

Emergency Remote Teaching and Beyond

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Editor

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Voices from World Language Teachers
and Researchers

 Springer

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Preface

It is hard to believe that more than a year has passed since the eerie pandemic turned the entire world upside down and derailed every aspect of our normal lives. Just when we thought, hoped and naively predicted that this global crisis would have abated by now, little did we know that the second, third and Nth waves of the coronavirus outbreak would still be looming over our world. While I am writing this editorial at this very moment, regrettably, the threat of unforeseen coronavirus mutations is haunting us relentlessly, dimming and delaying a promising post-COVID recovery. One cannot help but wonder when we will get back to normal, free from social distancing and communicating from behind a face mask.

No one can predict what the future holds and how long the crisis will continue to disrupt the equilibrium of the social-emotional learning and well-being of all the stakeholders in the education sector. The devastating COVID-19 has drastically altered the landscape of in-class teaching and learning, forcing language educators into crisis teaching almost overnight. While online courses generally take considerable time and effort to prepare before the rollout, the abrupt switch to crisis teaching has prevented this ‘luxury’. It rushed teachers, unprepared and in a state of shock, into remote teaching in order to battle the crisis brought about by the coronavirus pandemic (Zimmerman, 2020). In fact, Hodges et al. (2020) coined the term ‘emergency remote teaching’ (ERT), to capture this chaotic phenomenon in the wake of COVID-19. This sets the stage for this edited volume, since all the inclusive chapters are based on the ERT phenomenon, and cover the salient aspects of crisis teaching associated with language pedagogy and research.

While COVID-19 has affected all students, ERT may even be more problematic for the social and emotional learning aspects of our language learners. Although ERT allows them to continue their studies amid the global pandemic, it also undermines opportunities for social connections and peer and teacher support, since ‘[t]he screen makes the students feel more anonymous and isolated’ (Richards, 2020). Furthermore, our language learners have to not only tackle the challenging demands of academic learning, but also the linguistic and cultural barriers to participation that were already an issue prior to the pandemic, but

which have been exacerbated by ERT. Let us not forget that socioeconomically disadvantaged students may have difficulty accessing (stable) broadband internet and the devices required for ERT, such as smartphones or laptops, thus aggravating inequality and the digital divide that already exists in technology-deprived contexts (Porumbescu, 2020).

By the same token, not all language teachers are well-equipped and comfortable with teaching remotely, and much less so when they have unstable internet connections or outdated devices, which only add to their frustration and anxiety (McMurtrie, 2020). For those unfamiliar with or downplaying remote teaching, ERT might have initially appeared to be an ‘easier’ or ‘lighter’ alternative to face-to-face teaching conducted in a physical class; after all, surely all the online teachers needed to do was to copy what was done in class in the online space? Voilà! Problem solved! Little did they realise that remaining online constantly while juggling technical glitches, virtual class management, and students’ online engagement and performance is actually more stressful and time consuming, particularly for teachers who were new to remote teaching. Consequently, ERT took a toll on teachers’ well-being and mental health (Schaffhauser, 2020; Tate, 2020) – the list can go on.

The question that remains is how language teachers, particularly online teaching novices, countered the inevitable threat posed by ERT and turned the tables. Specifically, what adaptive strategies and resilient innovations did they employ to overcome the challenges of ERT? How did this experience translate into their teacher identity, professional development and future teaching practices? Similarly, researchers were only able to gather data remotely during the lockdown, an inevitable constraint that sabotaged their original research plans that were geared towards a physical setting. What contingency plans did they develop, and how would these drastic changes impact on their research designs and outputs? To play devil’s advocate, has ERT also ‘pushed’ them to reinvigorate their research agendas and to explore uncharted waters via methodologies that may unearth more virgin research terrains? Above all, what lessons can we all learn from these world language teachers and researchers in the current climate and in the post-COVID-19 era?

Exploratory and inclusive in nature, this edited volume aims to examine the ERT phenomenon in more depth and to provide a platform for language practitioners and researchers to share their compelling stories about stepping outside of their comfort zones and charting their remote teaching and research trajectories. With regard to pedagogy, it spotlights how those teachers who were novices in online teaching revamped their existing teaching practices, (re)learned the technical skills needed for online delivery, reflected on the initial setbacks, reinforced their resilience and professionalism, and reimagined new identities as capable online teachers. In terms of research, it promotes the ‘teacher as researcher’ agenda, showcasing how researchers systematically documented their use of technology, their critical reflections on their achievements and the pitfalls in collecting data remotely, and evaluated the participants’ attitudes towards this drastic change. More importantly, this collection shows how researchers can capitalise on creative research design, data collection and analysis that can only be accomplished in a fully online environment.

Readership

Given its well-rounded scope that accommodates diverse educational settings and target languages in the global context, as well as innovative research agendas and approaches, this collection speaks to a wider audience. It is tailored to language practitioners across the world, as well as to curriculum designers, teacher trainers and online educators who have been affected by ERT and are eager to learn from the best practices and strategies shared by the contributors in this volume. It also appeals to tertiary academics, researchers and students in the fields of language education, applied linguistics and distance learning, who would benefit from creative research designs and viable data collection approaches that transcend social distancing. Readers will also find the pedagogical and research implications applicable to their own contexts, thus paving the way for online pedagogy and research beyond the pandemic.

Overall, this timely volume can serve as a practical guide for language educators who are involved in or are preparing for future distance or blended learning. The well-documented and concrete research plans in the curated chapters will also be beneficial for scholars involved in research regarding technology-enhanced language learning (TELL) or mobile assisted language learning (MALL). Academics and (under)graduate students can also use this collection as a main text or as a resource in courses related to educational technology and computer-assisted language teaching (CALL).

Features

This eclectic collection features the following aspects that differentiate it from its counterparts:

1. *A timely and urgent agenda:*

The global pandemic has affected all the stakeholders in language education and beyond. In this volume, teachers and researchers from across the world share their vivid stories and context-responsive strategies while pinpointing caveats in addressing burning issues in crisis teaching. Not only do their cases resonate with other like-minded readers, the lessons drawn from their first-hand ERT experiences are also valuable and transferrable to the readers' own teaching/research contexts.

2. *Global perspectives:*

This volume transcends geopolitical and spatiotemporal boundaries. It showcases a rich variety of target languages spoken around the world such as Arabic, Bangla, French, Finnish, Spanish, English, Japanese, Vietnamese and Bahasa Indonesia. It also reports on what is currently happening in ERT practices in both developing and developed countries, with a focus on under-explored contexts

such as Puerto Rico, Kazakhstan, the Philippines, Ukraine, Colombia and Bangladesh. Thus, it whets the international appetite.

3. *Diverse educational settings and topics:*

The curated chapters in this edited volume encompass culturally/linguistically diverse backgrounds and teaching/research at various educational settings, ranging from K-12 to university, and from the urban to remote regions. Specifically, it zeros in on low socioeconomic contexts in which access to the internet and facilities that are integral to remote teaching and learning are not available. Therefore, a true representation of what is occurring in the pandemic world has been attempted. Numerous contemporary topics are also tailored to the various needs and interests of all the affected stakeholders, such as online teaching practicum, online professional development, auto- and virtual ethnography, case studies and mixed methods research.

4. *A balance of research and practice:*

This well-rounded collection of both pedagogical and research pieces is welcomed by teachers and researchers alike. Both seasoned and emerging researchers and classroom teachers have joined forces to share their ERT trajectories and to shed light on innovative approaches to remote teaching and research. For example, how do practitioners utilise digital technologies to conduct online mentoring, modify study-abroad programmes and build virtual communities? Similarly, how do researchers think creatively to conduct ERT research from afar, such as social media research? This contributes to the pool of resources and handbooks for courses related to language-teaching methodologies, research methods in applied linguistics and technology-enhanced instruction.

5. *Accessible language and concrete examples:*

Given the practical orientation of the book, the language and structure are reader-friendly, first-person voice and easy to follow. This work intends to engage pre- and in-service language teachers, as well as novice researchers who prefer a more accessible guide to a dry academic piece. While the chapters in the second half of the book are research-driven, there are ample illustrative examples and well-detailed implementation plans to enable readers to replicate these studies on their own. Each chapter begins with a clear roadmap that highlights the essence of its contents, and ends with food for thought that suggests the implications for future language teaching and research beyond ERT.

Rigour

Admittedly, curating a large collection of 24 unique chapters and interweaving them seamlessly was no easy task for a single editor. To my pleasant surprise, the original call for chapters was enthusiastically answered by 85 submissions from around the world! This fervent expression of interest showed that this urgent topic resonated with the world's language teachers and researchers who had been deeply impacted by crisis teaching, and were eager to share what actually happened in their own ERT

practices, the challenges they encountered and the lessons learned, and how we all can grow as more resilient, creative and forward-thinking language educators during and after the pandemic.

Despite being intrigued by the wealth of the 85 topics that were submitted in the initial pool, I was fully aware that a more stringent approach was needed to streamline the volume by carefully selecting chapters that shared the same theme and were more suitable for the readership. After finalising the chapter selection, I conducted my own editorial screening to provide feedback and suggestions for each chapter's author(s) and to invite them to revise their chapters. Knowing that the contributors would benefit greatly from 'pearls of wisdom' from their peers, I decided to undertake the second round of internal blind review. That is, authors working in the same thematic category (for example, *Case Study Research*) were invited to provide feedback in a blind peer review in which, reciprocally, they would receive feedback from their peer reviewers. This added another layer of quality assurance to each chapter, and enabled the contributors to not only include useful peer feedback when refining their chapters, but also be inspired by and learn from their colleagues' work. All the revised chapters were then sent to Springer's external review before the final round of revision.

This iterative, co-constructive and rigorous process further epitomises how a virtual community of practice can be built remotely in the context of a pandemic.

Structure

As expressed in the title, this edited volume balances research and practice. Language practitioners and researchers across continents have joined forces to share their stories and insights, while candidly highlighting the unforeseen challenges and caveats in ERT. Twenty-four of the selected chapters are thoughtfully categorised into *Teacher Voice* – geared more towards practitioners dealing with all aspects of crisis teaching and learning, and *Researcher Corner* – delving more into innovative research designs and approaches triggered by ERT. Chapters in both parts are also thematically organised around context-responsive, pedagogy-oriented and research-informed topics that concern all the stakeholders.

Each chapter contains the following key sections:

1. *An abstract* summarises the essence of the chapter.
2. *Highlights* foreground the key chapter takeaways for the readers.
3. *The main body* presents the context of the chapter, provides a synthesised review of the literature (or theoretical framework), methodology (or research design), data presentation and discussion, implications, and a conclusion.
4. *Food for thought* offers hands-on recommendations and directions in advancing language teaching and research beyond ERT.
5. *A summary table* (in 'Teacher Voice') summarises the features of digital tools or online platforms mentioned in the chapter when available.

Final Remark

Although a dark cloud still hangs over us, every cloud has a silver lining. The DNA of this volume is to champion world language teaching and research and to celebrate all the fantastic works we have accomplished during ERT, paving the way for more sustainable and innovative pedagogy and research in the post-COVID era.



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Editor's Notes

To ease readers into this volume, my editor's notes below serve as a reading guide that spotlights the essence of each chapter, whilst weaving together salient themes and take-away lessons across the 24 curated chapters. I hope readers will find pearls of wisdom in these vivid, first-hand ERT stories, shared by world language educators and scholars amid the global pandemic that hit us all hard in the beginning of 2020.

Teacher Voice

This volume starts by making language educators' voices heard (loudly and clearly) from the *stakeholder perspectives*. Setting the stage for the entire volume, the first two chapters open a window for us to examine what is actually happening in global crisis teaching and how the impacted stakeholders perceive its repercussions for the ecology of classroom teaching, teachers' well-being and local infrastructure that have been challenged by ERT.

In Chapter “[Language Teaching in Times of COVID-19: The Emotional Rollercoaster of Lockdown](#)”, *Christine Appel* and *Jackie Robbins* take us back to when the global lockdown began in March 2020 and how language teachers and students located in Catalunya, Spain, as well as in other parts of the world, coped with this sudden and drastic shift to remote teaching. Drawn from the responses from online teachers (n=64) and students (n=307), their large-scale survey results reveal an area that is relatively overlooked in the literature, namely teacher emotion research. The authors also point out how programme coordinators can support language teachers more effectively by considering their emotional states and well-being, which subsequently affect the students. This consideration would help coordinators to make informed decisions regarding empowering staff during their on-going professional development, not only during the lockdown but also in the post-COVID stage. Chapter “[Infrastructure, Literacy and Communication: The Challenges of Emergency Remote Teaching in a University in Japan](#)”, by *Todd*

James Allen, re-examines the status quo in Japan regarding how the higher education sector copes with ERT. As an expatriate academic teaching English at a Japanese university, he candidly reveals the stark mismatch between our stereotype of the 'technology giant' and, surprisingly, Japan's lack of technological capacity to implement crisis teaching. Through the lens of his critical observation and evaluation, we witness how stakeholders (university academics, administrators and students) struggled with the rapid shift to ERT from classroom teaching due to the deficient IT infrastructure and literacy, coupled with inadequate communication and support. Stress, confusion and anxiety were exacerbated in the aftermath of ERT. Nonetheless, both chapters also shed light on the opportunities that ERT provides for trialling various new digital tools and fostering technology literacy in online language teaching and learning.

One of the most talked about aspects in the context of ERT, *online professional development and virtual community of practice*, is also highlighted in *Teacher Voice*. Three compelling and heartfelt stories shared by English teachers and professors in Indonesia and Columbia remind us of who we are as adaptable and endeavouring language-teaching professionals. In Chapter "[Teachers' Instructions and Online Professional Development During Emergency Remote Teaching in Indonesia](#)", **Hanna Sundari**, **Susianti Rosalina** and **Lalu Handi Rizal** recount how they sought all forms of professional development (PD) opportunities in the wake of the pandemic. Despite teaching in different settings (university and high school), they initiated online PD webinars and activities, while sharing resources with other fellow teachers in order to help them upskill their online teaching. High levels of creativity and online engagement permeated their virtual communities of practice, supported by multimodal technologies such as social media (WhatsApp, Instagram and Facebook), ICT-based platforms (*PembaTIK*) and digital games (Kahoot! and Quizizz). Similarly, Chapter "[Surviving ERT: How an Online Professional Learning Community Empowered Teachers During the Covid-19 School Lockdown in Indonesia](#)" illustrates that Indonesian English teachers were at the forefront with their PD when facing challenges in ERT! **Maya Defianty**, **Kate Wilson** and **Dadan** portray how a professional group of Indonesian English teachers built a tight-knit community of practice via WhatsApp. It is impressive to see that members of this supportive community joined forces in publishing practitioner-oriented outputs in order to disseminate and share them with fellow teachers who were in urgent need of best practices in ERT. They are definitely a force to be reckoned with.

Alignment with this PD movement and building virtual communities is also evidenced in Latin America. In Chapter "[Transforming from Off-liners to On-liners: Voices from Foreign Language Professors in Colombia](#)", **Kathleen A. Corrales** and **Lourdes Rey-Paba** make a strong case for a group of university professors in Colombia who rose to the occasion in ERT despite their lack of experience in online teaching. Through a supportive and empathetic online PD program, they unlearned and relearned pedagogical, technological and affective aspects of remote teaching while capitalising on a wide variety of digital tools, such as Google Classroom, ShowMore and Flipgrid, to facilitate remote teaching and optimise student learning. Most importantly, both authors draw our attention to the challenges commonly

faced in a developing country, such as no or unstable access to the internet, or limited electronic devices being available in remote regions, which aggravated the challenges associated with remote teaching and learning during the most difficult of times.

Another salient theme integral to ERT is *teacher identity and agency*. Chapter “[Emergency Remote Teaching in the Kazakhstan Context: Deprofessionalization of Teacher Identity](#)” opens our eyes to how ERT played out in another context that is less explored in the literature, Kazakhstan, a post-Soviet developing country. Readers can only imagine the hurdles and barriers Kazakh teachers and students have experienced during this difficult time given the limited resources, and the unrealistic expectations of and lack of support from the parents and governments. By employing grounded theory and co-constructed positionality, ***Kamila Kozhabayeva*** and ***Nettie Boivin*** equitably reveal the multifaceted complexities of geopolitical, institutional and sociocultural tensions in Kazakhstan, which further jeopardised teachers’ emotions, well-being and identities during the pandemic. Despite all the constraints and difficulties, readers will find solace in some of the Kazakh teachers’ proactive approaches in exploring various technological and pedagogical solutions to resolve issues. There is no doubt that more teacher PD training in ICT and open communication will play a paramount role in ‘(re)professionalising’ teacher identity and efficacy. By adopting the interesting lens of employability capital, in Chapter “[Vietnamese Pre-service Teachers’ Perceived Development of Employability Capital in Synchronous Learning Amidst the Pandemic](#)”, ***Ngoc Tung Vu***, ***Hoa Hoang*** and ***Thao Nguyen*** focus on how pre-service English teachers in Vietnam perceived their employability during synchronised online learning (SOL) triggered by COVID-19. Surprisingly, their survey results indicated the strong career aspirations of these pre-service teachers, which were linked positively to their psychological, social and cultural capitals. This positive finding also brings a breath of fresh air to ERT, as these Vietnamese teacher trainees capitalised on SOL to strengthen their employability capital (for example, their job-related knowledge and skills), thus promoting greater investment in their identity capital for future career pursuits beyond ERT.

One of the most frequently asked questions amidst the pandemic was how language teaching practicum or study exchange programmes broke through the global lockdowns and border closures. We find some innovative solutions to *online practicum and virtual study programmes* in the next two chapters. Chapter “[The Adaptation of Action Research into Online Practicum in Unprecedented Times: Opportunities and Constraints](#)”, by ***Müzeyyen Nazlı Güngör***, reveals how an initial English language teacher education (IELTE) programme in Turkey beat the odds by using online action research as a model, supported by technology-enhanced pedagogy, to continue the practicum remotely in the wake of COVID-19. We see how student teachers were still able to analyse live-streamed and video-based lesson materials, and to observe their mentor teachers’ remote teaching, debrief with their supervisors via Skype or WhatsApp calls, reflect critically on their own online lesson plans, and carefully evaluate the appropriate digital tools, such as Educandy and Animaker, to engage online learning. This sheds a positive light on the future implementation

of online practicum when facing a crisis such as COVID-19. In a similar vein, in Chapter “[French Language Studies in New Caledonia despite COVID-19: The Emergency Response Move from In-Country to Virtual Program](#)”, **Beate Mueller** and **Susan Oguro** share an inspiring story about how they turned a 3-week intensive programme for Australian students to study French in New Caledonia into a virtual study-abroad programme in response to the global lockdowns. Programme coordinators and teachers were able to recoup and creatively morph the programme in the remote-teaching space while ensuring that the ethos of the study-abroad programme, which was an immersive cultural experience, was safeguarded. This was made possible via a synergy of the best practices in viable online platforms (such as Zoom and Facebook Messenger) and multimodal tools (such as LearningApps.Org) to enable transformative collaboration, to build a virtual community to enhance the teachers' presence and interactions, and to include local experts in New Caledonia to maximise the rich target culture/history experience. This is another vivid example of language teachers' adaptability, resilience and innovation to combat the challenges posed by ERT.

The final three chapters in *Teacher Voice* shift the lens back to *language learners* and the *adaptive pedagogy* that was developed to serve them during the unprecedented times. In Chapter “[Implications of a Sudden Shift Online: The Experiences of English Education Students' Studying Online for the First-Time During COVID-19 Pandemic in Japan](#)”, **Jean Kim** echoes Chapter “[Infrastructure, Literacy and Communication: The Challenges of Emergency Remote Teaching in a University in Japan](#)” (**Todd Allen**) that online education and infrastructure in Japan surprisingly lag behind other developed countries. The abrupt shift to ERT has consequently derailed the long-held teacher-centred, classroom-based instruction, leaving both Japanese teachers and students unprepared for remote crisis teaching that demands IT literacy skills and student-driven pedagogy. Despite their initially negative attitudes towards ERT, Japanese EFL students were pleasantly surprised to learn that both their English proficiency and IT skills had improved in leaps and bounds due to their teacher's sound understanding of technology-enhanced pedagogy (community of inquiry) to optimise teaching, and the social and cognitive presence in online education. The next chapter tells a compelling story about how crisis teaching unfolded in the Philippines. Similar to the ERT phenomenon in other developing countries such as Colombia (Chapter “[Transforming from Off-Liners to On-Liners: Voices from Foreign Language Professors in Colombia](#)”) and Kazakhstan (Chapter “[Emergency Remote Teaching in the Kazakhstan Context: Deprofessionalization of Teacher Identity](#)”), Chapter “[Online Instruction as a New Learning Territory for a Filipinized Critical Language Pedagogy: From the Era of Pandemic Onward](#)” uncovers that ERT also magnified the underlying issue of unequal access to IT technology and resources in the current Philippine education system. Despite difficulties with infrastructure, **Juland Dayo Salayo** innovatively adopted critical language pedagogy and user-friendly platforms such as Google Meet and Zoom to overcome the barriers while promoting online engagement. His high school students were able to voice their critical views and raise awareness of social conscience during ERT, leading to their action plans to address real-world

issues such as 'equal rights to education and social justice' and 'youth, women and senior citizens'.

The final chapter, "[Fostering Interaction and Motivation in EFL Live Virtual Classes at University](#)", highlights the great extent to which digital tools can be utilised to support EFL university students in Argentina amid ERT, arguing that learners' motivation and interactions with their peers, content materials and instructors should not be compromised during crisis teaching. Informed by the self-determination theory and strategies for promoting learner motivation, **Ana Cecilia Cad**, **Claudia Alejandra Spataro** and **Paul Alexis Carrera** demonstrate how these essential elements can be integrated into online course design, sustained by both synchronous and asynchronous tools such as Educaplay and Quizizz.

These inspiring cases are strong evidence that language teachers could still transform student learning via adaptive pedagogy and viable technology, even during the pandemic.

Researcher Corner

The second half of this volume directs our attention to how language researchers around the world tapped into innovative ways of gathering and analysing data remotely, or put their own spin on standard research designs during the global lockdowns. The first four chapters usher us into a fascinating domain that has attracted growing attention in the fields of applied linguistics and language education, namely *ethnographic research*. Here we see two unique types of ethnography, *autoethnography* and *virtual ethnography*, spawned from ERT during these unprecedented times.

In Chapter "[Teacher Emotion in Emergency Online Teaching: Ecstasies and Agonies](#)", **Maggie McAlinden** and **Toni Dobinson** transport us back to where it all started when COVID-19 hit us hard at the beginning of 2020. By employing autoethnography as a research approach, both authors provide candid verbatim accounts of grappling with ERT and its impact on teacher emotion, anxiety and well-being, thus unveiling 'the elephant in the room' that deserves more research attention in the literature (also see Chapters "[Language Teaching in Times of COVID-19: The Emotional Rollercoaster of Lockdown](#)" and "[Emergency Remote Teaching in the Kazakhstan Context: Deprofessionalization of Teacher Identity](#)"). The hallmark of ethnography, thick description, is strengthened by the emotional appraisal and multimodal semiotic analyses of rich data, triangulated from their real-time session recordings, side chats and unit evaluation reports. Their great sense of humour and critical reflections are a breath of fresh air that helped them to battle and transcend ERT. Credit also goes to the authors' two lovely pets, Arizona the cat and Yallah the beagle, making the reading even more enjoyable. Following suit, **Katherine Morales**, **Gabriel Romaguera** and **Edward Contreras** conducted autoethnographic research as a trio to paint a fuller picture of how ERT takes place in Puerto Rico, a US territory that had been ravaged by hurricanes and earthquakes, followed by the

global pandemic. Their heartfelt thick descriptions shed light on the hurdles in crisis teaching, which are exacerbated by poor IT infrastructure (see Chapters “Infrastructure, Literacy and Communication: The Challenges of Emergency Remote Teaching in a University in Japan” and “Implications of a Sudden Shift Online: The Experiences of English Education Students’ Studying Online for the First-Time During COVID-19 Pandemic in Japan” for cases in Japan) and unequal access to the internet, similar to the situations observed in other developing countries (see Chapters “Transforming from Off-Liners to On-Liners: Voices from Foreign Language Professors in Colombia”, “Emergency Remote Teaching in the Kazakhstan Context: Deprofessionalization of Teacher Identity” and “Online Instruction as a New Learning Territory for a Filipinized Critical Language Pedagogy: From the Era of Pandemic Onward”). Despite all the challenges, their reflective autoethnographies helped them to make educated decisions when adapting pedagogy and evaluating technology that allowed for remote teaching and learning in their specific context considering the low socioeconomic realities and needs of the students.

The next two chapters take a step further in illuminating how virtual (online) ethnographic research could be conducted during the pandemic. Chapter ““I Will Teach from the Heart”: Teachers’ Beliefs and Practices During an Emergency Remote Language Pedagogy in a Heritage Language School During the COVID-19 Lockdown” explores the linguistic and cultural dimensions of a Finnish-immigrant, community-run heritage school in Canada by focusing on how volunteer teachers made sense of their ERT practices shaped by the teachers’ beliefs, experiences, and collaborations with the parents and the community. *Anu Muhonen* demonstrates how she gathered virtual ethnographic data from her field notes on observing remote Finnish language classes, teacher reflections documented via Padlet, casual discussions and interviews. While ERT may pose challenges, we witness another successful case in this chapter, as the teachers established a strong bond with the parents and the Finnish community in order to continue supporting their heritage students. Remote teaching also brought this tight-knit heritage community closer, fostered teachers’ ERT practices and developed new beliefs about community-driven, learner-oriented remote-teaching pedagogy. By the same ethnographic token, Chapter “Emergency Remote Teaching (ERT) or Surveillance? Panopticism and Higher Education in Bangladesh” presents a compelling case of students’ voices and reactions to ERT in the higher education sector in Bangladesh, another developing country that was impacted severely by the global pandemic due to the inadequate IT infrastructure and resources. By adopting a virtual ethnographic approach, *Shaila Sultana* illustrates how she remotely shadowed and observed the first-hand online activities and posts made by Bangladeshi university students on various Facebook pages. The rich multimodal data, peppered with English, Bangla, Hindi, emoticons and symbols, was analysed using the transglossic framework. Given her online immersive engagement, she was able to pin down the metaphorical panopticism by unearthing the frustrations, emotions and anxieties the students experienced due to the surveillance imposed by the authorities during ERT.

In the absence of face-to-face peer contact, it is vital to discover both the positive and the negative impacts of social media on teachers' experiences during the pandemic crisis, and how they developed the resilience to not only survive, but thrive. However, little research has attempted to explore the wealth of social media data involving language teachers during ERT, and few attempts to investigate the discursive practices of online professional development communities have been made to determine how social media use alleviates teachers' affective, cognitive and socio-emotional challenges. This motivated the inclusion of *social media research* in this volume.

In Chapter “[The Generative Affects of Social Media Scroll-Back Interviews: In Conversation with Spanish as a World Language Teachers During the COVID-19 Lockdown in Australia](#)”, **Danielle H. Heinrichs** employs an innovative remote data collection approach, namely social media scroll-back interviews, to examine the affective aspects of Spanish language teachers in Australia during the global lockdowns. Rather than following a standard interview protocol, she creatively tapped into the teachers' Facebook posts, timeline activities and screen sharing as a mechanism to untangle the entanglements of their affects due to ERT. The author rightly shows that the social media scroll-back method opens up a new avenue for researchers to bypass social distancing, thus indicating its potential merit in remote research. Chapter “[Peer Capacity Building in Emergency Remote Teaching: Informal Language Teacher Professional Development on Twitter](#)” illustrates how ERT research can be conducted remotely using another popular social media platform, Twitter. By undertaking a document analysis of original tweets generated by various professional teacher communities connected through hashtags (#), **Karin Vogt** discovered nuanced dimensions in peer-capacity building among language teachers in Germany in the wake of COVID-19. Despite the well-intentioned online community building to support teachers' professional development during ERT, topical tweet discussions focused primarily on pedagogical aspects such as digital tools, thus leaving teachers' emotions as the elephant in the room (also see Chapters “[Language Teaching in Times of COVID-19: The Emotional Rollercoaster of Lockdown](#)”, “[Emergency Remote Teaching in the Kazakhstan Context: Deprofessionalization of Teacher Identity](#)” and “[Teacher Emotion in Emergency Online Teaching: Ecstasies and Agonies](#)”). Again, this chapter foregrounds the relevance and viability of social media research that opens our eyes to uncharted territory.

The following three chapters bring us back to one of the most popular research designs in social sciences and applied linguistics, *case study research*. Chapter “[Individual and Institutional Responses to the Exigency of Online Teaching: A Case Study from Qatar](#)”, by **Mick King** and **Sedigh (Sid) Mohammadi**, presents a solid case of EFL college teachers' experiences of and reactions to ERT in Qatar, another unique context that deserves more research attention. Exploratory and interpretive in nature, the case study design is strengthened by the rich data gathered from multiple sources, ranging from documents (official emails sent by the administration) and surveys to focus group interviews with the teachers and management team

throughout the pandemic. By adopting a thematic analysis of the triangulated data, the authors' findings reveal salient themes regarding how EFL teachers reacted to ERT such as resilience, self-efficacy, professional development (Virtual Academy), collegiality and administrative support (Virtual Hub). These best practices can also be transferrable to other similar settings.

Chapter “[Pedagogical Insights into Emergency Remote Teaching: A Case Study of a Virtual Collaboration Project in the Turkish and Hungarian Pre-service Teacher Education Context](#)” illuminates another interesting case in a telecollaboration project between Turkish and Hungarian pre-service EFL teacher programmes during the pandemic. This unique setting amid the crisis justifies the case selection criteria in this chapter. By employing an exploratory case study approach, *Işıl Günseli Kaçar* and *Imre Fekete* illustrate the implementation of pre-project planning, suitable online assessments, the selection of digital tools, viable mentoring supervision, and mutual engagement in project tasks in virtual exchanges. Despite social distancing preventing face-to-face connections in students' lives during the pandemic, the telecollaboration project shortened the virtual distance while offering both cohorts a gateway to co-construct new knowledge with their counterparts in technology-enhanced pedagogy and intercultural competence. Both the teacher researchers and the students were empowered and gained new understanding via this fruitful virtual exchange project amid the pandemic. Chapter “[A Multi-case Study of English Language Teachers in Vietnam in Emergency Remote Teaching Mediated by Technologies: A Sociocultural Perspective](#)” takes us to Vietnam, and explores the ERT practices and beliefs of eight English language teachers with Vietnamese or English as an L1. Motivated by sociocultural theory, *Hanh Dinh* and *Thu Dao* adopt a multi-case study design to paint a fuller picture of the similarities and differences in the experiences of these EFL teachers within and across ERT settings. Their robust thematic analysis of teacher interviews (via Zoom) and authentic teaching materials reveal that ERT, albeit disruptive and challenging, has ‘pushed’ these teachers to self-regulate and re-construct their knowledge, approaches and strategies to engage in remote teaching, mediated by reflective and revamped pedagogy and (a)synchronous digital platforms. These successful case studies prove that the sky is the limit.

As our world is becoming more complex, multifaceted and sometimes confusing, particularly during the global pandemic, relying on a single research method or approach, be it quantitative or qualitative, might not capture a holistic picture of the phenomenon being investigated. Hence, the final three chapters foreground the designs of *mixed methods research*, another popular type of research that is embraced by scholars across disciplines.

Chapter “[Exploring EFL Teachers' Technological Pedagogical Content Knowledge and Student Engagement in an Emergency Remote Teaching Context](#)” examines how EFL teachers' technological pedagogical content knowledge (TPACK), informed by sociocultural theory, determined student engagement (SE) in a Saudi Arabian university during ERT. By adopting an explanatory sequential

mixed methods design, *Dian N. Marissa* and *Wedad Allahji* show how they gathered quantitative data (TPACK and SE questionnaires) that further informed the purposeful selection of participants in qualitative data (Zoom interviews and online artefacts and activities documented in Google Classroom), followed by rigorous data analyses such as a normality check and using Dedoose software to locate conflicting evidence. The findings highlight three key elements in teachers' pedagogical competence that eased the teachers' path into ERT and sustained SE, namely reflexivity, adaptability and responsiveness. The authors' study sets a viable benchmark for how rigorous mixed methods research can be conducted remotely.

Chapter "[Listening to Student Voice to Improve the Quality of Emergency Remote Teaching](#)" shifts the focus back to our students. Using students' voices as a conceptual framework, *Olga Yashenkova* examines how 549 EFL students at a Ukrainian university perceived their ERT experiences and the implications of using their voices to make a difference in current and future education. Unlike Chapter "[Exploring EFL Teachers' Technological Pedagogical Content Knowledge and Student Engagement in an Emergency Remote Teaching Context](#)", a convergent mixed-methods design was adopted and triangulated from multiple data sources such as e-learning and institutional surveys, interviews, an authentic task and student feedback. The rich qualitative and quantitative data merge to reveal illuminative themes, indicating that Ukrainian students are ready and willing to embrace remote learning despite the constraints of poor internet access, the lack of soft skills, IT literacy and the teachers' attention to individual needs. These students' voices are definitely valued and heard loudly, and can hopefully be fed back into a transformation of language education in Ukraine.

The last but definitely not the least crucial chapter that concludes this volume presents a large-scale mixed methods study conducted in the European Union (EU) during the pandemic. *Ágnes Pál* and *Rita Koris* touch on a thought-provoking topic that every language teacher would like to know more about: How do we select viable alternative assessments in the context of ERT? In this regard, 177 university educators in the EU who were involved in the field of language for specific purposes (LSP) provided their perspectives of the types of assessment that are suitable for crisis teaching. By adopting a convergent mixed methods design (see Chapter "[Listening to Student Voice to Improve the Quality of Emergency Remote Teaching](#)"), the authors collected quantitative data by surveying these teachers about their experiences with 29 alternative assessments, with attention being paid to higher-order thinking skills (HOTS) according to Bloom's taxonomy, ranging from cloze or multiple-choice tests to telecollaborative projects or portfolios. Based on the survey results, they selected 12 teachers to take part in semi-structured interviews. It is noteworthy that, overall, LSP teachers welcomed assessments that tapped into learners' HOTS, and considered them to be more effective and suitable for remote and blended learning in the future. Chapter "[LSP Teacher Perspectives on Alternative Assessment Practices at European Universities Amid the COVID-19 Crisis and Beyond](#)" fittingly concludes this volume on a positive note.

Endnote

These 24 inspiring, heartfelt and compelling stories are evidence that teachers and researchers alike can still rise to the occasion during crises; that is, the global pandemic has forced us to teach and research outside the box, to upskill and to grow under pressure. Every crisis presents a great opportunity, and I rest my case in this edition.

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To all the teachers and researchers who have unwaveringly conquered ERT and turned crisis into opportunity with compassion, creativity, resilience and humanity in language teaching and research, you are beating the odds by making a difference in students' social-emotional learning, and by pushing the research envelope even during the most difficult of times. Kudos to you all!

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Contents

Part I Teacher Voice: Stakeholder Perspectives

Language Teaching in Times of COVID-19: The Emotional Rollercoaster of Lockdown	3
Christine Appel and Jackie Robbins	

Infrastructure, Literacy and Communication: The Challenges of Emergency Remote Teaching in a University in Japan	23
Todd James Allen	

Part II Teacher Voice: Online Professional Development and Virtual Community of Practice

Teachers' Instructions and Online Professional Development During Emergency Remote Teaching in Indonesia	45
Hanna Sundari, Susianti Rosalina, and Lalu Handi Rizal	

Surviving ERT: How an Online Professional Learning Community Empowered Teachers During the Covid-19 School Lockdown in Indonesia	67
Maya Defianty, Kate Wilson, and Dadan	

Transforming from Off-Liners to On-Liners: Voices from Foreign Language Professors in Colombia	91
Kathleen A. Corrales and Lourdes Rey-Paba	

Part III Teacher Voice: Teacher Identity and Agency

Emergency Remote Teaching in the Kazakhstan Context: Deprofessionalization of Teacher Identity	113
Kamila Kozhabayeva and Nettie Boivin	

Vietnamese Pre-service Teachers’ Perceived Development of Employability Capital in Synchronous Learning Amidst the Pandemic	133
Ngoc Tung Vu, Hoa Hoang, and Thao Nguyen	
Part IV Teacher Voice: Online Practicum and Virtual Study Program	
The Adaptation of Action Research into Online Practicum in Unprecedented Times: Opportunities and Constraints	153
Müzeyyen Nazlı Güngör	
French Language Studies in New Caledonia Despite COVID-19: The Emergency Response Move from In-Country to Virtual Program	173
Beate Mueller and Susan Oguro	
Part V Teacher Voice: Language Learners and Adaptive Pedagogy	
Implications of a Sudden Shift Online: The Experiences of English Education Students’ Studying Online for the First-Time During COVID-19 Pandemic in Japan	193
Jean Kim	
Online Instruction as a New Learning Territory for a Filipinized Critical Language Pedagogy: From the Era of Pandemic Onward	215
Juland Dayo Salayo	
Fostering Interaction and Motivation in EFL Live Virtual Classes at University	235
Ana Cecilia Cad, Claudia Alejandra Spataro, and Paul Alexis Carrera	
Part VI Researcher Corner: Auto- and Virtual Ethnographic Research	
Teacher Emotion in Emergency Online Teaching: Ecstasies and Agonies	261
Maggie McAlinden and Toni Dobinson	
How to Adapt in Crisis: An Autoethnographic Approach to (Re)Building Coursework	289
Katherine Morales, Gabriel Romaguera, and Edward Contreras	
“I Will Teach from the Heart”: Teachers’ Beliefs and Practices During an Emergency Remote Language Pedagogy in a Heritage Language School During the COVID-19 Lockdown	315
Anu Muhonen	
Emergency Remote Teaching (ERT) or Surveillance? Panopticism and Higher Education in Bangladesh	341
Shaila Sultana	

Part VII Researcher Corner: Social Media Research

- The Generative Affects of Social Media Scroll-Back Interviews: In Conversation with Spanish as a World Language Teachers During the COVID-19 Lockdown in Australia** 371

Danielle H. Heinrichs

- Peer Capacity Building in Emergency Remote Teaching: Informal Language Teacher Professional Development on Twitter** 391

Karin Vogt

Part VIII Researcher Corner: Case Study Research

- Individual and Institutional Responses to the Exigency of Online Teaching: A Case Study from Qatar** 411

Mick King and Sedigh (Sid) Mohammadi

- Pedagogical Insights into Emergency Remote Teaching: A Case Study of a Virtual Collaboration Project in the Turkish and Hungarian Pre-service Teacher Education Context** 435

Işıl Günseli Kaçar and Imre Fekete

- A Multi-Case Study of English Language Teachers in Vietnam in Emergency Remote Teaching Mediated by Technologies: A Sociocultural Perspective** 459

Hanh Dinh and Thu Dao

Part IX Researcher Corner: Mixed Methods Research

- Exploring EFL Teachers' Technological Pedagogical Content Knowledge and Student Engagement in an Emergency Remote Teaching Context** 485

Dian N. Marissa and Wedad Allahji

- Listening to Student Voice to Improve the Quality of Emergency Remote Teaching** 507

Olga Yashenkova

- LSP Teacher Perspectives on Alternative Assessment Practices at European Universities Amid the COVID-19 Crisis and Beyond** 535

Ágnes Pál and Rita Koris