Pre-service Teachers' Lived Experiences with Foreign Language Online Learning

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March 08, 2022

Abstract

The data from this article is derived from the experiences and prior knowledge of the participants in their online learning of a foreign language.

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Abstract: *Learning a foreign language gives one the advantage to compete and succeed in this increasingly interconnected and global economy. The aim of this study was to explore how Filipino students learn Bahasa Indonesia through an online platform. A qualitative phenomenological approach was used in which semi-structured interviews and observation were conducted with 15 pre-service teachers majoring in English and Social Studies at a State University in Samar, Philippines. The paper draws on the participants 'experiences and reflections as they were learning the Indonesian language and culture through an online program conducted by one University in Indonesia. The results identified relevant themes in learning a foreign language such as positive and negative experiences, their own definition of online learning, the attitude towards the platform used, cultural appreciation, confidence and interest in the course, as well as learning barriers. The findings of the study gave insights to curriculum planners wherein introducing a foreign language in the curriculum can pave the way for internationalization. This study highlights the strategy of universities in developing quality resources and in strengthening internationalization initiatives.*

Keywords: *Bahasa Indonesia, curriculum, internationalization, online learning, pre-service teachers*

Introduction

There is a growing interest to study and learn a foreign language for a myriad of reasons. One is for globalization because proficiency in other languages is a vital skill that gives one the advantage to engage with the world and compete in the global economy. When one learns to speak a foreign language, it helps connect with other peoples, it eases understanding of their culture and able to form meaningful relationships. One can able to use it as advantage as far as cultural and linguistic issues in the English language classroom [1].

In studying a foreign language, the increased communication skills can be beneficial in the global job market plus the ease of travel because of the navigational skills one has learned. Furthermore, some literatures suggest foreign language study enhances both cognitive development and academic achievement. A person

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familiar with the language and culture of the foreign place can communicate more effectively with people of other countries and culture, thus become more effective problem-solvers and interact more meaningfully to pressing issues [2]. Learning a foreign language also eases internationalization efforts of an institution of higher learning by integrating it with other disciplines [3].

The outbreak of Covid-19 pandemic has halted international mobility due to travel restrictions and lockdowns. However, internationalization found a new way through the use of Internet which shifted the process from face to face to virtual or online. Even if international mobility is hampered, the other streams of internationalization can flourish during this pandemic times, that is, internationalization at home or campus-based Internationalization. In a higher education institution, one of the internationalization at home initiatives is introducing a foreign language in the curriculum [4].

Fun Bahasa Indonesia and Cultural Course (FBICC) is one of Sepuluh Nopember Institute of Technology (ITS) Global Engagement's programs which gives an opportunity for global citizens to learn Bahasa Indonesia and cultural understanding. ITS, one of the leading technological universities in Surabaya, East Java proposed FBICC for the advantage of global citizens to learn Bahasa Indonesia and its culture since Indonesia is the largest country in Southeast Asia and one of the world's 20 largest economies [5]. FBICC is held virtually free of charge which is open to the public, college students, lecturers, and professionals throughout the globe.

There are 11 session meetings in the entire course and each session is conducted for two hours per week via Zoom application which has started in March up to May. The learning sessions were organized in terms of learning Indonesian Greetings, Introducing oneself, others and family, stating direction, going around and other daily activities. In the middle of the course, a virtual tour of the city of Surabaya is scheduled and at the 11th session is the final test. A successful participant will be given a certificate of participation. In 2021, the number of online participants to the program rose to more than 400 which is more than 150 percent increase from last year's participants. Of this number, more than 80 percent are from the Philippines.

Literature Review

There had been many studies that delve into this topic such as the study of Busch [6] on pre-service teachers' beliefs about language learning , purpose and goals of the online PhD studies of Lee [7], the constraints of the online learning environment of Symeonides [8] and exploring English language learning and teaching by Musa [9] from a Malaysian perspective. However, there had been limited literature on the experiences of pre-service teachers taking up foreign language through an online modality especially during covid-19 pandemic. This paper focused on how Filipino students dealt with their online learning studies of foreign language offered by one university in Indonesia, primarily on the way they perceive online learning, their lived experiences of the online learning phenomenon, their foreign language and cultural appreciation and their evaluation of the online course.

In the context of learning a foreign language, it is not entirely strange to Filipinos in which the Philippines having been occupied by Spanish, American and Japanese in the past. Merchants, traders and migrants from nearby Southeast Asian countries have also been in and out of the country bringing with them their own culture and using their language as they interact with Filipinos. Moreover, Filipinos have learned foreign languages as part of their formal schooling in the university. In the paper of Gonzales [10], it studied the motivational orientation in foreign language learning among Filipinos. The participants of this study were 150 students who were studying foreign languages such as Chinese, Japanese, French and Spanish from three universities in Metro Manila. Results show that younger learners' motivational orientation is towards cultural understanding, cultural integration and self-satisfaction [10].

In the Philippines, Filipino is spoken by at least 84% of the population, English and its local variety called Filipino English or Philippine English is spoken by 56% while Spanish is just spoken only by few families of Spanish descent and local dialects numbered to around 120 [11]. Foreign embassies sponsored the teaching of foreign languages while universities and colleges have infused foreign language studies as elective courses of major subjects in Foreign Language Studies. For Bahasa Indonesia, no study had been undertaken on the

experiences of Filipino students learning this language even though these two countries are just neighbours. Indonesia is the Philippines' biggest and closest neighbour in which they have many things in common: climate, geography, race, language and culture [12].

Learning a foreign language breaks down barriers of socialization and opens door of opportunities for Internationalization especially during this time of pandemic. The offering of a free online course of Bahasa Indonesia and Culture by one university in Indonesia is a strategy yet a timely opportunity for Internationalization at home of one university in the Philippines being a recipient of this program [13]. Student-participants can benefit from the enjoyment of speaking a new language and at the same time, learning Indonesian culture plus the virtual tours in Indonesia through the power of internet technology.

Objectives of the Study

Answers to the following research questions were sought in this study.

1. What is the experience of pre-service students in the online learning of a foreign language?
2. How do the participants perceive the quality of online education from their experiences?
3. What are the positive and negative aspects of their online learning experience?
4. What are the constraints and challenges they have encountered?
5. How the participants evaluated the online course offered?
6. How do these perceptions can help advance internationalization program?

Research Method

This study utilized the qualitative phenomenological study. Phenomenological research design focuses on the experiences of an individual or group. It attempts to examine the qualities or essence of an experience with people who are having the experience of the phenomenon [14]. In this study, the phenomenological research design was used in examining the experiences of pre-service students enrolled in an online foreign language program and their perception of the quality of their online learning. This study used interview guide questions and observation checklists.

The participants of the study were 15 pre-service teachers who are studying English and Social studies and who are in their Third year of a four-year course in the university. The inclusion criteria of the study includes a) a pre-service student enrolled in an online course; b) willing to be part of the evaluation program of the FBICC; and c) an active participant of FBICC who has attended at least seven out of 11 sessions of the online program. Informed consent was secured prior to the interview and interview protocol was submitted to the Ethics board of the university.

In the analysis of findings, the Collaizi method was used. This method comprised of seven steps in analyzing information and gathered evidence for case study and other qualitative researches [15]. The collaizi steps were as follows: 1) the respondents' descriptions of their experiences were recorded and noted. The transcript was reviewed several times for deeper understanding of the content; 2) significant statements were formulated from the transcript. These statements were written on different sheets; 3) those significant statements were interpreted. Each meaning was coded in one category based on description; 4) the formulated meanings are organized. The formulated meanings were grouped into categories wherein each category represented a structure of the cluster of themes; 5) the organized meanings were integrated into thorough description; 6) the essential structure of the phenomenon was formulated. In this step, a reduction of findings was done. Redundancies, misused descriptions were eliminated; and 7) Validation of study findings through triangulation of facts.

Data collection

An interview protocol was developed, reviewed by experts, and edited based on feedback. Interviews were conducted with pre-service teachers through phone and online mode since face to face interview was not allowed during the pandemic period. The interview protocol included 20 questions concerning the following topics: general knowledge of online learning, general knowledge of Bahasa Indonesia prior to the online

learning; experiences in FBICC online program; perception about FBICC Online learning; Administrative Support; and their overall impression of FBICC program. Throughout the process of the interviews, probes and follow-up questions were added as needed to encourage elaboration and clarify responses. Specific questions were added as the interview process progressed in response to developing themes. All interviews were conducted by the first author immediately after each interview, verbatim transcripts were generated.

Table 1. *Interview protocol*

Focus of Research	Sub-focus	Questions
General knowledge of Online learning	Definition of online learning	For you, what is online learning?
	Modalities of online learning	What are the modalities or platforms used in online learning?
General knowledge of Bahasa Indonesia prior to FBICC	Interest in learning Bahasa Indonesia (or other foreign language)	Why did you enrol in FBICC?
	Perception about learning a new language prior to FBICC program	Upon enrolling in FBICC, how do you feel about your perceptions before and after you have enrolled?
Experiences in FBICC	Positive experiences	Tell me, was there any positive experience/s you have in FBICC? Elaborate, please.
	Negative experiences	Was there any negative experiences in FBICC? Kindly elaborate.
		Was enrolling in FBICC worth your time and effort? Why or why not?
FBICC Online learning	As a Communication tool	How do you feel about the communication between yourself and the instructor? Between you and other students?
	Learning materials downloaded	How do you feel about the learning materials being sent to you? Do read and learn from them?
	Use of Zoom meeting app	How do you view your online educational environment? E.g. Quality of graphics, layout, user friendly, navigation, etc.? Audio and video?
	Internet connectivity	How do you feel about internet connectivity during your online class?
	Comparison with Traditional face-to-face classes	How do you compare online FBICC with traditional in - class instruction? Which do you prefer and why?

Focus of Research	Sub-focus	Questions
	Technical support	As a student, how do you think the technical support provided from university? Do you receive any other type of support, such as enrolling in online class, electronic database, and written information about the program?
	Support group	If you have any complaint or problem, is there anyone or support group you can reach out to solve your problem?
Overall Impression of FBICC	Knowledge gained	How would you rate the knowledge you have gained in FBICC? Very good, good, moderate, not good? Why?
	New experience acquired	How would you rate the new experience you have acquired in FBICC? Very good, good, moderate, not good? Why?
	Learning Indonesian culture	How would you rate your learning of Indonesian culture in FBICC? Very good, good, moderate, not good? Why?
	Building new friends	What can you say about building new friends and new acquaintances in FBICC?
	Satisfaction	How would you rate the overall satisfaction of the online education you receive? Very good, good, moderate, not good? Why?

Observations were conducted with pre-service teachers during their regular sessions. Participants were observed on their use of the virtual platform, the way they communicate using Bahasa Indonesia, attitude and behavior while participating, as well as the instructors' strategies and the instructional materials used in the course. Participants were asked to evaluate the course on each of its components such as skill and responsiveness of the instructor, course content, the program aspects they found useful.

Data collection was completed over a period of two months and ended upon saturation of the data, when no further themes or new information emerged to add to the understanding of the phenomenon. Evaluation of the online course was sought in terms of the skills and responsiveness of the instructor and in terms of the course content. Finally, participants were asked about their views on how learning a foreign language could expand their internationalization opportunities. Quotes presented throughout the results section use participant's code and pseudonyms to protect the identity of participants.

Results and Discussion

Table 2. *Participants' Demographics*

Participant's Code	Pseudonyms	Age	Field of Specialization	Pretest Scores of Bahasa Indonesia
P1	Mary	20	English	45

Participant's Code	Pseudonyms	Age	Field of Specialization	Pretest Scores of Bahasa Indonesia
P2	Rose	22	English	35
P3	Jean	22	English	5
P4	Glenda	21	English	65
P5	Elsa	21	English	45
P6	Ann	20	English	25
P7	Pinky	22	English	55
P8	Myrel	21	English	35
P9	Venice	21	English	48
P10	Susan	22	English	48
P11	Narivic	22	Social Studies	65
P12	Julie	22	Social Studies	42
P13	Beth	21	Social Studies	11
P14	Delight	21	Social Studies	17
P15	Joan	21	Social Studies	63

There were 15 participants of the study who are in their Third year of Bachelor of Secondary Education majoring English and Social Studies. All are females whose ages range from 20 to 21 and pre-test scores conducted in Bahasa Indonesia ranges from 5 as the lowest and 65 as the highest for a test of 100 items. They were assigned codes such as participant 1 as "P1", participant 2 as "P2" and so on. Pseudonyms were assigned for discussion purposes and to hide the identity of participants.

Six major themes emerged from the pre-service teachers' experiences of foreign language online learning, including (1) definition of online learning, (2) interest and confidence in the course, (3) positive experiences, (4) negative experiences, (5) attitude towards the online platform and (6) learning barriers. These themes were generated from the thematic analysis following collaizi's approach. Individual quotes were assigned codes, then these codes were organized to clusters or sub-themes and finally, sub-themes were group to a major theme. Table 3 summarizes the themes generated from the analysis.

Table 3. *Thematic Map*

Themes	Sub themes	Significant Statements
Definition of online learning	Prior knowledge	"Online learning is a form of distance education." –P3, P7 "Online learning is where a classroom is present and learning takes place but the only difference is that it is done virtually with the aid of technology." – P14
	Operational definition	"Online Learning for me is learning through the internet or online."- P1, P2, P4, P8 "Online learning is using technology or gadget or mobile devices." – P5, P11, P13 "Learning is acquired virtually."-P6, P9, P15 "Use of different platforms such as Zoom app, WhatsApp, etc."-P10, P12

Themes	Sub themes	Significant Statements
Interest and confidence in the course	Interest in Indonesian culture	"Yes, I did value other culture and make myself explore new learning of languages."-P2, P10, P12
	Interest in Bahasa Indonesia	"I learned that Indonesian language is as colorful as ours. They have variety of languages and things can be said in more ways than one."- P6
	Changed perspective	"I was actually hesitant at first if I will enrol in this class or not because I've never been into an online class before and I was a little nervous because I don't really know the people in that class especially that they're from other countries. But then when I finally enrolled and attended some of our class sessions, it was kind a fun and interesting learning other people's culture." – P1 "After enrolling in FBICC, I realized that it is not bad to enrol to some international programs at all. You get to know what other countries look like, their language and culture."-P7
Positive experiences	Positive experience with Instructors and classmates	"Every session in FBICC is a positive experience for me because we get the chance to learn new things and interact with different people from different countries. Plus the fact that our instructors there are very understanding and thoughtful."-P1 "It is good, because our Instructors are very polite and approachable. They always make sure that we will interact with the class always."-P3, P9, P13

Themes	Sub themes	Significant Statements
	Gratifying feeling of learning a new language	"Yes. I enjoyed every session because there is an interactive learning. I am also very overwhelmed for the new vocabularies that I have learned. For me this is not merely a compliance but it was a short journey filled with new experiences and learning."-P4 "For me it was really the Indonesian language, with the kind of society we have which is very diverse and global, it is truly helpful if we know language other than ours and English. And being able to express yourself in a different language is a whole new and satisfying feeling to have."-P6
	Virtual tour in Indonesia	"The virtual tour allows me to acquire information about Indonesia."-P5 "Yes. Enrolling in FBICC worth my time and effort for the reason that it helps me to understand new culture and environment even in the virtual setting. With the help of FBICC, I was able to explore Indonesia virtually, and visit their different tourist spots without spending money." – P15
Negative experiences	Negative experience with the online platform	"The only negative thing I experienced while taking the program is the slow internet connection which I think, most of us experience most of the time, hampering us from the best learning possibilities we could cultivate from this program."-P14 "Yes. First, unstable internet connection. Second, noise interferences of the environment, and the likes."-P15

Themes	Sub themes	Significant Statements
	Lack of technical support	"I think the university will provide some router to students to make the internet more stable and laptops also so that we can be confident in participating in the session."-P12 "I guess, there's little to no technical support provided by the university in relation to the FBICC program."-P14 "I received moral support and guidance from my subject teacher through messenger."-P4
Attitude towards the online platform	Preference towards traditional in-class modality	"FBICC is a little hard sometimes because we cannot tell what troubles we may encounter in learning online like trouble in internet connection or the noise in our surroundings. Unlike the in-class instruction where we can look for another ways to avoid this kind of problems."-P1 "I would prefer traditional in-class since I could learn much better in my perspective."- P2
	Ease of access, user friendly zoom app	"The zoom is friendly, audio are clear, videos are interesting, over-all educational environment is very good."-P2
learning barriers	Using Bahasa Indonesia in communicating	"It's great so far communicating between my instructor but for some reasons during break-out sessions I find it a bit hard sometimes to communicate with other students because of language barriers, there are some who are able to speak full well in English while there are some who only knows the basic but nevertheless, I didn't let these barriers have our way from getting the best learning possibilities we could have from the exchange of conversation."-P14

Themes	Sub themes	Significant Statements
	Internet connectivity problem	"For me, I don't really encounter trouble of connectivity but it still concerns me because it is kind of distracting the class. I had connection trouble once and I was so annoyed because when I returned to our class, I missed some of the parts of the discussion and I can't do anything about it." – P1
	Pandemic issues	"It is worthy of my time because I can say that I am still learning despite the pandemic."-P11 "FBICC is one of the unforgettable college experience so far even though we are in pandemic, opportunities never stops."-P12

Definition of online learning

Participating pre–service teachers stated their definition of online learning either based on their prior knowledge or based on operational definition. Online learning or online education, according to Harasim [16], is a new domain of learning that combines distance education with the practice of face-to-face instruction utilizing computer-mediated communication. The umbrella term is Distance education which evolved to distance learning and now with more related terms such as online learning, virtual learning, e-learning, technology mediated learning, web-based learning [17]. Participants based their definition of online learning from their prior knowledge.

"Online learning is a form of distance education." –P3, P7 "Online learning is where a classroom is present and learning takes place but the only difference is that it is done virtually with the aid of technology." – P14

Two participants mentioned the term distance education and one participant said "virtual learning with the aid of technology", of which description fitted to the definition given above. However, about twelve of these participants have defined online learning based on the way they are experiencing it. Some participants even based it from their own experience of online learning which is quite literal.

"Online Learning is learning through the internet or online."- P1, P2, P4, P8 "Learning is acquired virtually."-P6, P9, P15

Some like in the case of Elsa, Narivic and Beth (not their real names), have expressed their definitions based on the gadgets they have (in this case, mobile phones) while Susan and Julie mentioned the online applications they are using.

"Online learning is using technology or gadget or mobile devices." – P5, P11, P13 "Use of different platforms such as Zoom app, WhatsApp, etc."-P10, P12

Interest and confidence in the course

Participants have expressed their interest in enrolling the online course as personal interest or out of curiosity while others have taken the course as part of their subject requirement in their curriculum. While most are

just first-timers in an online course, it can be interpreted from their answers that they are confident in the course they are taking because of familiarity of some Indonesian terms to Philippine language. Also, based on their pre-test scores, while there are participants who got scores as low as five, there are others, too, whose scores are above the median score of 50.

"I learned that Indonesian language is as colorful as ours. They have variety of languages and things can be said in more ways than one."- P6

Some participants who were hesitant at first have changed their perspective after they have experienced being in the FBICC. Mary changed her perception attending few sessions in FBICC. Positive motivation are the positive traits of their Instructors and classmates, plus their added interest in the language and culture after they have been exposed through their classes and virtual tours.

"I was actually hesitant at first if I will enrol in this class or not because I've never been into an online class before and I was a little nervous because I don't really know the people in that class especially that they're from other countries. But then when I finally enrolled and attended some of our class sessions, it was kind a fun and interesting learning other people's culture." – P1 "After enrolling in FBICC, I realized that it is not bad to enrol to some international programs at all. You get to know what other countries look like, their language and culture."-P7 "I've met different people, and through this online learning I've met a new friend."-P3

Positive experiences in online learning

The flexibility of online education has been widely recognized as one advantage [18]. However, in the case of FBICC, there is a fixed schedule or time slot per week when you will attend the class session. There are 11 sessions all in all and in each session, interactive learning takes place where the instructor calls each participant and an open camera is required throughout. Just like other zoom meetings, a virtual background is provided and the instructors who serve as hosts control the platform. The instructional materials are provided in advance as well as the zoom links through the What'sApp application. All these platforms can be accessible even using mobile devices. Hence, most student-participants from the Philippines are joining the session using their mobile gadgets.

"Yes. I enjoyed every session because there is an interactive learning. I am also very overwhelmed for the new vocabularies that I have learned. For me this is not merely a compliance but it was a short journey filled with new experiences and learning."-P4 "It is good, because our Instructors are very polite and approachable. They always make sure that we will interact with the class always."-P3, P9, P13

Mary and Joan are participants who are thankful of the opportunity for they have seen Indonesia even without spending money in going there and learning the language.

"For me it is worth my time and effort because I enrolled just to fulfil my curiosity and now I am learning other countries culture and I get the chance to interact with different people. It's an opportunity and I am glad I grabbed it."-P1 "Enrolling in FBICC is worth my time and effort for the reason that it helps me to understand new culture and environment even in the virtual setting. With the help of FBICC, I was able to explore Indonesia virtually, and visit their different tourist spots without spending money."-P15

One has a gratifying feeling when he/she is communicating in a new language and being able to interact with foreigners using their language. As what Susan and Ann opined:

"The most positive experience that I have in FBICC is when I am able to recite what is asked to me in Basaha Indonesia, it is kind of awkward since I am not fluent, but I considered it positive because I am learning and I am able to practice it."- P10 "There is a lot of good things that happened throughout the entire FBICC experience but what appealed to me the most is the fact that most of my classmates came from different countries and we got to interact with them. I've realized how diverse we are in yet we always come to understanding and just enjoy the lesson though it is done online." – P6

Negative experiences

Participants have expressed their frustrations to internet connectivity problem as their negative experience in the online course. Their enthusiasm and excitement are lost whenever they are experiencing intermittent connection. There is even a point like in the case of Ann who was disconnected in the middle of the discussion, and Julie who was furious with the connectivity problem as she is "very much angry when the internet connection is very bad when the session is starting because she cannot listen attentively to the instructor".

"Bad internet connection is frustrating since I don't want to miss even a minute of discussion." – P4 "The only negative thing I experienced while taking the program is the slow internet connection which I think, most of us experience most of the time, hampering us from the best learning possibilities we could cultivate from this program."-P14

Other negative experiences mentioned by the participants are the non-compliance of their co-participants in the zoom meeting etiquette such as the noise interferences and non-turning off of microphone which captures the noise background from the participants in the meeting.

"First, unstable internet connection. Second, noise interferences of the environment, and the likes."-P15

Attitude towards the online platform

Majority of the participants preferred the traditional in-class modality. Studies such as Paechter and Maie [19] give preference to face-to-face learning for communication purposes and Meyer [20] for "its immediacy and energy". From the responses of the participants, it is attributed to the negative experiences with internet connectivity that just like Myrel and Delight who "would wish face to face interaction is allowed". On the other hand, there are participants who were thankful that despite the pandemic, "opportunities of learning continues" as what Narivic and Joan said implying online learning as the best alternative mode of learning during this pandemic.

"I prefer traditional in-class instruction for the reason that I find it less expensive in terms of the internet usage and the instruction delivery in traditional in-class is more informative and elaborate clearly."-P8 "The zoom is friendly, audio are clear, videos are interesting, over-all educational environment is very good."-P2 "It is worthy of my time because I can say that I am still learning during pandemic that doesn't only limit here in school or my country." – P11

Learning barriers

The responses of the participants in terms of learning barriers were clustered into the use of Bahasa Indonesia in communicating with their instructors and fellow classmates, the internet connectivity and the pandemic issues. For Joan, she found the Indonesian accent confusing but still she managed to get along well with her instructors and classmates. The same goes with Elsa and Ann who were impatient of the slow internet connectivity. In addition, pandemic issues such as travel restrictions, no face to face interaction and internet expenses were barriers to achieving the goals of the online program. During pandemic, smart phones and internet data are very much in need especially for online learning yet, connectivity and quality of mobile devices used are undoubtedly, barriers to learning. This finding is similar to Muthuprasad's [21] findings that students preferred to use smart phone for online learning but coming from a developing country, technical constraints like suitability of devices and bandwidth availability always pose a serious challenge.

"It's great so far communicating between my instructor but for some reasons during break-out sessions I find it a bit hard sometimes to communicate with other students because of language barriers, there are some who are able to speak full well in English while there are some who only knows the basic but nevertheless, I didn't let these barriers have our way from getting the best learning possibilities we could have from the exchange of conversation."-P14 "I feel upset sometimes because the internet is not stable in our place." – P5 "The slow internet connectivity is really a challenge. Sometimes I got left out in class just because my internet is buffering."-P6

Evaluation of the online course

Fun Bahasa Indonesia and Cultural Course started in 2020 when the pandemic broke out. This global program had participants from different countries in the world but majority of its participants come from the Philippines. The participants of this study who have evaluated the course were asked, "How do you rate the FBICC in terms of the skills and responsiveness of the instructor?" and "How do you rate the course content?" Four options were provided such as Strongly agree, Agree, Disagree and Strongly Disagree. The table below summarizes the result.

Table 4. Evaluation on the skills and responsiveness of Instructor

Skills and Responsiveness of Instructor	% of participants who responded	% of participants who res
	Strongly Agree	**Agree**
Instructor was an effective lecturer/demonstrator	66.67	33.33
Presentations were clear and organized	60	40
Instructor stimulated student interest	80	20
Instructor effectively used time during class periods	66.67	33.33
Instructor was available and helpful	73.33	26.67
Grading was prompt and had useful feedback	60	40

It can be averred that majority of the participants answered "strongly agree" to each statement of the evaluation on the skills and responsiveness of the Instructor. The highest number who responded to "strongly agree" was the statement on the "Instructor stimulated students' interest". It is indeed the goal of FBICC, where studying Bahasa Indonesia should be fun and culture should also be part of the course. Participants like Mary, Jean and Julie were thankful for being part of the program and expressed their enjoyment.

"My overall evaluation of FBICC is very good. Because this is the first online education I've been to and I'm actually having fun at the same time I'm learning."-P1 "Through FBICC class, I meet different people, I meet a new friend and learn a lot, so that I am thankful to Samar State University for giving this opportunity."-P3 "FBICC is one of the unforgettable college experience so far. Even though we are in pandemic, opportunities never stops. I am lucky to join this program because I am having fun while learning."-P12

Table 5. Evaluation on the course content

Course content	% of participants who responded	% of participants wl
	Strongly Agree	**Agree**
Learning objectives were clear	60	40
Course content was organized and well planned	60	40
Course workload was appropriate	73.33	26.67
Course organized to allow all students to participate fully	60	40

The 11-session course was well-taken by the participants as majority responded "strongly agree" to each statement in the evaluation on the course content. Participants were satisfied in the content except however, in the fast-paced delivery of the content and internet connectivity issues.

"Of course the whole set-up is a stranger to me, so there were times that I don't fully comprehend a term since it is kind of fast paced."-P6 "Sometimes the lesson is fast and I can't process the language or conversation well."-P8 "The tutors are sometimes fast in talking with the Indonesian language and it is very hard to catch up."-P12 "Memorizing the Indonesian translation of numbers, nouns, and the likes have been an issue for me. Also, I may add up the poor internet connection that lessen my excitement every time we had our class. "-P15

Internationalization opportunities through FBICC

Majority of the participants had this FBICC as their first online course taken. It opens up new perspective for them for they learned to appreciate foreign language and culture. Pinky was ecstatic in saying that the program has "exceeded her expectations". There are also other participants who had changed their perspective towards internationalization such as Susan who admitted she had no interest in Indonesia at first, but after enrolling in the online course she now appreciates Indonesian culture and language.

"As the first international program I have ever joined, it exceeded my expectations especially when they provide us with the virtual tours of the city and the school."-P7 "FBICC is a great opportunity, it is a great experience that I will remember not because it is my first online class that I attended but because through this, my perception changed. Before I am not interested in Indonesia especially their language and culture because it is way different to ours and I find their language a bit strange. But with this online course, it opens my mind and heart. And it leads to appreciate what Indonesia had, may it be in their culture or language." – P10

During this pandemic, Internationalization at Home through online learning has significantly increased due to the pivot of online teaching [13]. However, one cannot simply judge participation of an individual by only the quantity and length of someone's post in the platform they are using, or the number of attendance to the online sessions. Yet, at least by appreciating other's culture and interest in learning a new language could pave a way for wider opportunities for internationalization of higher education. Designs of online courses should be carefully considered to achieve both the learning outcomes and internationalization agenda.

"It also have advantage and disadvantage. Online educational environment helps me to learn Indonesian language without the hassle of going to other places or countries but at the same time learning online causes expenses like to buy load to be able to access it in the internet."-P11 "Meeting new people is always the best thing for me especially in a strange environment. Yes, I found new friends. And I think it is one of the advantages of FBICC." – P15

Conclusion and recommendation

Learning a foreign language gives one the advantage to compete and succeed in this increasingly interconnected and global economy. This study draws on the participants 'experiences and reflections as they were learning the Indonesian language and culture through an online program conducted by one University in Indonesia. Themes generated were participants' definition of online learning, interest and confidence in the course, positive and negative experiences, attitude towards the online platform and learning barriers. Internationalizing the curriculum through integrating a foreign language be it online or in the traditional in-class setting is a valuable resource for students to widen understanding of multicultural diversity and opens up themselves for more global opportunities.

The findings of the study give insights to curriculum planners wherein introducing a foreign language in the curriculum can pave the way for internationalization. Design of online course should be carefully planned to make sure that learning outcomes are achieved and participants are not just learning but taking it as a worthwhile endeavor.

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