

Emergency Remote Language Teaching During Pandemic

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Abstract. With the global coronavirus pandemic, educational institutions worldwide were forced to migrate to fully online instruction. This radical shift came with significant challenges for English Language Teachers (ELT) around the world. Emergency Remote Language Teaching (ERLT) had provided diverse practice on conducting online language teaching during pandemics. This paper examines the unforeseen and radical shifts of ERLT, which cover the main difference between Online Language Teaching (OLT) and ERLT, conceptual framework to develop relevant and engaging ERLT, and students' engagement during ERLT. The processes and procedures ELT devised to support their students' English language, and literacy development are reviewed through several studies conducted from different parts of the world. Such conceptual shifts entail, and the various ways ELT responded to the challenges posed are discussed and illustrated. Key lessons learned from the analysis are detailed in this paper and recommendations for teaching English at a distance.

Keywords: OLT, ERLT, student's engagement

1 Introduction

After more than one year of global lockdown, the impact of the coronavirus pandemic in educational institutions is still tremendously significant. Over 50 countries worldwide are still implementing distance learning, with over 100 million students from developing and least developing country are struggling to follow the instruction.

Although online language learning is not something new, the emergency shift from face-to-face to online learning has brought significant challenges for students, teachers, institutions, and parents. Additionally, different demographics, anxiety caused by the pandemic, and technology inequality lead to different strategies, support, and curriculum in general to conduct online teaching. Therefore, it is worthwhile to investigate several impacts of emergency shifting during the pandemic on online language teaching guided by research questions as follow:

1. What are the differences between OLT and ERLT?
2. How does ERLT influence students' engagement in OLT?
3. What conceptual frameworks that can serve students need in ERLT?

2 OLT vs. ERLT

Hodges et al. (2020) explain the difference between ERLT and traditional online teaching. The ultimate factor that distinguishes ERLT is the circumstances during the pandemic and the quality of learning design. During ERLT, not only educators and students but also administrators and institutions were not ready. In typical online learning, teachers have sufficient time to design the classroom and professional development to assist with the technology and curriculum development. They have adequate support from the institution in terms of software and hardware to develop the classroom. As a result, they have well-prepared course materials, teaching strategies, curriculum, and assessment for their online classroom.

On the contrary, ERLT did not have such luxury to prepare their classroom. Zimmerman (2020) even called them "the great online learning experiment," as all bodies in academia were forced to move online without sufficient resources and preparation. In many cases, teachers were lack of direction on how to proceed the online teaching. Many even got instruction within hours on conducting the classroom (Hodges et al., 2020). In extreme situations, such as in underserved communities and rural areas, the lack of infrastructure and proficient teachers create additional challenges to conduct online teaching (Kusumastuti et al., 2020; Meskill et al., 2021). Both teachers and students did not have the infrastructure to run or attend online classrooms. In rural Indonesia, for instance, many students did not have the devices, as simple as smartphones, to participate in online teaching (Kusumastuti et al., 2020). Even if they did, many of them shared the devices with their siblings and parents. In these circumstances, teachers could not expect students to be optimally present in the classroom or submit their assignments on time. This situation created negative students engagements due to poor preparation, teachers' lack of experience with technology, and students' inability to attend online classrooms (Ayebi-Arthur, 2017; Fox, 2004).

Another challenge faced during ERLT was the psychological burden that both teachers and students brought to the table. Hodges et al. (2020) argue that aside from the time spent and sufficient support during OLT development, abundance affordances from online learning come from teachers and students' typical situations. Meanwhile, ERLT is presented in the state of emergency while frustration, anxiety, and confusion are parts of everyone's mental issues. Therefore, most teachers focus on students' well-being while finalizing the school year during unpredicted situations.

Hence, aside from all challenges, ERLT during the covid 19 pandemics had shown several affordances, including innovative, practical approach, creativity, and students' engagement and resilience.

Kusumastuti et al. (2020) explore the innovative practical and pedagogical efforts of middle school teachers in rural Indonesia in responding to monumental shifting during the pandemic. With limited infrastructure and proficiency to conduct online teaching, teachers from rural Indonesia were thriving to create engaging learning situations for their students. They promote resilience, creativity, and optimism during their ERLT by keeping students motivated and making sure they could attend the online classroom.

Aladsani (2021) explore teachers' strategy to promote students' engagements. He argues that students will show positive engagement when they feel supported and valued. Several strategies had shown positive impact during ERLT. These include the teachers' ability to "motivate students to participate in the discussion forum, encouraging their interaction during lectures by giving them a choice to participate orally or in writing, calling on them using their names, and allocating points toward their grade for participation" (p. 14). These strategies lead students to feel involved, recognized, and be part of an online community.

An additional strategy to encourage students' engagement is by presenting multimodal learning opportunities. In the rural context, allowing students to use their fund of knowledge

and observable situations and objects to demonstrate their knowledge allowed students to digest the new information with local context (Kusumastuti et al., 2020). For instance, instead of using foreign places to teach description, teachers could use the nearby buildings or places as learning objects. This kind of approach encourages students' deep cognitive engagement by allowing them to make meaning and express themselves through learning products instead of repetition.

3 Students Engagement in ERLT

Students' engagement is a multi-dimensions construct (Reschly & Christenson, 2012) classified as affective, behavioral, and cognitive engagement (Chapman, 2002; Fredricks et al., 2004; Mandernach, 2015; and Trowler, 2010).

Affective engagement

Affective engagement is a dimension when learners deal with emotional responses in the learning process. The dynamic process can be recognized both positively and negatively by the way students react in the classroom. Positive affective engagement can be observed through higher achievement and self-regulation (Xie et al., 2019). For instance, students who showed their enjoyment and motivation will be actively involved in classroom discussions and activities. On the other hand, students who offer boredom and resistance toward classroom dynamics will most likely lead to lower engagement and poor outcomes. Such engagement is classified as negative affective engagement (Baker et al., 2010).

In online language teaching, positive affective engagement is reflected through students' perspectives on instructions and tasks in online teaching. For example, when students can see the importance, value, and usefulness of the task and are motivated to do well. This kind of perspective will likely lead them to positive behavioral engagement, such as completing their assignment on time and being actively involved in classroom discussions.

During the emergency, online teaching increased exclusivity and decreased nervousness through online chatbox have effectively enhanced students' affective engagement (Walker & Koralesky, 2021). OLT provide affordance to capture all students voice in a less intimidating way. Meskill et al.'s (2021) study shows that student participation and engagement were increased during emergency remote teaching due to posting and responding to questions through the chatbox. In addition, the flexible approach of online asynchronous form provides sufficient time for students to digest the materials and express their understanding through post and response.

Teachers' response and feedback during emergency remote teaching also contribute to students' positive affective engagement (Aladsani, 2021; Meskill et al., 2021; and Yu et al., 2020). Teachers who showed a high level of digital empathy and emotional support improved students' sense of belonging in the online learning community (Aladsani, 2021; Meskill et al., 2021). In addition, the feeling of being supported and being part of such a community hindered students' negative feelings towards their online class. This feeling motivated students to complete their assignments on time, pay attention to their teachers when the class is in session, and involve in online discussions, both synchronous and asynchronous.

Furthermore, teachers who provide individually tailored learning and immediate feedback on students' works had supported their learning persistence in the online classroom (Meskill et al., 2021; and Yu et al., 2020). Students could keep track of their progress and feel improved during the emergency online learning.

Studies show that students demonstrated higher positive affective engagement through an online synchronous classroom than the asynchronous one (Aladsani, 2021; Walker & Koralesky, 2021). Further study suggested that asynchronous online classrooms work best for

adult students who need more flexibility due to personal factors and social responsibility (Hodges et al., 2020). Hodges et al. (2020) also argue that synchronous online teaching enhanced engagement for younger students who need encouragement to complete their tasks. To address the inconsistent finding between these three studies, Aladsani (2021) argues that different educational systems and cultural backgrounds could influence different outcomes of engagement during emergency remote teaching.

The effective negative engagement was shown in emergency online teaching primarily due to replicating face-to-face classrooms (Walker & Koralesky, 2021). In addition, the online classroom has been stigmatized as less effective than the face-to-face classroom, although many studies have proven otherwise (Hodges et al., 2020). This negative stigma influences the way students and teachers feel about emergency online teaching. As a result, while students felt less motivated to attend the class, teachers could not develop a curriculum that can fully take advantage of the affordances of online teaching (Hodges et al., 2020). In addition, with the lack of human interaction and the uncertain situation, many students feel lonely and unsupported during emergency online teaching.

Behavioral engagement

Behavioral engagement refers to student's behavior and action during the class that can support or hinder their performance and achievement in online learning (Baker et al., 2010). This dimension is shown by the way students reacting to online instruction and tasks. Positive behavioral engagement can lead the student to reach higher performance and achievement during the class session. For instance, students who respond to teachers' instructions, classroom discussions, and peer assignments intensively will likely achieve a positive outcome. On the other hand, students who did not respond to online instruction or submit their assignments past the due date will likely diminish their engagement. As a result, their achievement and performance will likely be decreased.

Students showed positive behavioral engagement during the emergency online learning when they have enough time to complete their assignments (Walker & Koralesky, 2021). They adjust their learning behavior and schedule following the dynamic of their class. More students participated in classroom discussions and expressed their thoughts more than usual (Aladsani, 2021; Meskill et al., 2021; Walker & Koralesky, 2021). The chat room box in an online synchronous classroom allowed students to participate in the discussion simultaneously and provide the opportunity for teachers to recognize them while class is in session (Walker & Koralesky, 2021). However, this immediate interaction can be destructive as well when teachers did not control the chatbox appropriately.

In contrast, emergency online teaching also brought negative behavioral engagement for students who did not have a supportive learning environment and a lack of accountability (Aladsani, 2021; Walker & Koralesky, 2021). In Saudi Arabia, most female students in higher education have children and families to care for during the lockdown (Aladsani, 2021). Such a situation hindered female students from focusing on their online classroom and complete their assignments on time. In this case, female students will likely perform during emergency remote learning if there is no appropriate support from the instructors.

Technical challenges also played a significant role in developing students' negative behavioral engagement. Navigating online learning platforms and electronic devices can be challenging for students with lower technological literacy. While many higher educations provided online technical support to assist students in the distance, the K12 system barely has enough support for their teachers, let alone the students. In this case, students would deal with the learning materials and connectivity and the technical challenges that happened during the classroom. In the US, many ESL students came from working-class families where both parents

and students did not have enough proficiency in navigating online learning platform or their devices (Meskill et al., 2021). Therefore, many ESL students missed the online classroom at the beginning of the pandemic.

Another scenario is the psychological challenges and lack of accountability during the emergency remote learning. Many students found it challenging to focus on the online class while worrying about their family or health (Walker & Koralesky, 2021). As a result, they did not participate in the online discussion as much as they did during the face-to-face classroom. In addition, a lack of accountability from parents, teachers, and peers also created negative behavioral engagement when the classroom was in session (Meskill et al., 2021; Walker & Koralesky, 2021).

In many cases, emergency remote learning was not as well prepared as traditional online learning (Hodges et al., 2020). Many teachers did not have enough time, pedagogical knowledge, and online proficiency to prepare the classroom. Many K12 teachers and students in rural Indonesia did not have enough experience in online communication, let alone in the online classroom (Meskill et al., 2021). As a result, many students have missed the class and fell behind their urban counterparts.

Cognitive engagement

Cognitive engagement refers to mental effort and thinking strategies while online language teaching in session (Baker et al., 2010). This dimension integrates and utilizes students' motivations and approaches to absorb and develop knowledge during the learning process. In the online learning environment, cognitive engagement is improved when students gain more experience and understanding of the classroom design (Richardson & Newby, 2006). In this case, online classroom designers and teachers should provide opportunities for students to practice their language skills, make decisions, and provide relevant learning materials with students' day-to-day living experiences.

In general, cognitive engagement is classified as deep and shallow engagement. Xie et al. (2019) define deep cognitive engagement as strategies to elaborate concepts in the classroom, while superficial cognitive engagement led to memorization and new information gathering. Unfortunately, many online language teachings do not encourage students to develop deep cognitive engagement. Instead, students' engagement is mainly measured through students' participation and punctuality in completing their tasks (Meskill et al., 2021). In emergency online teaching, expecting students' cognitive engagement seems over the top. Teachers faced many crises with developing cognitively engaged materials while not having proper professional development, instructions, or even time to do so (Hodges et al., 2020).

There has been a limited study about cognitive engagement during emergency online teaching. Most studies focus on affective and behavioral engagement as it could be observed easily during online learning. However, Walker and Koralesky (2021) argue that cognitive engagement is improved during emergency online teaching in Canadian universities. The main factors that support the improvement are the possibility of revisiting course material and multimodal learning resources. Students could not rewind the teacher's oral explanation or their classmates' comments in the discussion in the traditional classroom. In addition, due to limited class duration, not all students can express their minds in detail during the class. In this case, "shy" students do not get enough opportunities to involve in the classroom dynamic and only rely on their homework to show their cognitive engagement.

Meanwhile, in an online classroom, all students have the same opportunity to elaborate their thought. They can also review and rewind the materials from their learning management system, such as Blackboard, Canvas, or Moodle. The possibility of revisiting and repeating

online materials is significant for language learners to improve their understanding of the content and the instruction.

4 Conceptual Framework to Develop Relevant ERLT

Amid the global pandemic, the phase of education has changed into an emergency remote setting instead of face-to-face classes to minimize students' and educators' health risks all over the globe (Hodges et al., 2020). However, emergency remote learning has been meaningfully different from a well-planned online learning experience round for decades. These sudden moves online by many educational institutions have left several challenges teachers face to provide a high-quality online learning experience. Moreover, they were also powerless when students could not or were unwilling to show up for their online class session (Ning & Corcoran, 2020) due to limited infrastructure or mental health issues (Galvin, 2020). Therefore, to create a more effective and efficient transition to emergency remote learning, teachers need to develop their learning design around the students' needs.

Human-Centered Design

The root of human-centered design came from developing a computer system to reflect human needs and behavior (Gasson, 2003). Instead of expecting a human to adapt to technology, human-centered perspectives switch their focus to develop a system that reflects human behavior and needs. In the education context, the human-centered design is meant to create a program or learning environment that mimic the way human interact and learn a new thing in a natural setting. This concept emphasizes empathy towards people while at the same time developing a creative approach to problem-solving (Luka, 2014). Baran and AlZoubi (2020) developed the concept of human-centered design to address the challenge that has been faced by teachers all over the world during the emergency online transition by focusing on three aspects of learning design: (a) Building empathy, (b) engaging in pedagogical problem solving and (c) establishing an online community of inquiry.

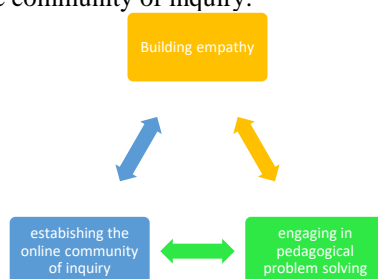


Figure 1. Human-Centered Design

First, in building empathy for students, teachers must understand their needs and struggles, including their physical and mental states, before transitioning to online classes. Therefore, before jumping on the classroom session, the teacher can discuss the classroom format (synchronous vs. asynchronous), communicational channels, and learning materials to meet the student's and teacher's expectations. Besides, students can also propose what compensation they will give to the teacher when they miss the class or the due date agreed in the beginning. By compromising the format, platform, and subject to meet both students' and teachers' needs, it is expected to create a more independent and structural learning environment outside the classroom.

Second, pedagogical problem solving is developed to tackle the educational problems under unfamiliar and continuously changing learning environments (Tynjälä & Gijbels, 2012). For teachers, moving to an online learning environment is not always easy due to many circumstances. Thus, developing a problem-solving attitude during their emergency training will allow them to face unexpected events during their emergency remote class session. To address this issue, Chun (2020) developed the practice of exploring "how might we" questions during the problem-solving exercises for preservice teachers, such as: How might we build empathy with students? How might we help educators make connections with one another?.

Third, establishing the online community of inquiry means developing "a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive and teaching presence" (Garrison, 2011, p. 15). In this case, teaching presence plays the most significant role in the transition to emergency remote learning to create a human interaction between teacher and students. Therefore, students can feel their teachers' emotional and professional support despite meeting them in the virtual environment.

Folk pedagogies

'Folk pedagogies' are formed through teacher perceptions of how people learn and beliefs about effective teaching practice (Henriksen et al., 2020). This framework was proposed by Bruner (1996) to understand the grounded knowledge of both teachers and students, which Christensen (2020) has categorized as "do," "know," "think," and "manage."

In implementing the folk pedagogies concept in emergency remote learning transition, Henriksen et al., (2020) offer several possible approaches for the practitioner to develop their teaching design. They were first conceiving teachers as learning designers. This status can shift toward viewing oneself more complex as a content creator of asynchronous support materials (Think) and information manager/consultant (Manage) in synchronous sessions.

Second, positioning students as co-constructors of knowledge means considering how to make the synchronous sessions active for students (Think/Manage roles), such as using breakout rooms in zoom to enable students to collaborate, creating meaning and presence.

Third, embracing the technology used in the learning session by exploring the platform. Specific affordances are available in videoconferencing—taking on the Manage role. For instance, in Zoom, the Chat function can add effective co-constructive parallel communication. In contrast, the Breakout Room function can be used as a collaboration space for students to create meaning and developing new knowledge.

Finally, intentionally communicating empathetically online by 1) empathetically strengthening rapport, 2) enhancing emotional engagement with students, overcoming ambiguity, and 3) fostering motivation for students to bear unpredicted circumstances are importance in this situation (Slagter van Tryon & Bishop, 2009). In this case, Bruner's Think role explicitly refers to emotional intelligence and student needs.

5 Conclusion and Moving Forward

Many studies highlight general teachers' experiences, challenges, coping mechanisms, and students' engagements in ERLT during the pandemic. This information offers the potentials for developing online language teaching for underserved communities in rural contexts to provide a tremendous breakthrough for OLT in a rural context. Human centered design has potential to create meaningful OLT experience for underserved communities in rural areas. In addition, the folk pedagogy approach can develop positive affective, behavioral, and cognitive students' engagement in OLT.

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