

---

8-6-2023

## Why didn't I make it digital: Indonesian Teachers' Perception of Dialogical-Based Online Teaching and Socio-Emotional Connections

Elok Putri Nimasari

*Universitas Negeri Surabaya, Surabaya, Indonesia, elok.21016@mhs.unesa.ac.id*

Slamet Setiawan

*Universitas Negeri Surabaya, Surabaya, Indonesia, slametsetiawan@unesa.ac.id*

Ahmad Munir

*Universitas Negeri Surabaya, Surabaya, Indonesia, ahmadmunir@unesa.ac.id*

Suhartono Suhartono

*Universitas Negeri Surabaya, Surabaya, Indonesia, suhartono@unesa.ac.id*

Follow this and additional works at: <https://nsuworks.nova.edu/tqr>



Part of the [Online and Distance Education Commons](#), and the [Social and Behavioral Sciences Commons](#)

This Article has supplementary content. View the full record on NSUWorks here:

<https://nsuworks.nova.edu/tqr/vol28/iss8/3>

---

### Recommended APA Citation

Nimasari, E. P., Setiawan, S., Munir, A., & Suhartono, S. (2023). Why didn't I make it digital: Indonesian Teachers' Perception of Dialogical-Based Online Teaching and Socio-Emotional Connections. *The Qualitative Report*, 28(8), 2258-2277. <https://doi.org/10.46743/2160-3715/2023.6105>

This Article is brought to you for free and open access by the The Qualitative Report at NSUWorks. It has been accepted for inclusion in The Qualitative Report by an authorized administrator of NSUWorks. For more information, please contact [nsuworks@nova.edu](mailto:nsuworks@nova.edu).

---



## Why didn't I make it digital: Indonesian Teachers' Perception of Dialogical-Based Online Teaching and Socio-Emotional Connections

### Abstract

While it is widely acknowledged that educational technology has been used as an online learning modality, socio-emotional aspects are still in crisis during the post-COVID-19 era. Theorized in Alexander's dialogic teaching and Delahunty's socio-emotional connection, this phenomenology study addresses two Indonesian teachers' perceptions of dialogical-based online teaching and socio-emotional connections. The data were empirically garnered from semi-structured interviews and teaching documents. Findings shed some lights on four macro parameters of socio-emotional aspects within dialogic-based online teaching framework: transformation of pedagogical content, learning interaction, sense of community, and identity formation. The present study theoretically and practically contributes to sociocultural dimensions of dialogic teaching construction in online classroom.

### Keywords

dialogic teaching, socio-emotional connection, online classroom, Indonesian teachers

### Creative Commons License



This work is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

### Acknowledgements

We would like to acknowledge Center for Education Financial Services that has fully support our research funding. We also would like to thank all the assistance of informants who took part in this study. Without their cooperation, it would not be possible to complete this research that depends on the information of their best practices.

## *Why didn't I make it digital:* **Indonesian Teachers' Perception of Dialogical-Based Online Teaching and Socio-Emotional Connections**

Elok Putri Nimasari<sup>1</sup>, Slamet Setiawan, Ahmad Munir, and Suhartono  
Department of Language and Literature Education, Universitas Negeri Surabaya, Surabaya,  
Indonesia

---

While it is widely acknowledged that educational technology has been used as an online learning modality, socio-emotional aspects are still in crisis during the post-COVID-19 era. Theorized in Alexander's dialogic teaching and Delahunty's socio-emotional connection, this phenomenology study addresses two Indonesian teachers' perceptions of dialogical-based online teaching and socio-emotional connections. The data were empirically garnered from semi-structured interviews and teaching documents. Findings shed some lights on four macro parameters of socio-emotional aspects within dialogic-based online teaching framework: transformation of pedagogical content, learning interaction, sense of community, and identity formation. The present study theoretically and practically contributes to sociocultural dimensions of dialogic teaching construction in online classroom.

*Keywords:* dialogic teaching, socio-emotional connection, online classroom, Indonesian teachers

---

### **Introduction**

The unexpected and dynamic shift of digital pedagogy during the post-COVID-19 era has emphasized the critical dialogic teaching transformation from conventional to online learning. Although the virtual classroom is not a new trend for higher education, the implementation of online learning is becoming popular in a shift of formal and non-formal academic contexts due to its flexibility option and cost-cutting benefit (Bearman et al., 2022; Goldenson et al., 2022; Wood, 2021; Zhao et al., 2022). While this phenomenon promises convenience, this trend has another crucial consequence. In the current Indonesian digital pedagogy trend, all levels of educational parties, including early childhood education, primary education; lower secondary education; higher education and tertiary context, have been encouraged to learn how to use online learning modality as a part of the dialogic teaching process. This includes the use of virtual meeting room and blended learning platforms for online synchronous and asynchronous classes, respectively. Masalimova et al. (2022) report that students' learning focus, satisfaction, critical thinking ability development, engagement, and motivation have become educational issues during online distance learning in the developed countries before the COVID-19 era.

Drawing attention that social aspects (García-Carrión et al., 2020), specifically socio-emotional values (Delahunty, 2018; Delahunty et al., 2014) highly contribute to a successful egalitarian dialogic classroom, this study aims to report Indonesian educators' best practices implementing the principles of dialogic teaching (Alexander, 2018) in an online context during

---

<sup>1</sup> Corresponding author

the post-COVID-19 era by considering four critical socio-emotional connection aspects: transformation of pedagogical content, learning interaction, sense of community, and teacher's identity in online dialogic classroom setting. This present study attempts to enhance the practical knowledge of how two Indonesian teachers challenged socio-emotional dimensions under dialogic teaching constructions in online teaching across educational level contexts. In addition, it also contributes to a critical evaluation of how the organisational teaching form cannot be separated from social and psychological construction. Thus, we attempt to answer the following research questions:

1. How do teachers transform pedagogical content into online dialogic classroom dialogue?
2. What learning interaction are teachers building into their online dialogic teaching?
3. How is sense of community formed in the online classroom?
4. How is teachers' identity formed in the online classroom?

## Literature Review

Social isolation during online distance learning has been connected to emotional mood and motivation to follow virtual meetings. As mentioned by Domitrovich et al. (2017) and Ragusa and Crampton (2018), social emotion, sense of connection and social identity in community learning affect students' achievement. However, the current dynamic situation toward technology development requires teachers to reframe to address the concept of connection or belonging across time and social spaces (Gravett & Ajjawi, 2022). Delahunty et al. (2014) define socio-emotional connection as personal emotions and values that socially connect to the learning process. They propose three aspects of socio-emotion: learning interaction, sense of community, and identity formation.

Further, Delahunty et al. (2014) reported that the limited physical presence in the online learning context, through social construction, has changed active learning interaction and influences the sense of belonging in the community. Since there are many negative emotion and problematic technical issues during online distance learning, the negative identity formation toward online class is predicted to be the result of low learning interaction and separation of a belonging sense in the community learning. If the key principle of education is students' engagement in the learning, socio-emotional aspects in the dialogic online teaching urgently need careful consideration.

Students' engagement in the learning context is highly dependent on the role of teachers in establishing the perceived joint interaction and shared understanding. Peel (2021) summarizes that the multiple teaching roles of teachers are (a) design a meaningful learning, (b) manage learning, (c) scaffold learning, (d) adjust learning support, (e) build relationship for learning, and (f) expand practices. All teacher's roles are under the umbrella of Alexander's dialogic teaching framework (Alexander, 2018), which is classified into five elements: (a) collective, (b) reciprocal, (c) cumulative, (d) supportive, and (e) purposeful.

Studies in the dialogic teaching online, particularly during the post-COVID-19 era, investigate several aspects such as students' identity and agency (Bearman et al., 2022), students' emotion during video conferencing (Okabe-Miyamoto et al., 2022), virtual homeroom focusing on the number of students influencing dialogic teaching process (Goldenson et al., 2022), teachers' identity construction through dialogical self-reflective study (Stenberg & Maaranen, 2021), teachers' innovative strategies to build dialogic teaching (Yu et al., 2021), and teachers' online feedback practices (Fine et al., 2022). The previous

studies presented above have examined dialogic education and its implication on teachers' teaching strategy and students' psychological barriers.

To extend empirical research on the evaluation of dialogic teaching in online distance learning, studies focusing on the socio-emotional connection in the view of teachers' best practices need to be undertaken. Moreover, there are dilemmas faced by the teachers in that there is a big challenge to transform the lesson content to dialogical communication with the students (Hammond, 2016). The unexpected shifting in the classroom context has made the dilemma more problematic. Christensen et al. (2022) also state that the shift of the basic pedagogical condition from on-site to online learning has been a main factor behind teachers being less motivated to teach since they are less adaptive to the educational and technological change.

## **Methods**

### **Research Context and Design**

The purposive sampling of this seven-month fieldwork was to focus on exploring teachers' best practices of how they build pedagogical adaptation in an online distance learning context theorized in dialogic teaching and socio-emotional perspectives with three considerations: (1) dialogic teaching faced certain challenges and limitations; (2) socio-emotional dimensions were often neglected within online learning; and (3) the authors worked intensively to conduct lifelong learning and sustainable professional development for Indonesian educators including teachers and lecturers. Additionally, the goals of this present study concurred with those educators after a preliminary discussion with the participants concerning technology limitations, technical constraints, and teaching job market. Therefore, we gained relatively easy access to the participants in order to undertake an interview study.

The nature of the study was phenomenological, seeking to understand the subjective dialogic teaching experiences of educators and the meaning they attributed to those experiences of an online teaching phenomenon. A phenomenological study was deployed for this study because we aim to capture the richness and depth of the participants' experiences, emotions, perceptions, and meanings associated with the online dialogic teaching phenomenon and related socio-emotional aspects. Practically, the semi-structured interviews were chosen to collect the data from the recruited participants because it allowed participants to freely express their experiences and perspectives (Newman, 2016).

### **Participants and Informed Consent**

Before the empirical fieldwork conducted, the authors had a Zoom-meeting with two Indonesian English teachers from a public school and of a private course, and two Indonesian English lecturers, explaining an informed consent form sheets to them. We asked them to carefully read and sign off the consent form as a means of guaranteeing the confidentiality of all data and its exclusive utilization for publication intentions. They also retained the right to withdraw from the study. An English private course teacher and an English lecturer in a private university who was also an owner of a private English course agreed to voluntarily participate the study. These two research participants were regarded sufficient in a phenomenological study because of three considerations: (1) it offered saturation, depth and richness of data as two participants provided a substantial amount of data, offering multiple perspectives and a diversity of experiences; (2) it provided intensity and focus which we focused on exploring the depth and richness of individual experiences rather than generalizability to a larger population, dedicating more time and attention to each participant for valuable insights into the

phenomenon of interest; and (3) it managed resource constraints in which we ensured that the study could be completed within the available resources.

The authors or researchers, coded as RC, conducted interviews with all participants. All recruited participants were certified by the national teaching certification standard. Participant 1, coded as AN, was a 44-year-old male English private course teacher, owning an English private course for eleven years. He has taught in a non-formal sector for an English language teaching context in Indonesia since 2012, for K12, high schools, tertiary, and English for business contexts. AN taught Indonesian English as a foreign language (EFL) learners but also European and American English as a second language (ESL) learners. He opened his private courses online since 2017. He spoke English, Indonesia, and Javanese. Participant 2, coded as ER, was a 62-year-old male English lecturer in an Indonesian culinary private university, owning an English private course for 23 years. He has taught English for more than 30 years. ER taught young and adult learners, ranged from K12 to postgraduate students. He has taught English for Academic Purposes for EFL students in Indonesia and teaching Bahasa Indonesia for English native speakers in US and Thailand since 1990. He spoke several languages such as Indonesia, English, Javanese, Sundanese, and Thai. He experienced teaching multicultural ethnic students such as Indonesian-Chinese, Javanese, Borneo, and East-Indonesian. ER was also a part-time interpreter for international private companies and a copywriter for Indonesian national newspapers. He was an active writer from 1990 to 2015. In this study, the two participants were interviewed to gather rich, descriptive data about their perception of dialogical-based online teaching and related socio-emotional dimensions in the online classroom contexts. We recognized that these complex and multifaceted socio-cultural teaching backgrounds that the participants experienced for more than a decade shaped the ways they constructed an inclusive and effective dialogic teaching in diverse educational settings. Therefore, this consideration also supported our phenomenological study.

## Data Collection

We mainly collected the empirical data through semi-structured interviews with the participants, WhatsApp-chats, and pre-teaching and while-teaching documents. We garnered the data through eight questions during interviews. The first five questions were related to Alexander's dialogic teaching theoretical framework themes: collective, reciprocal, cumulative, supportive, and purposeful. The last three questions were associated with Delahunty's socio-emotional connection: learning interaction, sense of community, and identity formation (see Table 1).

**Table 1**

*Interview questions*

No.	Macro theme	Micro Theme	Interview question
1	Transformation of pedagogical content to online dialogic teaching	Collective	How do you address learning task, when it is as a group or as a person?
2		Reciprocal	How do you build interaction to listen students' viewpoints of discussion?
3		Cumulative	How do you build a coherent line of thinking and enquiry from reciprocal stages?
4		Supportive	How do you encourage students to share their ideas freely without judgment?

5		Purposeful	How do you create your distance-learning curriculum, specifically with the adaptive online challenges?
6	Learning interaction in online dialogic teaching	Learning interaction	What is the role of interaction in your online learning?
7	Sense of community building in online dialogic teaching	Sense of community	What fosters or inhibits community building in online learning?
8	Teachers' identity in online dialogic teaching	Identity formation	What affordances do interaction and sense of community give to identity formation?

These eight micro themes would be used in thematic coding analysis. Since we used semi-structured interviews, each question relied on the participants' stories. We followed the interview with probe questions to explore further their response for emerged findings. Interviews lasted 60 to 90 minutes on average. We took three times interviews for each participant to have depth, richness, and interpretative intent for data analysis. Interviews were taped with the participants' consent. Researchers evaluated and edited the transcripts of every question of the interview. The interviews were conducted in two languages, Indonesian and English. Indonesian was used to have more understanding and to express some terms that cannot be identified in English appropriately. Data displayed in this research article are the translated version. In addition, teaching documents such as material booklet, teaching procedures and screenshots of online teaching moments from the participants were used to increase the trustworthiness of the study.

## Data Analysis

We had the interview result recorded, transcribed verbatim, and presented pseudonymized. In the data analysis, we used Braun and Clarke's (2006) thematic coding analysis to identify patterns and emerge finding themes. We familiarized the data, identified linguistic choices and the nature of conversational utterances, analyzed them based on Alexander's dialogic teaching and Delahunty's socio-emotional connection for triangulation theory, refined the patterns, and reported the final emerged patterns (themes) within data. The data was sorted and categorized based on repeated patterns, which referred to the research question. This coding process was conducted by the authors and achieved consensus by having discussion during coding and the interpretation process. Interview recording was coded through two layers, identifying each stage of dialogic teaching experiences. All the stages were collective, coded as [dtCl], reciprocal, coded as [dtRc], cumulative, coded as [dtCm], supportive, coded as [dtSp] and purposeful, coded as [dtPs]. Having the first layer completed, the second layer to identify was socio-emotional connection aspects that were signaled in the dialogic teaching stages. Those were learning interaction, coded as [seLi], sense of community, coded as [seSc], and identity formation, coded as [seIf]. In addition, general strategy to analyze participants' strategy on their dialogic teaching from pedagogical content form was coded as [St]. During data analysis, we repeatedly reviewed the research questions, listened to data sets, and theoretical framework, moving back and forth between them to ensure a thorough and consistent analysis (Widodo, 2014).

Trustworthiness for analysis and interpretation in this study was done by conducting member-checking technique and triangulation. Member-checking was not only done among the authors, but also among the participants to have interpretation trustworthiness. The authors would ask participants if the data were clear and understood. These two methods are utilized to measure the data analysis accuracy (Harreveld et al., 2016). Since this present study was

philosophically rooted in the interpretative research paradigm, the data analysis and interpretation results were highly correlated to the professional correspondence between the authors and the participants. Transcription notation symbols were also given to indicate the nature of conversational utterances. The following table shows symbols indicating truncated text.

**Table 2**  
*Transcription notation symbols*

<b>Symbol</b>	<b>Transcription notation</b>
[...]	Truncated speech
[laughing]	Spoken while laughing
<u>text</u>	Louder and emphasized
(x.x)	Pause of x.x seconds
['x.x]	Episode and time period of recorded data
//	Visualizing speech

### **Findings**

Integrating Alexander's dialogic teaching and Delahunty's socio-emotional connection micro themes, four macro finding themes were identified to reflect the central question under study presented:

1. How do teachers transform pedagogical content into online dialogic classroom dialogue?
2. What learning interaction are teachers building into their online dialogic teaching?
3. How is sense of community formed in the online classroom?
4. How is teachers' identity formed in the online classroom?

The four macro themes presented were: transformation of pedagogical content to online dialogic teaching, learning interaction in online dialogic teaching, sense of community building in online dialogic teaching, and teachers' identity in online dialogic teaching.

#### **Transformation of Pedagogical Content to Online Dialogic Teaching**

The first theme identified reported how two participants had different characteristics of technical dialogic teaching. Technological background knowledge also explained specifically why each participant exhibited distinctive dialogic teaching technical structures. AN, for example, informed how he initiated online class because of some reasons such as business matters, time management, and teaching quality.

I had many classes in 2017 [...] **the traffic was quite high**, I wasted a lot of time, I declined many requests [...] How did I do this, so I can accept clients' requests, but I didn't want someone else to handle it, (x.x) **If I could send standardized teachers to those places** [...] online classes were the best solution.



AN preferred to use online class compared to face-to-face class. To run the business in a more effective way and a constant efficiency due to traffic congestion in the city, AN chose to conduct a Zoom class. As a businessman, he tried his best to maintain clients' satisfaction by having a standardized teaching methodology. Furthermore, AN explained his strategy to transform content to dialogic teaching in an online context. This context implies to the economic capital factor and teaching identity formation of a teacher.

Meanwhile, having more than 30 years of experience teaching did not facilitate ER in quickly adapting with the technological knowledge. Psychological barriers have navigated several impacts such as being less proactive to learn technology and having preference to disengage with new technology. As ER stated in the following excerpt.

**I was amazingly shocked**, when it comes to being adapted online, (x.x). I'm actually **incompetent using new technology** [...] I am not ready. **But I have to keep working**, keep teaching [...] I used 2 methods, very traditional text namely WhatsApp and Zoom [laughing] **Hoping that they would listen and watch and learn, but I'm not sure** [...] when you teach 30 people, and you are busy teaching in front of the camera, you won't be able to monitor what they are doing.

ER was a senior lecturer and had a different response to online teaching during the COVID-19 pandemic compared to AN. Conventional habits of socio-cultural teaching have made it difficult for ER to adopt a new normal teaching standard. The main reasons why ER could not build online learning interaction in the way AN used were psychological barriers such as skepticism and low motivation to use technology. However, he kept trying his best because he earned money from teaching. He used the most popular instant messaging platform, WhatsApp (WA), to teach online. Although this application could not provide real-time interaction, WA could be used in addition to the traditional classroom approach and the learning management system to facilitate learners' limitation of accessing the internet.

Dialogic teaching characteristics including collective, reciprocal, cumulative, supportive, and purposeful were identified varied since the two participants had different adaptation to the pedagogical content to online dialogic teaching. AN explained how he addressed learning task, built interaction, shared understanding, encouraged students in online classroom, and developed the distance-learning curriculum.

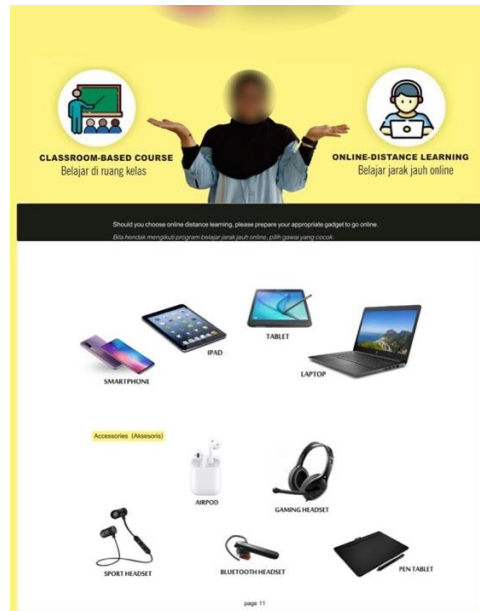
**To engage young learners**, we sing, we play games, **using the fun ways to teach the material** [dtCl] (x.x) **four people are the maximum number of students in an online class** [dtPs] They **had to agree with my online class rules**, otherwise they couldn't join [dtPs], **I created an engaged learning task** where each student has to answer, has to mark, and has to write, so they had a sense of community and engagement [seSc] // **In the pair-work session where all students participated**, the engagement is higher [seIf] than the conventional classroom, because **the majority of the class contains a lot of pedagogical content** [dtSp]. I have started my online class since 2017 but it was difficult for me to introduce Zoom (x.x) people be like, what is this? [laughing].

Collective stage in AN's dialogic teaching could be identified in several ways such as engaging students who had psychological barriers with fun ways. When he successfully got students' engagement, he continued to explore the reciprocal stage. Games were used to translate material content. He used to teach vocabulary and spelling with scrabble and anagram. He listened and responded according to students' involvement in the activity. During the

experience building cumulatively and exploring the reciprocal area, AN claimed that purposeful teaching for digital pedagogy context should consider certain number of students and appropriate gadgets as the crucial point to support online learning which he wrote in a pre-teaching booklet (see Figure 1).

**Figure 1**

*Pre-teaching material document*



Another participant, ER used to establish pair-work, group-work, and class-work to build students' interaction. Because he could not operate any digital application that could support the method of conventional pair-work in online class, he was confused to address interactive tasks. ER stated:

**I knew nothing about adjusting the fun games to digital ones.** So confusing, **why didn't I make it digital from the start** [seSc] Before online class was popular, **I refused to learn educational digital platforms.** In this difficult situation, **I taught through pictures** [dtCl] // When I showed the pictures in Zoom. But, instead of being active, they said 'I can't see picture', text [laughing] **I feel there is a kind of psychological barriers** [seSc] **I refused to develop online teaching** [seSc] I don't want to learn [seSc] (x.x) [...] perhaps (x.x) **the problem lies in my inability to understand it.** But we can't blame the tool, but **blame me for not being able to do science** [seIf].

Mechanical reasons such as poor internet connection and unreliable device to use Zoom class made the traditional strategy such as showing pictures in Zoom difficult to conduct smoothly. ER recognized that he should push students in responding to his teaching; otherwise they did not pay attention. Although traditional learning system was still used in online class, ER carefully prepared a well-structured sample of sentence to teach syntax. To encourage students in this difficult situation, ER tried to engage and support students by correcting their mistakes without negative judgment. ER dialogic teaching in WhatsApp-chat document:

- 10:45 – ER : *Please focus only on the lesson.*
- 10:46 – Student of ER 1 : *Ok sir*
- 10:46 – ER : *NOW, please write a short text about yourself. Here is the example:*
- 10:46 – Student of ER 2 : *I have lived in Kupang since childhood...*
- 10:47 – ER : *Wait for my example.... Hello, my name is xxx. I live in Solo, and I come from Medan. I study at M-Culinary Academy and I major in Management. I have lived in Jakarta for 8 months and I have studied in this academy for 6 months. Nice to meet you all.*
- 10:48 – ER : *Write a text like that 🙌 about yourself.*
- 10:49 – ER : *Everyone must write the text, okay?*
- 10:50 – Student of ER 1 : *Hello my name is xxx, you can call me xxx. I live in Surabaya and I come from Balikpapan, East Borneo. I study at M-Culinary Academy and my major in Management. I have lived in Surabaya for 1 year, before it, I lived in Yogyakarta for 3 years. I have studied in this academy for 2 years. Nice to meet you all.*
- [‘x.x]
- 11:08 – ER : *Okay, you need to learn the structure. Study your notes and don't forget to export it to your email.*

ER tried to use positive affirmation when students made mistakes. Apart from the different online dialogic teaching that he implemented, ER honestly admitted and reflected that it was his incompetency using technology that affected students' learning interaction and sense of community learning in the online class.

### Learning Interaction in Online Dialogic Teaching

Learning interaction was one of the important dimensions of socio-emotion. The interview with AN revealed that AN established a thinking and enquiry process with students through engaged learning activity and dialogic teaching such as filling blanks, giving notes and marking pictures with annotator application. AN realized that the main supportive stage in his dialogic teaching strategy was online learning with full content and learning interaction. Learning interaction played a significant contribution to students' identity formation as they were aware of the importance of being active in online class as AN stated below.

There was once a student whose house had a loud voice from his mother, so I ended up muting [seSc] [...] **We already had a class agreement in the beginning** [dtPs] Since that moment, **the student knows that he is responsible to keep his learning environment good** [seIf] (x.x) Instead of yelling at them one by one [seSc], **I use 100% English to build L2 environment** [dtSp] I made **a discussion worksheet with photos or screenshots of their faces** like this [dtCm] **I set an activity practice like ‘click drag and drop’, or ‘matching’ so they are really involved** [seLi] // They already know the codes. [seLi] [seSc] **Everything can be controlled efficiently** without any wasted time [dtPs].

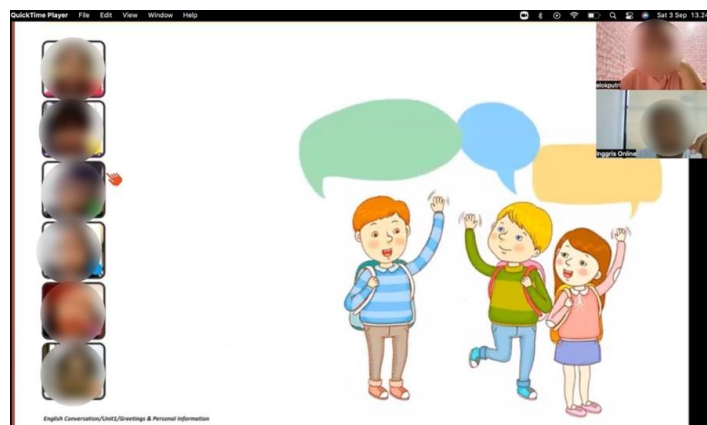
AN showed that being consistent on virtual classroom rules was the key to control the classroom running smoothly. He believed when the rules were implemented persistently without any negative emotion, students would be understood. It could be seen that technology features such as ‘mute or unmute’ components on Zoom made it easier for the teacher to avoid

distracting noise. At this point, classroom rules fostered a sense of strong community in the online classroom and students' identities formed, knowing etiquettes of when to speak and when to listen to others. Building English for the main language in the classroom was AN's supportive dialogic teaching to familiarize students how to use the language.

Interestingly, the way to build students' interaction in a virtual context as well as in an on-site context with the same principles was successfully done using pictures (see Figure 2 for while-teaching activity document). The cumulative stage where students and teacher develop the enquiry process was established effectively. This stage encouraged an effective online learning interaction. He aware of their role in the online class with pictures, short-and-clear instructions. AN observed that the shorter the instructions, the easier students understood. This dialogic teaching framework gave a powerful sense of community, particularly engagement in online learning.

### Figure 2

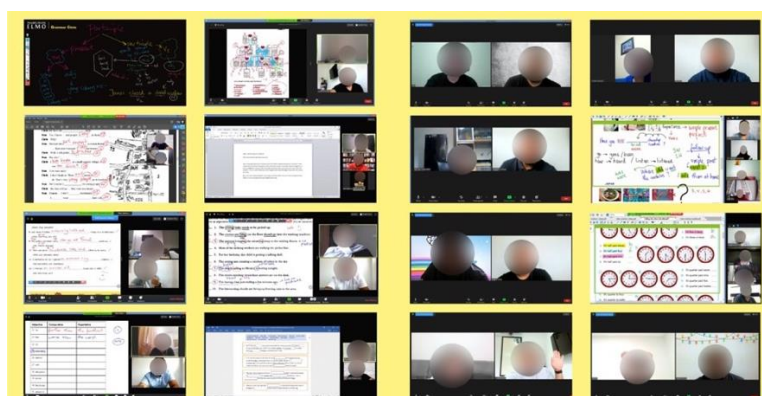
*AN's while-teaching document: Using an interactive quiz*



AN's competence of transforming content to online dialogic teaching was influenced by his background knowledge. He prepared what to do by creating interactive online quizzes and using gadgets to bring the atmosphere of on-site context to an online one. He elaborated the online teaching topic with an Indonesian socio-culture and common social perspective. AN well-planned online teaching lesson plan and assessment leaned toward certain technical supports, such as pdf creator, annotator, and listening material application (see Figure 3 for while-teaching activity documents).

### Figure 3

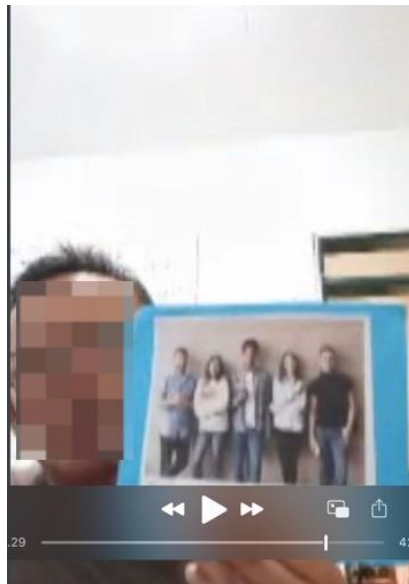
*AN's while-teaching documents: Teaching with interactive whiteboard*



Being incompetent with technology did not hinder ER to craft interactive teaching. Although he could not deliver digital pictures, he tried to bring authentic pictures in the Zoom frame (see Figure 4.) ER had an alternative teaching strategy when the first plan did not work well. He had his purposive dialogic teaching way as well as the one he had in offline class according to learning goals.

#### Figure 4

*ER's while-teaching document: Showing the picture in Zoom*



ER developed the reciprocal teaching stage by correcting students' mistakes. Since it was difficult to make the discussion real time, he used translation method to avoid students' misunderstanding due to internet connection issues. When students got their confidence, they could easily share their insights and build their social connection. Knowing students' psychological barriers, such as anxiety and hesitation, ER used non-intimidating words to stimulate students in practicing speaking as presented in the following excerpt.

I talked slower, **I made my voice being not intimidating** [dtSp], so for example // Alright [...], I am waiting, no hurry, come on speak up. Tell me about what you did last night. They said 'Eee.. how are you sir..' I replied, 'You don't say eee... but start with I [...]' **Let's do it again**, // So that's it. [...] **They hesitate to talk, because they enjoy going through WhatsApp.**

Although AN and ER used different ways of teaching to build learning interaction, they had the similar voice that learning interaction could be achieved as long as the materials were well-prepared and the dialogic teaching stages were conducted clearly. Once the students enjoyed the materials, they could build a pleasant learning interaction.

#### **Sense of Community Building in Online Dialogic Teaching**

A sense of community building cannot be separated from dialogic teaching strategy and learning interaction. Therefore, a sense of community could also be identified along with the participants constructed dialogic teaching and learning interaction. A sense of community

played a significant role to encourage students to find their meaning to learn English as AN stated:

**I always tell my students, ‘You’re studying this for today’**. [dtPs] [...] They (the students, adults or young learners) can't always be as cheerful as we want them to be. If they keep silent, we make jokes [dtCm] [seSc], if they are still silent or not too interactive, it means that the student’s character is like that [...] **I never judge them** [dtSp] [seSc], because **I don't have the right to be angry**. // [...] when they were being annoyed, I just muted them [dtSp] [...] **no need for excessive emotional expression** [seSc] [...] **my roles here are as a mentor** [seSc] [seIf].

As a purposeful dialogic teaching, AN communicated with the students the learning indicators that they discussed in an implied meaning. Since young learners were easily distracted, he delivered it in a simple way. Realizing that students’ characteristics were varied, cumulative strategy was done through jokes and in fun ways. AN avoided judgmental language to negate students’ fear of embarrassment over wrong answers or negative attitudes. He knew that the ethical principle as a teacher was to guide students in using English appropriately. It could be seen that AN used a psychological approach to build a sense of community; therefore, students could easily understand their role to be disciplined and responsible in online class.

Similar to AN, ER used a psychological approach to build a sense of community. From the classroom dialogue and interaction, it could be seen that learning interaction was influenced by a sense of belonging in online learning. While students felt unmotivated through hard times, having dialogic interaction from heart-to-heart could enhance students’ learning motivation and responsibility. This strategy helped ER to answer one of the problematic issues during online teaching, for example:

**I ask them**, when did you start learning English, **friends?**... since elementary school? Was it successful? [...] Did it work? No. **What are you studying English for now? To succeed or to fail?** [...] [seSc] Do you have a target? Is your target the same as in high school or do you have a different target now? Because I will teach you again, teaching the same lesson you have learned [...] you can’t differentiate between ‘I forget’ and ‘I am forget’. (x.x) [...] In 3 months, your target is to do it or do you want to stay the same? (x.x) **If you want to be able to, try to follow my lessons well** [...] it’s up to you [...] **Then, they realized. Why can’t I do the easiest things?** (x.x) **Finally, they can seriously join my online class** [seSc].

ER called his students ‘friends,’ indicating equal power as a partner, hoping he could have a heart-to-heart interaction with them. When students had sense of their belonging to an online learning community with the teacher, they were able to have reflective dialogue which shape their cognition. Analyzing a grammatical form of sentence through repetitive-reflective dialogue could help the students construct their understanding. Although it took time to have reflective dialogue in online classroom, knowledge could be successfully transferred.

### Teachers’ Identities in Online Dialogic Teaching

Teachers' identities in online dialogic teaching plays a crucial role in shaping students' socio-emotional connection in the online classroom. When teachers establish authentic relationships, communicate effectively, provide emotional support, embrace inclusivity, and

offer personalized assistance, students are more likely to develop a strong socio-emotional bond with their teacher. The following excerpt indicated how two participants performed different identity in online dialogic teaching. AN, who played multiple teaching roles for constructing effective dialogic teaching and socio-emotional connection, shared that:

Dedication. (x.x), to work with paper, and research, trial and error (x.x) this literary, video, resources, **dedication is I think the only word that represents what does it take to be a great online distance learning teacher**. I think both on-site and online have the same responsibilities [...] Financial is important to support me and my research, to support my needs [...] I form it as tuition, but is it affordable? It's affordable! [laughing].

Dedication as a teacher identity fostered AN to maintain the responsibility of teaching principles that also compromised a sense of online community building. It was in the way teaching materials should be appropriately used and suitable for students in an online context: although it is not the strongest predictor of meaningful online dialogic teaching, economic capital cannot be separated from the socio-phenomenon of online learning. A supporting system for successful online learning can only be provided by the latest technology and efforts from dedicated teachers.

In contrast, ER felt that the way he taught online class was successful enough, although he did not use advanced technology such as using tablets, annotator, or a stylus pen. The sense of community that he built with his students made him confident to use a written-based message platform to teach. ER stated:

**I don't know** [seIf] [...] **if I'm successful with this technology**, very basic technology, using only WhatsApp and Zoom. But it's been two years since the pandemic and this method is still running smoothly [seIf] [...] With all my capability, from the start I said, 'your class will be on two kinds of meeting, text with WhatsApp which I give you lesson, all theories, formulas, anything that you need to write, and then after that we need to practice' // [...] **If online teaching with technology is my future, now I will learn** [seIf]. Well, **the problem is I'm satisfied with a basic technology which do not need many supporting gadgets, I'm strongly enthusiastic teach the way I am. Why should I put myself in a trouble?** [laughing] [seIf].

ER's teacher identity did not change even though he had to create an offline system in an online class. However, he refused to develop his dialogic teaching with more advanced technology. Although he earned money from teaching, it was not the only opportunity in this current situation. He had no interest in technological interventions. This apathetic feeling seemed the main factor influencing his online dialogic teaching strategy.

## Discussion

We reveal four critical socio-emotional aspects within dialogic-based online teaching framework that the teachers used. In the first theme, diverse teaching backgrounds such as years of teaching experience, background knowledge, economic capital, well-being factors, and teacher identity influenced the way each teacher transformed pedagogical content to their online dialogic teaching. The proponents of dialogic teaching claim that classroom dialogue between teacher and students is an interaction process which determines successful knowledge transfer. There are five principles of dialogic teaching that the teachers need to undertake:



collective, reciprocal, cumulative, supportive, and purposeful. Both AN and ER have their unique characteristics framing the principles of dialogic teaching. While AN is highly competent in crafting dialogic teaching principles within educational technology framework, ER provides bilingual communication to develop a reciprocal process in online class due to his limited digital pedagogy competence (Alexander, 2018; Simpson, 2016). Looking at AN's interactive teaching design and implementation, his dialogic teaching stages are in line with the six teaching roles proposed by Peel (2021), that, as a mentor, AN finds himself responsible to design meaningful learning which gives a sense of learning purpose and motivation for students. The use of interactive whiteboard media is similar to Hennessy et al. (2018) who said that the tool highly bridges students' interactions and cognitive development. He also manages and scaffolds the learning environment through discipline and clear teaching dialogues that lead to stronger relationships with students. He also adjusts learning support such as media file and messaging platform to be easier and more flexible to use.

Meanwhile, challenges faced by ER during his online pedagogical content transformation have supported previous studies focusing on psychological issues in online class. Apart from previous studies mentioning hopelessness (Stockinger et al., 2021) and hesitancy (Jebbour, 2022) as negative feelings toward social isolation in the post-COVID-19 situation, from ER's responses, we identified other psychological variables such as apathy, skepticism, and reluctance as emotional attitudes toward technology development. Interestingly, while Abuhammad (2020) and Salakhova et al. (2022) find that students experience technological issues which lead them to feel hesitate in online class, AN feels enjoyment and fun with his students in Zoom class. Meanwhile, the way ER builds offline-in-online teaching strategy has been gradually accepted by students of the culinary academy institution. Although there are technical difficulties and psychological challenges, it has worked for two years. Moreover, this transformation has been suitable for his students with socio-cultural adjustments. It can be summarized that teachers' transformation strategy of pedagogical content to online dialogic teaching changes over time according to several aspects such as digital competence, economic capital, psychological barriers, and classroom practices. In the second theme, we report teachers' practices on developing learning interaction corpus data analysis. While previous studies argue that physical presence is pivotal to establish learning interaction (Delahunty et al., 2014; Ragusa & Crampton, 2018), we find that AN's student engagement and interaction are higher in online class than in an on-site context. This finding is contrary to preceding literature in a Moroccan, Indonesian, and US context reporting that students experience lack of motivation (Jebbour, 2022), enjoyment (Syahrudin et al., 2021), and intimidation (Okabe-Miyamoto et al., 2022). AN uses supportive teaching tools and designs courses in ways that successfully involve students' participation and engagement online. He facilitates students new digital experiential connections, which is essential to learning. When students are able to edit, draw, and save their latest digital file in an interactive whiteboard in a Zoom class, the students can maintain their enacted learning process in co-constructed activity in the classroom. Interestingly, this learning interaction follows the ecological perspectives in which learners are able to co-construct their learning spaces (Damsa et al., 2019).

This finding is also in accordance with Gravett and Ajjawi (2022) in that the nature of students' connection to the teacher's explanation has changed from a fully formal form to informal alternative forms, framing a new-fashioned learning interaction. Students may not turn their camera on but they are still involved in classroom activities. Moreover, ER's teaching experience when his students enjoy WhatsApp class more than Zoom class proves that students are likely to be engaging in different platforms and multiple discourse (Burford & Hook, 2019; Gravett & Ajjawi, 2022). This analysis result is aligned with (Bearman et al., 2022) study that students' interaction and social responses to online class are affected by entangled moments



during the learning process. Moments when they are equally engaged and involved are how they value social and relational interactions; therefore, they can build their sense of community. Ultimately, in the present digital age, educational technology conceptualizes transformative experience that leads to a more fluid learning interaction. Students' intellectual aspects in an online context have different versions from one to another, which constructs dynamic reciprocity. Therefore, specific digital infrastructure, precise instructional course design, and teacher support should be highlighted to scaffold learning spaces.

The new-fashioned learning interaction, in this context of the study, has added a divergent sense of community and belonging in online class. Although earlier literature reports that there is a positive correlation between learning interaction and sense of community (Bearman et al., 2022; De Coninck et al., 2022; García-Carrión et al., 2020; Li et al., 2021; Trespalacios et al., 2021; Zhao et al., 2022), we found a different result. We identify that learning complexity that students encounter is affected by socio-culture aspects such as home-environment during online class and learning mindset. In this study, we find that the teachers have explored a psychological approach through dialogic communication to unfold students' challenges. Pedagogical arrangements and non-judgmental language that the teachers use stimulate students' metacognitive monitoring in self-regulated learning. Dialogical communication has been shown by the teachers when students do not understand the lesson objectives.

While it is commonly found that school subjects may cause intimidating pressure, non-excessive emotional expression is proven to increase students' awareness in connecting the lesson to their life goals. Supportive teaching that AN and ER employ not only builds their roles as a learner, but also their metacognitive aspects. As a result, the students learn about why they study about a particular grammatical topic and how they construct their understanding into practical sentences. The behaviors patterns such as revisiting and changing their studying plans and/or strategies according to the information aligned with existing knowledge, according to Malmberg et al. (2021), are the roles of metacognitive monitoring in self-regulated learning. While Lei (2022) reports that adult learners can enhance their sense of self-efficacy in online class, we find that young learners in AN's online class also perform similar behaviours.

Despite metacognitive monitoring behaviors, a psychological approach within non-judgmental verbal language and non-intimidating expression also facilitates students to experience well-being, a pleasant feeling and high quality of life. Students show learning engagement and metacognitive monitoring in positive feelings. This result mirrors what was previously found that teaching modality affects students' mental health (Flores et al., 2022), and students' quality of life (Vagos & Carvalhais, 2022). Consequently, the dialogic teaching pattern with a psychological approach that teachers use is conformingly related to students' sense of community, behavior, and well-being in a more differing way. Although it has not been identified in detail, we can find the wellbeing pattern in the findings. To the best of our knowledge, the well-being aspect is an underexplored-research area in the previous literature of dialogic teaching.

In the last theme of socio-emotional aspects, we report identity formation that is reflected by dialogic teaching principles implemented, learning interaction, and sense of community. Based on our findings, identity formation found is generally implied in all aspects. However, we specify this dimension under informants' reflection if they successfully transform to digital teachers. While dedication makes AN commit to maintaining teaching quality with outstanding efforts for educational purpose and see himself as a digital teacher, ER also has a highly professional teacher identity with a conventional way. ER commits to being an urban teacher who cannot be separated from the nature of conventional teaching. He sees himself as a teacher who believes in teaching opportunities in new ways; for example, with digital aids, but is still reluctant to change from the old ways that he has learned and developed for 30 years,

which encourage him to show best practice in the teaching field. He is rather disappointed that many teachers, for instance, who immediately jump to find additional skills through online teaching or digital teaching do not take advantage of the opportunities for face-to-face methods, which are also very diverse and challenging.

From this finding, it is not surprising that ER feels confused, hesitant, and reluctant because his identity is to socialize. When he does not socialize, he does not feel his identity exists. This result is in agreement with Delahunty's identity formation theory that whenever a sense of who they are is established, so is their identity (Delahunty et al., 2014). By understanding identity formation in the dynamic online teaching situation, it helps teachers to design appropriate online pedagogical arrangements, which leads to a sense of community building among students.

### **Limitations**

This study has some limitations. The small number of participants did not rigorously present generalizations. Therefore, future research should ensure a greater number of participants and explore from another perspective such as from the students' experiences. Exploring from the eyes of students' experiences in a longitudinal method is also possible to explore in-depth wellbeing impact and learning outcomes as a result from dialogic psychological intervention that the teachers used in the current study. Using different theory for future research such as ecological perspective would allow a closer look into not only dialogic teaching implementation but also classroom interaction between teacher and students. Moreover, exploration on students' wellbeing through a self-report study could enrich an in-depth analysis as to what extent it is affected and how dialogic teaching interaction contributes to students' learning outcomes.

### **Conclusion and Implications**

To conclude, we report teachers' best practices on dialogic teaching construction and socio-emotional aspects embedded in online context, a new-fashioned learning interaction toward unprecedented situation, sense of community, and identity formation. Our study theoretically and practically contributes sociocultural dimensions of dialogic teaching construction in online classroom. Firstly, dialogic teaching practices in the dynamic teaching context have been influenced by economic capital, digital competence, and psychological barriers. Secondly, this empirical study rejects the finding from previous studies that socio-emotional connection aspects could be high as long as the dialogic teaching approach was well-constructed. Teachers' digital pedagogical arrangements integrated with psychological approach to communicate with students facilitate students to build their metacognitive competence and to experience wellbeing. Lastly, we report that identity formation that is influenced by an online class context can assist teachers in designing an interactive course design which is suitable with the students' condition. We propose that psychological intervention should be aimed at investigating students' wellbeing and exploring possible teaching online opportunities that may affect to positive learning outcomes. Socio-emotional aspects cannot be neglected otherwise students' academic achievement will be at risk. In short, our findings highlights critical evaluation that social and psychological construction needs to consider dialogic teaching interaction in an academic context.

## References

- Abuhammad, S. (2020). Barriers to distance learning during the COVID-19 outbreak: A qualitative review from parents' perspective. *Heliyon*, 6(11), e05482. <https://doi.org/10.1016/j.heliyon.2020.e05482>
- Alexander, R. (2018). Developing dialogic teaching: Genesis, process, trial. *Research Papers in Education*, 33(5), 561–598. <https://doi.org/10.1080/02671522.2018.1481140>
- Bearman, M., Ajjawi, R., & O'Donnell, M. (2022). *Life-on-campus or my-time-and-screen: Identity and agency in online postgraduate courses. Teaching in Higher Education*, 1–16. <https://doi.org/10.1080/13562517.2022.2109014>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Burford, J., & Hook, G. (2019). Curating care-full spaces: Doctoral students negotiating study from home. *Higher Education Research & Development*, 38(7), 1343–1355. <https://doi.org/10.1080/07294360.2019.1657805>
- Christensen, M. K., Nielsen, K.-J. S., & O'Neill, L. D. (2022). Embodied teacher identity: A qualitative study on 'practical sense' as a basic pedagogical condition in times of Covid-19. *Advances in Health Sciences Education*, 27(3), 577–603. <https://doi.org/10.1007/s10459-022-10102-0>
- Damşa, C., Nerland, M., & Andreadakis, Z. E. (2019). An ecological perspective on learner-constructed learning spaces. *British Journal of Educational Technology*, 50(5), 2075–2089. <https://doi.org/10.1111/bjet.12855>
- De Coninck, D., Matthijs, K., & Van Lancker, W. (2022). Distance learning and school-related stress among Belgian adolescents during the COVID-19 pandemic. *Frontiers in Education*, 7, 836123. <https://doi.org/10.3389/educ.2022.836123>
- Delahunty, J. (2018). Connecting to learn, learning to connect: Thinking together in asynchronous forum discussion. *Linguistics and Education*, 46, 12–22. <https://doi.org/10.1016/j.linged.2018.05.003>
- Delahunty, J., Verenikina, I., & Jones, P. (2014). Socio-emotional connections: Identity, belonging and learning in online interactions. A literature review. *Technology, Pedagogy and Education*, 23(2), 243–265. <https://doi.org/10.1080/1475939X.2013.813405>
- Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408–416. <https://doi.org/10.1111/cdev.12739>
- Fine, P. D., Leung, A., Tonni, I., & Louca, C. (2022). Teachers' feedback practices in COVID-19: Has anything changed? *Journal of Dentistry*, 120, 104087. <https://doi.org/10.1016/j.jdent.2022.104087>
- Flores, M. A., Barros, A., Simão, A. M. V., Pereira, D., Flores, P., Fernandes, E., Costa, L., & Ferreira, P. C. (2022). Portuguese higher education students' adaptation to online teaching and learning in times of the COVID-19 pandemic: Personal and contextual factors. *Higher Education*, 83(6), 1389–1408. <https://doi.org/10.1007/s10734-021-00748-x>
- García-Carrión, R., López de Aguilera, G., Padrós, M., & Ramis-Salas, M. (2020). Implications for social impact of dialogic teaching and learning. *Frontiers in Psychology*, 11, 140. <https://doi.org/10.3389/fpsyg.2020.00140>
- Goldenson, R. P., Avery, L. L., Gill, R. R., & Durfee, S. M. (2022). The virtual homeroom: Utility and benefits of small group online learning in the COVID-19 era. *Current*

- Problems in Diagnostic Radiology*, 51(2), 152–154.  
<https://doi.org/10.1067/j.cpradiol.2021.06.012>
- Gravett, K., & Ajjawi, R. (2022). Belonging as situated practice. *Studies in Higher Education*, 47(7), 1386–1396. <https://doi.org/10.1080/03075079.2021.1894118>
- Hammond, J. (2016). Dialogic space: Intersections between dialogic teaching and systemic functional linguistics. *Research Papers in Education*, 31(1), 5–22. <https://doi.org/10.1080/02671522.2016.1106693>
- Harreveld, B., Danaher, M., Lawson, C., Knight, B. A., & Busch, G. (Eds.). (2016). *Constructing methodology for qualitative research: Researching education and social practices*. Palgrave Macmillan UK. <https://doi.org/10.1057/978-1-137-59943-8>
- Hennessy, S., Dragovic, T., & Warwick, P. (2018). A research-informed, school-based professional development workshop programme to promote dialogic teaching with interactive technologies. *Professional Development in Education*, 44(2), 145–168. <https://doi.org/10.1080/19415257.2016.1258653>
- Jebbour, M. (2022). The unexpected transition to distance learning at Moroccan universities amid COVID-19: A qualitative study on faculty experience. *Social Sciences & Humanities Open*, 5(1), 100253. <https://doi.org/10.1016/j.ssaho.2022.100253>
- Lei, X. (2022). The impact of emotion management ability on learning engagement of college students during COVID-19. *Frontiers in Psychology*, 13, 967666. <https://doi.org/10.3389/fpsyg.2022.967666>
- Li, L., Flynn, K. S., DeRosier, M. E., Weiser, G., & Austin-King, K. (2021). Social-emotional learning amidst COVID-19 school closures: Positive findings from an efficacy study of adventures aboard the S.S. GRIN program. *Frontiers in Education*, 6, 683142. <https://doi.org/10.3389/feduc.2021.683142>
- Malmberg, J., Fincham, O., Pijera-Díaz, H. J., Järvelä, S., & Gašević, D. (2021). Revealing the hidden structure of physiological states during metacognitive monitoring in collaborative learning. *Journal of Computer Assisted Learning*, 37(3), 861–874. <https://doi.org/10.1111/jcal.12529>
- Masalimova, A. R., Khvatova, M. A., Chikileva, L. S., Zvyagintseva, E. P., Stepanova, V. V., & Melnik, M. V. (2022). Distance learning in higher education during COVID-19. *Frontiers in Education*, 7, 822958. <https://doi.org/10.3389/feduc.2022.822958>
- Newman, R. (2016). Working talk: Developing a framework for the teaching of collaborative talk. *Research Papers in Education*, 31(1), 107–131. <https://doi.org/10.1080/02671522.2016.1106698>
- Okabe-Miyamoto, K., Durnell, E., Howell, R. T., & Zizi, M. (2022). Video conferencing during emergency distance learning impacted student emotions during COVID-19. *Computers in Human Behavior Reports*, 7, 100199. <https://doi.org/10.1016/j.chbr.2022.100199>
- Peel, K. L. (2021). Professional dialogue in researcher-teacher collaborations: Exploring practices for effective student learning. *Journal of Education for Teaching*, 47(2), 201–219. <https://doi.org/10.1080/02607476.2020.1855061>
- Ragusa, A. T., & Crampton, A. (2018). Sense of connection, identity and academic success in distance education: Sociologically exploring online learning environments. *Rural Society*, 27(2), 125–142. <https://doi.org/10.1080/10371656.2018.1472914>
- Salakhova, V. B., Shukshina, L. V., Belyakova, N. V., Kidinov, A. V., Morozova, N. S., & Osipova, N. V. (2022). The problems of the COVID-19 pandemic in higher education. *Frontiers in Education*, 7, 803700. <https://doi.org/10.3389/feduc.2022.803700>
- Simpson, A. (2016). Dialogic teaching in the initial teacher education classroom: “Everyone’s Voice will be Heard.” *Research Papers in Education*, 31(1), 89–106. <https://doi.org/10.1080/02671522.2016.1106697>

- Stenberg, K., & Maaranen, K. (2021). A novice teachers teacher identity construction during the first year of teaching: A case study from a dialogical self perspective. *Learning, Culture and Social Interaction*, 28(1), 100479. <https://doi.org/10.1016/j.lcsi.2020.100479>
- Stockinger, K., Rinas, R., & Daumiller, M. (2021). Student adaptability, emotions, and achievement: Navigating new academic terrains in a global crisis. *Learning and Individual Differences*, 90, 102046. <https://doi.org/10.1016/j.lindif.2021.102046>
- Syahruddin, S., Mohd Yaakob, M. F., Rasyad, A., Widodo, A. W., Sukendro, S., Suwardi, S., Lani, A., Sari, L. P., Mansur, M., Razali, R., & Syam, A. (2021). Students' acceptance to distance learning during COVID-19: The role of geographical areas among Indonesian sports science students. *Heliyon*, 7(9), e08043. <https://doi.org/10.1016/j.heliyon.2021.e08043>
- Trespalacios, J., Snelson, C., Lowenthal, P. R., Uribe-Flórez, L., & Perkins, R. (2021). Community and connectedness in online higher education: A scoping review of the literature. *Distance Education*, 42(1), 5–21. <https://doi.org/10.1080/01587919.2020.1869524>
- Vagos, P., & Carvalhais, L. (2022). Online versus classroom teaching: Impact on teacher and student relationship quality and quality of life. *Frontiers in Psychology*, 13, 828774. <https://doi.org/10.3389/fpsyg.2022.828774>
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research*, 3(1), 101-107, 111.
- Wood, J. (2021). A dialogic technology-mediated model of feedback uptake and literacy. *Assessment & Evaluation in Higher Education*, 46(8), 1173–1190. <https://doi.org/10.1080/02602938.2020.1852174>
- Yu, H., Liu, P., Huang, X., & Cao, Y. (2021). Teacher online informal learning as a means to innovative teaching during home quarantine in the COVID-19 pandemic. *Frontiers in Psychology*, 12, 596582. <https://doi.org/10.3389/fpsyg.2021.596582>
- Zhao, L., Ao, Y., Wang, Y., & Wang, T. (2022). Impact of home-based learning experience during COVID-19 on future intentions to study online: A Chinese university perspective. *Frontiers in Psychology*, 13, 862965. <https://doi.org/10.3389/fpsyg.2022.862965>

### Author Note

Elok Putri Nimasari, M.Pd, is a doctoral student in the Language and Literature Study Program Universitas Negeri Surabaya. She is currently a lecturer in English education at Universitas Muhamamadiyah Ponorogo, Indonesia. She is particularly interested in English language teaching, dialogic teaching, and applied linguistics in education. She has presented her research findings at international conferences and published her articles in some indexed journals. Please direct correspondence to [elok.21016@mhs.unesa.ac.id](mailto:elok.21016@mhs.unesa.ac.id).

Prof. Slamet Setiawan, Ph.D., is a professor at postgraduate program of Universitas Negeri Surabaya. He has almost 30 years of experience teaching in his colleges. His academic specialty is linguistics. He has written over 16 articles in indexed international and national journals, as well as presenting papers at international events and authoring some books. He has supervising numerous postgraduate students and has reviewed many articles for international journal publications in the field of education.

Ahmad Munir, Ph.D., is an English education lecturer at Universitas Negeri Surabaya. In 2012, he completed his Ph.D. at the Monash University, Australia. He has more than two decades of experience teaching English education in Indonesia. He is passionate about the

study of English education and has presented and published numerous papers at international conferences and indexed international journals.

Dr. Suhartono is a lecturer of language and literature education in the Postgraduate Program at Universitas Negeri Surabaya.

**Acknowledgements:** We would like to acknowledge the Center for Higher Education Funding (BPPT / *Balai Pembiayaan Pendidikan Tinggi*), and the Indonesia Endowment Funds for Education (LPDP / *Lembaga Pengelola Dana Pendidikan*) that have fully supported our research funding. We also would like to thank the reviewers for the valuable feedback, and all the assistance of research participants who took part in this study. Without their cooperation, it would not be possible to complete this research that depends on the information of their best practices.

**Disclosure Statement:** No potential conflict of interest was reported by authors.

Copyright 2023: Elok Putri Nimasari, Slamet Setiawan, Ahmad Munir, Suhartono, and Nova Southeastern University.

#### Article Citation

Nimasari, E. P., Setiawan, S., Munir, A., & Suhartono. (2023). Why didn't I make it digital? Indonesian teachers' perception of dialogical-based online teaching and socio-emotional connections. *The Qualitative Report*, 28(8), 2258-2277. <https://doi.org/10.46743/2160-3715/2023.6105>

---