

## МЕЖКУЛЬТУРНАЯ ПЕРСПЕКТИВА: МНЕНИЕ РОССИЙСКИХ СТУДЕНТОВ ОБ ИНДОНЕЗИЙСКОМ ПРЕПОДАВАТЕЛЕ АНГЛИЙСКОГО ЯЗЫКА НА ОНЛАЙН-ЗАНЯТИЯХ

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**Аннотация.** Глобализация образования и расширение онлайн-обучения усилили межкультурные контакты, особенно в обучении английскому языку. В данном исследовании изучается мнение российских студентов об индонезийских преподавателях английского языка на онлайн-занятиях для понимания, как культурные, лингвистические и педагогические аспекты взаимодействуют в виртуальных средах. Используя качественный метод исследования кейса, были собраны данные через форму онлайн-наблюдения и полуструктурированные интервью с российскими студентами университетов, обучающимися на онлайн-курсах английского языка, проводимых индонезийским преподавателем. Результаты показывают, что обучающиеся в значительной степени ценили коммуникативный и ориентированный на студента подход учителя, который отклонялся от их обычных ожиданий относительно взаимодействия в рамках занятия. Однако также были выявлены проблемы с языковой подготовкой, технологической адаптивностью и культурными заблуждениями. В обсуждении подчеркивается, что эффективное онлайн-обучение английскому языку в межкультурных условиях требует не только языковой компетентности, но и культурной осведомленности и адаптируемых методик преподавания. Использование образовательных технологий показало, что оно увеличивает вовлеченность и автономию, однако его успех зависит от способности преподавателя учитывать разные потребности студентов. Подчеркивается необходимость формирования межкультурной компетентности у преподавателей английского языка для создания инклюзивных и эффективных онлайн-учебных сред. Эти выводы имеют значение для подготовки преподавателей и разработки учебных программ в условиях международной образовательной среды.

**Ключевые слова:** межкультурная осведомленность, адаптивная педагогика, образовательные технологии, восприятие студентов.

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## CROSS CULTURAL PERSPECTIVE: RUSSIAN STUDENTS' VIEWS ON INDONESIAN ENGLISH TEACHER IN ONLINE CLASS

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**Abstract.** The globalization of education and the expansion of online learning have heightened cross-cultural contacts, particularly in English language instruction. This study investigates Russian students' impressions of Indonesian English teachers in online classes, with the aim of better understanding how cultural, linguistic, and pedagogical aspects interact in virtual environments. Using a qualitative case study technique, data were gathered through semi-structured interviews and an online observation form with Russian university students enrolled in online English classes taught by an Indonesian instructor. The findings show that students largely valued the teacher's communicative and student-centered approach, which deviated from their typical expectations of authority and classroom interaction. However, issues with language proficiency, technological adaptability, and cultural misconceptions were also identified. The discussion underlines that effective online English education in cross-cultural settings necessitates not only linguistic competency but also cultural awareness and adaptable instructional tactics. The use of educational technology has been shown to increase engagement and autonomy, however its success is dependent on the teacher's ability to handle students' different requirements. The study emphasizes the necessity of building cross-cultural competence in English teachers in order to foster inclusive and effective online learning settings. These findings have significance for teacher education and curriculum development in an increasingly international educational environment.

**Keywords:** intercultural awareness, adaptive pedagogy, educational technology, student perceptions.

**Conflict of interest.** The author declares no conflict of interest.

## Introduction

The globalization of education has resulted in an increase in cross-cultural interactions in the classroom, notably in the field of foreign language learning. As a worldwide lingua franca, English is taught and learnt in a variety of cultural contexts, frequently including educators and students from different nationalities. This tendency is especially evident in online learning environments, where geographical barriers are reduced and students from all over the world can connect with teachers from all over the world. Against this context, understanding students' cross-cultural perspectives becomes critical, especially when investigating the experiences of Russian students learning English from an Indonesian teacher in online classes.

The efficacy of English language training in non-English-speaking nations is influenced by a complex interaction of linguistic, cultural, and educational factors. English is widely regarded in Russia as a critical ability for academic and professional success, although students frequently experience language proficiency and motivational obstacles. The use of English as a medium of instruction (EMI) in Russian universities has been found to encourage internationalization and the development of advanced language abilities, but it also creates challenges for students who lack sufficient English ability [1].

Similarly, in Indonesia, English is taught as a foreign language and is regarded as essential for global engagement. Indonesian English teachers frequently bring distinct pedagogical techniques informed by their cultural and educational backgrounds. According to research, online learning in Indonesia during the COVID-19 pandemic necessitated significant adaptation on the part of both teachers and students, with success dependent on technological readiness, instructional strategies, and collaborative support from various stakeholders. Indonesian teachers have faced problems in terms of technological access, student engagement, and the integration of national curricular standards in the virtual classroom.

The interaction of Russian students and Indonesian English professors in online sessions thus provides a fertile ground for cross-cultural investigation. Teaching style, communication strategies, and cultural expectations surrounding authority and classroom interaction all influence how Russian students perceive Indonesian teachers. For example, Russian students may be accustomed to specific forms of teacher-student relations and may need to adjust to Indonesian teachers' more collaborative or student-centered techniques. Language and cultural awareness are both important in molding the learning experience since teachers must be sensitive to students' linguistic backgrounds and cultural norms in order to develop effective communication and engagement [2].

The function of educational technology complicates and enriches the cross-cultural exchange. Recent comparative studies have shown that both Russian and Indonesian students benefit from the use of educational technology, which make language learning more dynamic, engaging, and accessible. Tools like video conferencing, online discussion forums, and multimedia materials provide students more autonomy and control over their learning while also allowing them to communicate with teachers and peers from other cultural backgrounds. However, the usefulness of these technologies is dependent on their careful deployment and the competence of teachers to address their students' individual needs [3].

The interaction of cross-cultural viewpoints and online English language teaching has become a major focus of current educational research, particularly as global mobility

and digital connectivity broaden classroom diversity. English Language Teaching (ELT) in non-native settings, such as Russia and Indonesia, exposes significant disparities in pedagogical approaches, student expectations, and cultural attitudes toward language learning. Andini et al. emphasize that, while English is a global lingua franca, the techniques and challenges of teaching it differ greatly between countries. For example, Russian students frequently concentrate regulated grammar and precision, but Indonesian schools may value communicative competency and adaptability, reflecting broader cultural attitudes about education and authority [4].

The transition to internet platforms has complicated and enhanced these processes. Online education breaks down geographical barriers, allowing students and teachers from diverse cultural backgrounds to engage more freely [5]. Increased mobility creates both opportunities and disadvantages. On the one hand, it promotes intercultural communication, critical thinking, and exposure to other ideas; on the other, it poses challenges such as language hurdles, cultural misconceptions, and differing educational norms. To build inclusive, effective online classrooms, educators must develop cross-cultural competency, which includes awareness and sensitivity to students' cultural backgrounds [6].

Research on cross-cultural collaborative online learning emphasizes the significance of purposeful instructional design. Kumi-Yeboah discovered that tactics such as group work, cultural awareness exercises, and the incorporation of global content into curricula help foster intercultural interaction and participation. Consistent communication, feedback, and the use of various digital tools (e.g., discussion forums, video conferencing) are critical for establishing a feeling of community and facilitating knowledge construction across cultures [7]. These findings are consistent with research on Indonesian EFL teachers, which emphasizes the importance of developing intercultural communicative competence (ICC) in addition to language skills [6]. Teachers are expected to assist students in becoming "intercultural English users", capable of effectively speaking with both native and non-native speakers from diverse backgrounds [4].

Despite these advancements, difficulties persist. Language obstacles, technology inequities, and varying expectations for classroom participation can all impede effective communication and learning [6, 7]. Cross-cultural online education, when managed intelligently, can lead to improved learning experiences, increased mutual understanding, and the development of skills required in a globalized environment [4].

In conclusion, the study of Russian students' perceptions of Indonesian English professor in online classes provides important insights into the dynamics of cross-cultural education in the digital age. Understanding these viewpoints will be critical for establishing successful pedagogical practices that transcend cultural divides and improve language education quality around the world as online learning grows.

## Literature review

The transition to online education, which was expedited during the COVID-19 epidemic, necessitated higher education institutions developing and refining online classroom monitoring techniques to assure teaching quality and student participation. This shift demonstrated the limitations of merely transferring existing face-to-face observation tools to virtual classrooms, highlighting the necessity for new, context-specific instruments [8].

**The Significance of Student Perception in Online English Classes.** Students' perceptions have a significant impact on the efficacy of online English programs because they influence their motivation, engagement, and learning outcomes. Positive impressions of online learning settings, including the teacher's role and the learning platform, can increase students' willingness to participate and persevere in language learning despite obstacles [9]. Students who perceive online English classes as accessible, flexible, and participatory are more likely to establish positive attitudes toward learning, which leads to improved academic achievement and language acquisition.

Research conducted during the COVID-19 epidemic shows that students' perceptions of online English teaching are influenced by aspects such as the teacher's ability to use technology effectively, the clarity of instruction, and the level of contact provided. For example, university students enjoyed synchronous audio and video learning approaches that enabled real-time collaboration, which helped reduce feelings of isolation and disengagement that are typical in online environments [10]. This demonstrates that students' perceptions of how well teachers allow contact and communication are critical to successful online English learning.

Furthermore, students' perceptions of the utility and usability of online learning tools influence their acceptance and continuous usage of these platforms. According to studies conducted in secondary schools, students who evaluated online English learning as easy to access and beneficial were more likely to continue virtual learning even after returning to physical classes [9].

Students' perceptions affect self-regulation and autonomy in online English learning. Positive impressions help students to take the initiative, manage their learning time effectively, and make use of available resources, all of which are important skills in virtual learning settings [11]. Understanding students' perspectives on online English lessons enables educators to develop better student-centered approaches that match learners' needs and preferences.

**Importance of Cross-Cultural Competence in ELT.** Cross-cultural competency is essential in English language instruction, especially in settings where teachers and students originate from diverse cultural backgrounds. In Indonesia, integrating cultural understanding into ELT is regarded as critical for improving students' communicative ability and reducing misconceptions [12]. This viewpoint supports the idea that Indonesian English teachers must be culturally conscious and adjust their teaching methods to match the varied cultural expectations of their students, especially Russian learners, in order to provide better learning experiences in online classrooms.

Research on foreign teaching practicums for Indonesian pre-service English teachers suggests that exposure to varied cultural and educational contexts improves instructors' adaptability, pedagogical abilities, and cultural sensitivity [13]. These experiences help teachers overcome cultural barriers and improve teaching effectiveness. Such cross-cultural experiences for Indonesian teachers teaching online Russian students may have a favorable impact on their teaching tactics and responsiveness to students' cultural and linguistic needs, altering students' views and learning outcomes.

Both Indonesian and foreign ELT frameworks place an emphasis on instructor attitudes and interaction methods. Positive instructor attitudes, patience, and engaging teaching techniques have been associated with higher student motivation

and satisfaction [14, 15]. These interpersonal aspects are likely to influence Russian students' perceptions of Indonesian English professors in online sessions, which may reinforce or reduce cultural barriers. Understanding how these dynamics play out in online cross-cultural classrooms is critical for designing effective teaching approaches that appeal to a varied range of student populations.

**Developing Observation Tool for Online Setting.** Recent study emphasizes the significance of tailoring observation forms to the specific requirements of online instruction. Tabrizi et al. conducted a qualitative study and identified eight essential components for effective online classroom observation: instructional design and delivery, technology integration, student engagement and interaction, professional development and support, feedback provision, student learning assessment, inclusive practices, and instructor presence and support. These features highlight the intricate interplay between pedagogy and technology in virtual contexts, underlining that effective education necessitates more than just information delivery; it also necessitates active participation and technological skill [8].

The design and validation of observation techniques has gotten more sophisticated. Sulistiyo et al. [16] created an online observation procedure based on the AID (Analysis, Identification, Design) paradigm, which includes not only the teaching process but also student engagement and the dependability of digital platforms. Their procedure involves in-depth observations of lesson opening, core subject delivery, classroom management, assessment practices, and technology use, with a particular emphasis on student participation at each level. The researchers verified their methodology using peer and self-evaluation to ensure that it appropriately reflects the realities of online teaching and learning [16].

**Impact of Observation on Teaching and Learning.** Systematic reviews give additional evidence of the effectiveness of observation-based feedback in improving teaching methods and student outcomes. In a survey of over 600 studies, Robinson et al. found five important methods that influence student performance in online higher education: engagement, collaboration, beliefs, knowledge, and the application of knowledge/practice. The analysis discovered that successful online observation techniques help instructors identify strengths and weaknesses in these areas, guiding them toward evidence-based improvements. Practices such as literature circles, inventive student grouping, and continuous feedback have been demonstrated to improve virtual engagement and learning [17].

One distinguishing element of this observation is its emphasis on practical input. The introduction of a distinct section for recommendations enables observers to go beyond simply grading and make constructive comments targeted to the instructor's individual requirements. This is consistent with best practices highlighted in the literature, which emphasize the value of formative feedback in promoting professional development and reflective teaching. By giving specific recommendations, the observation process becomes a developmental tool rather than a summative judgment, assisting instructors in making significant improvements to their online teaching techniques [16, 18].

Furthermore, the form's versatility to different online platforms and course themes makes it useful in a variety of instructional environments. By requesting observers to record the platform and topic, the form acknowledges the impact of technical and disciplinary context on teaching effectiveness. This adaptability



is critical since research has shown that online education is not a one-size-fits-all undertaking; effective observation must account for the distinct obstacles and opportunities given by various digital settings and topic matters [8]. As online education evolves, comprehensive and flexible monitoring techniques will become increasingly important for maintaining excellent teaching and learning standards.

Despite these advancements, difficulties persist. Ensuring the validity and reliability of observation tools across disciplines and cultural contexts is an ongoing challenge. To remain relevant, observation criteria must be updated on a continuous basis due to the rapid advancement of educational technology [18].

## Materials and methods

This study adopts a qualitative descriptive technique to investigate Russian students' attitudes toward Indonesian English professors in an online classroom setting. The study attempts to explore the intricate cross-cultural processes that impact student experiences and perceptions through direct classroom observations and student feedback. This methodology is ideal for capturing the complexities of intercultural interactions in educational settings because it allows for detailed study of participant answers, classroom behaviors, and contextual factors [19].

The study used a case study approach, concentrating on a single online English language lesson offered by an Indonesian instructor to a group of Russian university students. Case study approach is very useful for investigating current phenomena in real-world contexts, especially when the distinction between the phenomenon and the context is unclear [20]. By focusing on a single classroom, the study provides a detailed account of cross-cultural teaching and learning processes, as well as student subjective experiences.

The participants in this study are eight Russian university students participating in an online English language course, as seen in the classroom observation data. All students have completed at least one full semester of online classes with an Indonesian instructor. Purposive sampling was utilized to guarantee that participants received enough exposure to the teaching style and classroom setting to provide informed feedback [22].

Data were gathered from two primary sources: (1) an online classroom observation form, and (2) open-ended written feedback from students. The observation form, which was adapted from established classroom observation tools [23], asked students to rate the instructor's performance on a four-point Likert scale (4 = Exceeds Expectations, 1 = Unsatisfactory). Students were also allowed to make open-ended recommendations and comments about the instructor's performance and the overall class experience.

The format of online classroom observation forms is critical in standardizing evaluations and providing detailed feedback to instructors. The form used in this study shows a comprehensive approach, with an emphasis on essential domains such as planning and preparation, classroom management, instruction, and assessment. Each section is scored on a four-point scale, allowing observers to differentiate between levels of instructional efficacy. This standardized framework not only allows for objective evaluation but also ensures that essential components of online teaching, such as lesson organization, clarity of instruction, and assessment procedures, are thoroughly addressed.

The open-ended replies provided valuable qualitative data by capturing students' true voices and explicit suggestions for improvement. For example, several students indicated satisfaction with the classes, while one underlined the necessity for the instructor to replicate vocal questions in the chat to help comprehension—an insight reflecting both linguistic and technology factors in cross-cultural online learning.

Braun and Clarke [21] proposed a theme approach for data analysis. First, all quantitative ratings from the observation forms were tallied to offer a picture of student satisfaction. The open-ended comments were then classified and organized into important themes such as communication clarity, cultural adaptation, and classroom involvement. These themes were then analyzed in light of previous research on cross-cultural education and online language teaching [4, 7].

Triangulation was accomplished by comparing quantitative ratings to qualitative comments, which increased the reliability and validity of the findings [19]. Furthermore, using direct student citations guaranteed that the analysis was grounded in participant experiences. The study's findings are constrained by the small sample size and concentration on a single classroom situation, which may have an impact on the data's generalizability. However, the in-depth qualitative method sheds light on the cross-cultural dynamics of online English language instruction between Indonesian professors and Russian students.

## Research results

This part summarizes the findings from classroom observations and student feedback, providing a full picture of Russian students' attitudes toward their Indonesian English teacher in an online class context. The results were collected using an online classroom observation form that includes both quantitative ratings and open-ended qualitative feedback from eight Russian university students.

The classroom observation form asked students to score the instructor's performance on a four-point Likert scale (4 = Exceeds Expectations, 1 = Unsatisfactory) in numerous areas, including clarity, involvement, use of technology, and responsiveness. The aggregated findings showed a high degree of satisfaction with the Indonesian teacher's performance. In all categories, the majority of students rated the instructor "Exceeds Expectations" or "Meets Expectations", with no ratings lower than "Meets Expectations". This indicates that the teacher's approach was well-received and effective in an online setting.

Students' open-ended feedback provided more insight into their experiences and perceptions. The remarks were overwhelmingly positive, with statements like "everything is great, I like everything", "everything is fine", "I think that our classes are very good", and "I really like these classes!". Only one student made a particular proposal for improvement, stating, "Sometimes we don't really understand presentation questions by ear, so it's better to duplicate them in the chat, it will be much more convenient for us". This comment reveals a little issue with spoken understanding in the online format, but overall, students were quite satisfied with the classes and the teacher's methods.

Empirical evidence from classroom observations of Russian students in online English lessons with Indonesian teachers show that the learning experience was typically favorable. Student comment emphasizes their happiness with the quality of instruction and the supportive classroom environment. Some students have



suggested clearer communication, such as repeating oral questions in the chat to improve comprehension, but overall, answers show a high level of involvement and enjoyment for the classes. These findings imply that, while cross-cultural differences may provide early hurdles, they can also lead to more enriching learning experiences if both teachers and students display adaptability and mutual respect.

Despite these promising findings, it is critical to acknowledge the limits of current research. Much of the existing evidence is based on self-reported surveys and cross-sectional studies, which may understate the complexities of cross-cultural classroom dynamics or the long-term impact of online learning [1, 3]. Future study should use longitudinal designs and qualitative methodologies to acquire a better understanding of the changing attitudes of students and teachers in multicultural online contexts.

## Discussion and conclusions

**Cross-Cultural Teaching Dynamics.** The findings suggest a good cross-cultural teaching and learning experience, which is consistent with prior research emphasizing the importance of flexibility, cultural awareness, and effective communication in multicultural online classrooms [6, 7]. The Indonesian teacher's ability to meet or surpass expectations in all assessed areas demonstrates a high level of cross-cultural competency and pedagogical proficiency. This is congruent with the findings of Andini et al. [4], who discovered that Indonesian teachers frequently prioritize communication competence and adaptability, both of which appeal to students from varied backgrounds.

**Student Engagement and Satisfaction.** The overwhelming favorable feedback from Russian students suggests a high level of interest and pleasure. This lends credence to the premise that online learning, when directed by culturally responsive teachers, may create a friendly and successful learning environment [7]. The students' remarks demonstrate a sense of ease and gratitude for the teacher's methods, which is especially remarkable given the risk of cross-cultural misunderstandings in online contexts [5].

**Communication and Technological Adaptation.** The one positive suggestion—duplicating spoken questions in the chat—highlights the significance of multimodal communication in online classes. This is consistent with study published in *Frontiers in Education* [3], which emphasizes the necessity for teachers to use a variety of technological tools to accommodate diverse learning styles and overcome potential language hurdles. The suggestion also emphasizes the difficulty of auditory comprehension in virtual environments, particularly among non-native English speakers. Responding to this input allows teachers to improve the diversity and accessibility of their classes.

**Implications for Cross-Cultural Pedagogy.** The favorable findings from this study have various implications for cross-cultural pedagogy in online English language instruction. First, they show that children can succeed in multicultural classrooms when teachers are aware of their requirements and willing to adjust their teaching practices. The Indonesian teacher's effectiveness in engaging Russian students demonstrates that teaching approaches emphasizing clarity, responsiveness, and cultural awareness work across cultures [4, 6].

Second, the results emphasize the importance of continuous feedback and open communication between students and teachers. By asking and acting on student

recommendations, instructors can constantly improve their teaching approaches and solve any new issues. This iterative process is critical for maintaining high levels of student satisfaction and preventing cross-cultural differences from becoming barriers to learning [7].

**Challenges and Limitations.** Despite the general success, the study identifies possible problems in cross-cultural online education. The issue of oral comprehension mentioned by one student demonstrates that language limitations can still cause problems, even in otherwise good learning contexts. Kumi-Yeboah [7] emphasizes that educators must remain alert in identifying and addressing such problems to promote equitable access to learning opportunities for all students.

Furthermore, the small sample size and concentration on a particular classroom reduce the findings' generalizability. While the findings provide useful insights into Russian students' interactions with an Indonesian English teacher, more research with bigger and more diverse samples is required to draw broad conclusions regarding cross-cultural online education.

**Comparison with Existing Literature.** The study's findings are consistent with the existing literature on cross-cultural online education. Previous study has demonstrated that students' perceptions of foreign professors are influenced by teaching style, communication strategies, and cultural expectations [4, 6]. The positive answers of Russian students in this study indicate that Indonesian teacher emphasis on communicative competence and adaptability is well-suited to the needs of international students.

Furthermore, the use of technology to improve learning and communication is a common theme in the literature. Frontiers in Education [3] discovered that educational technologies can improve participation and accessibility in online language programs when applied strategically and in response to student demands. The suggestion to duplicate oral questions in the chat demonstrates how modest technology changes can significantly improve student comprehension and involvement.

In today's increasingly globalised society, online learning environments frequently bring together students from many cultural backgrounds. This diversity enhances the educational experience while also posing distinct problems for instructors. To develop effective and inclusive cross-cultural online classrooms, educators must use tactics that overcome communication difficulties, cultural differences, and diverse learning styles. According to current research, the following guidelines can help instructors improve their teaching practices and create a helpful learning environment for all students.

Instructors should encourage students to communicate in a variety of ways, including verbal and written formats. This strategy ensures that all students, regardless of preferred learning style or language proficiency, have effective access to and comprehension of the material. In a cross-cultural online classroom, using several means of communication helps bridge gaps and promotes better understanding.

It is critical for teachers to routinely encourage and solicit feedback from their students. By carefully listening to student feedback and making changes based on their concerns or ideas, instructors can discover problems early on and improve the overall learning experience. This continual communication promotes a responsive and supportive learning environment.

Educators must cultivate an inclusive and culturally sensitive environment by becoming aware of their students' various cultural backgrounds. Understanding and

accepting these differences enables teachers to tailor their teaching tactics so that all students feel respected and comfortable. Such cultural responsiveness helps to create a more engaging and effective online learning environment.

The thoughtful use of digital tools is critical for improving communication and engagement in cross-cultural online classrooms. Chat functions, discussion boards, and other interactive technology can provide students with additional methods to participate, especially those who struggle with aural understanding. Leveraging these tools strategically contributes to a more accessible and dynamic learning environment.

Future research should use larger and more diverse samples to investigate the interactions of students from various cultural backgrounds with teachers from different nations. Longitudinal study could also reveal how cross-cultural dynamics change over time in online classrooms. Additionally, qualitative interviews and focus groups could provide a more in-depth understanding of the specific problems and benefits of cross-cultural online education.

The study shows that Russian students have extremely good feelings about their Indonesian English teacher in an online class, expressing satisfaction with the instructor's approaches, involvement, and classroom setting. The small oral comprehension problem emphasizes the continued need for multimodal communication and technology adaption in virtual learning environments. Overall, the findings highlight the significance of cultural knowledge, adaptation, and responsive teaching in promoting successful cross-cultural online education.

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