

Then, some students thought that challenges and threats were just about satisfaction and self-confidence. Once the students could get over it from their comfort zone, challenges and threats were very meaningful to train them figure out their capabilities.

“Actually, I don’t really like challenges. But every time I got something new, for example a task that I had never done before, I always considered it a challenge. I will not make myself get pressured to complete the challenge perfectly. I will make myself to complete the challenge as best and as I can. The fear of not getting a perfect score is often replaced by satisfaction when I try my hardest to complete the challenge or assignment.” (F/3rd year)

“As a student, I think that dealing with challenge and threat can be a bit overwhelming at the same time because some people tend to learn in their circle and used to it. Somehow we need to get out from that comfort zone in order to do that, challenges and threat are useful for making us figure out our inner capabilities.” (F/1st year)

“Surely, there is this feeling of challenge because students are forced to meet this new situation in which they must adapt with it. But, I think threat is a bit over thinking and probably the threat in this case is just self-confidence matter.” (M/3rd year)

The result of semi-structure interview above was in line with [10]. He mentioned that humans can build the situation as either positive or stressful. Then, to support, another relevant study conducted by [14] reported that there was a significant correlation between ICT use and students’ academic paragraph writing. This recent research finding showed that the students saw challenges and threats not as their learning barriers, but as their trigger to perform the best. In other words, during online language learning, most students found a situation which stimulates them to behave positively, not a situation which drives them emotional.

4.4 Students’ Motivation in Online Language Learning

The result showed that students’ motivation was one kind of factors affecting their success in online language learning. Positively, motivation is viewed as a trigger to face the challenges and threats during online language learning. Online learning gave more time to the students to operate or use technology positively. The flexibility to access the materials online was one of the motives that students built.

“Motivation, in this situation motivation is needed for every student. Motivation is encouragement that can be obtained from the environment or people around us. Currently, the motivation from the lecturers will greatly help their students to remain confident in passing the semester that is being taken even though there will be many difficulties in conducting virtual learning courses.” (F/3rd year)

“Training the ability to use technology, especially those related to the class of online class is the motivation for me in virtual and blended learning courses.” (F/3rd year)

“Virtual and blended learning courses can be a solution for students who can’t take face-to-face classes every day because of their busy life. This is an excellent solution for those who want to learn but can still do other activities such as work. This is also the best way for students who may not like face-to-face learning too much because it is too formal. They can use these courses to study at a leisurely pace.” (F/1st year)

“To put in a simple way, as a student or person in learning, I could clearly say motivation is a word with many meanings. Which I mean person’s motivation isn’t just one but it could be several things that boost them up to learn more. Oneself motivation could be very off the mark.” (M/3rd year)

To shorten, the students’ motivation reflected the students’ ways of coping with the learning problems, their satisfaction, and their persistence in online learning [15]. As mentioned by one of the students, the need of training to use technology was her motive to participate in online learning while another student mentioned that online learning was one of the solutions to anticipate those who have a hectic daily routine. Flexibility of conducting online learning was another motive.

4.5 Students’ Self-Efficacy in Online Language Learning

In response to the feeling of self-efficacy, online language learning would form students’ confidence, especially when the teachers required them to use the technology and reduce their fear. Self-efficacy is viewed as a point to improve and explore the students’ capabilities, one of the examples, is to deal with the negative situations. Self-efficacy possibly assists the students adapt with the situation that they have never imagined or met before.

“I think self-efficacy same as self-confidence. Self-efficacy has a positive meaning, namely someone who believes in his own ability to achieve a desired goal, for example in education. Nowadays, education in Indonesia uses virtual and blended learning courses, so if there is self-efficacy in ourselves it will help us to continue to believe that we will still achieve the goals of the learning we do.” (F/3rd year)

“In my opinion, my self-efficacy should be sharpened even more because online learning requires me to learn to use technology. Often I feel anxious when I have difficulty accessing or taking online classes, and that fear has a profound effect on my performance and learning.” (F/3rd year)

“In my opinion, self-efficacy in online learning courses allow students to improve and explore their inner capabilities cause they need to response more and being active for gaining the information.” (F/1st year)

“Self-efficacy or oneself ability to execute or deal situation. Like I said before, human can easily adapt with situation. Although, between one another, there are different outcome or possibility to execute or deal with situation. There is this different type of mindset.” (M/3rd year)

The results above showed that in online language learning, the teachers who promoted the creation of a learning community were found to increase their teacher and

social presence, resulting in reduced transactional distance. In contrast, teachers, who did not promote the creation of a learning community, maintained distance, and reduced feedback, improved the sense of transactional distance of the students. Here, the link among teacher presence, social presence, feeling of challenges and threats, motivation, and self-efficacy was found.

4.6 Positive and Drawback in Online Language Learning

Data analysis in this study showed that online language learning provoked more positive views than negative views. Students mentioned that online language learning led them to the technology awareness. The close interaction with the family members was one of the positive sides of online language learning during the COVID-19 outbreak. A similar pattern also reported that large coverage area in online language learning assists the students to the flexibility of online learning. The students could access the materials at anytime and anywhere they want.

“The positive of virtual and blended learning courses, Students are more aware of technology, in the 21st century technology is currently very developed so learning through virtual can increase students’ knowledge of technology.” (F/3rd year)

“I see the positive side of the benefits that I get is that I can stay close to my family while studying and doing my assignments. It really affected my enthusiasm for studying. In addition, online learning requires students to maximize the use of technology and this is an opportunity to train our skills and knowledge about technology.” (F/3rd year)

“Effective communication media, covers a large area, class isn’t physical form anymore and anytime, anywhere can be accessed.” (F/1st year)

“With virtual class and blended class, students can learn to use technology more efficiently in this ever-changing era and to adapt with different circumstances like blended class and so on.” (M/3rd year)

Then, the negative views experienced by the students were in relation to the ability to understand the learning materials, despite the internet connection problems. The absence of direct feedback from the teachers had limited the students’ interaction between teachers and their peers. Online learning had indirectly required them to technology literate rather than the educational goals. Learning goals, to some extent, could not be achieved due to the limitations of online language learning.

“The negative, difficult for students to accept learning clearly.” (F/3rd year)

“The slow internet network, the students’ lack of understanding of the subject matter without direct direction, and the students’ lack of ability to use technology are some examples.” (F/3rd year)

“The learning process tends towards training rather than education; students do not have high motivation to learn; not all appropriate internet facilities are available; and lack of computer literacy.” (F/1st year)

“With virtual class, person has limitation in quota internet, bad internet connection, or lack of media to have virtual class. It seems unfair for them. I think financial provided by Unsri is not enough to support them until all class finished.” (M/3rd year)

[15] reported that negative views were significantly found in terms of technological skills and accessibility or regarding the students’ understanding of the learning materials. Those aspects in some conditions would hinder the success of learning.

From the findings above, the results of students’ perceptions toward the application of online language learning could be divided into two groups. First, the students felt comfortable with online language learning, felt motivated to join the class and did not experience feeling of challenges and threats significantly. Second, negative views, in a certain reason, resulted on less interaction and the quality of online learning.

5 Conclusion

This study indicates that teacher-student and student-student social presence is a communication platform. In online language learning, teacher presence refers to the way the teacher creates meaningful communication to assist students in comprehending the material and interacting socially. The teaching-learning process should be carried out with greater precision to support both the instructor and the students, with an awareness and comprehension of the role of social presence and instructor presence. Motivation and self-efficacy are two additional factors that require consideration. Students’ perspectives on online language learning have both positive and negative effects on its success.

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