

## English Language Teaching Development: Emergency Remote Teaching Challenges in the Covid-19 Era

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### ABSTRACT

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**Received:** 19 January 2024  
**Revised:** 24 November 2024  
**Accepted:** 14 November 2024  
**Published:** 31 December 2024

To limit the spread of the Covid-19 virus, rapid modifications in instructional delivery transitioned from in-person to online education. The Covid-19 outbreak sparked a historic global push to learn and teach remote languages via Internet venues. The rapid transition from face-to-face to remote learning is significantly distinct from planned online learning. Due to a shortage of resources and preparation chances, both language teachers and students have quickly shifted to depending on online learning in the overwhelming majority of cases. Their tales demonstrate endurance, resourcefulness, and bravery under extremely difficult circumstances. Understanding the nature of this transition can help to advance Online Teaching (hereinafter OT) and Emergency Remote Teaching (hereafter ERT). This qualitative and descriptive study looks into the unexpected and radical changes in English ERT, with a focus on the conceptual framework for developing relevant and engaging ERT and student engagement during ERT. Several studies have been conducted in various regions of the world to investigate the methods and procedures created by English Language Teaching (hereinafter ELT) to help students strengthen their English language and literacy skills. These conceptual advances are studied and shown, as are the various ways how ELT responded to the difficulties raised. Different conceptual shifts necessitate a variety of ELT approaches to the challenges identified, which are demonstrated and addressed. This report summarises the investigation's primary findings and offers recommendations for teaching English remotely.



**Keywords:** *Challenges, English Language Teaching (ELT) Development, Emergency Remote Teaching (ERT), Online Teaching (OT).*

 : <https://doi.org/10.47766/idarrah.v8i2.2537>

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## INTRODUCTION

The Covid-19 pandemic has had a profound influence on both our everyday routines and professional endeavours (Gupitasari & Retnawati, 2024). The closure of educational institutions worldwide necessitated the use of internet platforms for language teachers and students to engage in remote instruction and learning of their respective native languages on a global scale (Al Yakin et al., 2023).

Despite the growing integration of technology in language education in recent years and its extensive use in well-equipped settings, numerous language teachers and learners were unexpectedly compelled to depend exclusively on the Internet for teaching and learning (Apriani et al., 2022; Fatimah & Santiana, 2017; Santiana; Santiana et al., 2021). This occurrence has transpired for the third time and without sufficient prior readiness. As a result, they were compelled to rely solely on the Internet for teaching and learning without proper preparation (C. Hodges & Fowler, 2021).

Numerous individuals encountered challenges in adapting to the demands of online language education and learning, compounded by deficiencies in their local infrastructure (Ghozali & Khoirunurrofik, 2020), such as limited internet access (Chandra et al., 2024), and inadequate resources. Moreover, concerns have arisen over the exacerbation of disparities in infrastructure and resource accessibility due to the quick and extensive expansion of online learning (Musthofa et al., 2023). Despite the inherent challenges, the COVID-19 pandemic presented significant opportunities for language educators to explore and implement online learning methodologies, acquiring valuable insights that can inform future language education practises (Sukyadi & Hakim, 2023).

Consequently, scholars will be required to articulate the insights gained from this formerly distinctive endeavour aimed at incorporating technology into the realm of language education (Fatimah & Santiana, 2017; Muthmainnah et al., 2022; Santiana Santiana & Marzuki, 2022). The sudden shift from in-person to online language learning has posed considerable difficulties for students, educators, educational institutions, and parents, even though online language learning is not a novel concept.

Moreover, it is imperative to acknowledge that diverse demographics, heightened concern due to the pandemic, and disparities in digital access need the implementation of diverse instructional methodologies, comprehensive support systems, and tailored curricula for online education. Consequently, it is imperative to explore the subsequent research inquiries pertaining to the impacts of emergency transitioning during the Covid-19 pandemic on the realm of online language instruction:

- (1) what distinctions exist between Online Teaching (OT) and Emergency Remote Teaching (ERT) related to language learning?

- (2) how does Emergency Remote Teaching (ERT) impact students' Engagement in Online Teaching (OT)?
- (3) which conceptual frameworks are required in Emergency Remote Teaching (ERT) for students to be successful?

## METHOD

The present study employed a descriptive qualitative methodology to explore the multifaceted challenges encountered in English Language Teaching (ELT) development during the emergency remote teaching period precipitated by the Covid-19 pandemic. Descriptive research aims to systematically depict and define specific phenomena along with their inherent characteristics, providing a comprehensive portrayal of the contextual realities. In this study, the primary focus was on synthesizing diverse circumstances and experiences reported across numerous scholarly works related to ELT in the Covid-19 era, particularly emphasizing the sudden shift to remote instruction and its implications for teaching effectiveness, learner engagement, and resource accessibility. The collected data were subsequently analyzed through the lens of several pertinent hypotheses, allowing for an in-depth understanding of the obstacles and adaptive strategies within this unprecedented educational context. This approach facilitated a nuanced depiction of how emergency remote teaching has influenced pedagogical practices, highlighting both the limitations and opportunities for future development in English language education under crisis conditions.

## RESULTS AND DISCUSSION

### **The Distinctions Between Online Teaching (OT) and Emergency Remote Teaching (ERT) in Language Learning**

The Covid-19 epidemic has catalyzed a multitude of research endeavours focused on online language teaching. It is imperative to conduct a comprehensive examination of the ramifications of this issue in the field of online language instruction. According to recent research on online education conducted by Means & Neisler (2020), it was shown that a significant number of teachers utilised passive delivery modes, including synchronous video conferencing (Pujasari, 2021), throughout the outbreak (Baker et al., 2023). A variety of instructional strategies were employed by educators, including the incorporation of recorded films, the utilisation of quizzes or online learning tools, and the implementation of collaborative projects (Morgan, 2020). Moreover, this paper aims to emphasise the scholarly study conducted on institutional initiatives and analyse pertinent studies about the progress made in the field of language teaching and learning technologies. It is worth noting

that technical resources are commonly included in institutional endeavours to foster the growth of online education.

Hodges & Fowler (2020) conducted a comparative analysis between occupational therapy (OT) and exercise-based rehabilitation therapy (ERT), highlighting that the former entails a meticulous and intricate design process, typically demanding a planning period of six to nine months (C. Hodges & Fowler, 2021). On the other hand, Emergency Remote Teaching (ERT) refers to an abrupt and temporary shift in the mode of instructional delivery as a result of many factors, including inclement weather conditions, armed conflicts, or health-related emergencies. Furthermore, Hodges & Fowler (2020) argue that due to the abrupt transition from traditional instructional methods to remote teaching, online scheduled instruction cannot be considered synonymous with remote instruction (T. Hodges et al., 2020). The primary objective in such circumstances is not to provide a full educational setting, but rather to give immediate educational opportunities and pedagogical support in a manner that is easily implementable and promptly accessible during an emergent scenario.

In addition, Hodges & Fowler (2020) assert that the circumstances surrounding the epidemic, along with the efficacy of instructional approaches, represent the ultimate determinants that define Emergency Remote Teaching (ERT). Both educators and students, as well as administrators and institutions, were ill-equipped for the implementation of Emergency Remote Teaching (ERT) (Bozkurt & Sharma, 2020). In the context of traditional online learning, educators are afforded sufficient time to establish the virtual classroom environment and engage in ongoing professional development opportunities that enhance their technological proficiency and curriculum design capabilities (Marlina & Bashori, 2021). The university possesses enough institutional support in terms of software and technology required for classroom development (Purnomo et al., 2024). Consequently, the online classroom is equipped with meticulously developed course materials, pedagogical strategies, curriculum, and assessments (Lim et al., 2023).

The implementation of remote instruction may vary across different contexts. Individuals who have restricted connectivity and lack access to the internet or computers might obtain education using take-home work packages and online training. Therefore, although planned online education encompasses many modalities (such as entirely online or blended) and communication methods (such as synchronous or asynchronous), remote instruction may choose to utilise or avoid technology for instructional purposes (Rahman et al., 2023). Throughout the educational process, there is a consistent spatial and temporal separation between pupils and other individuals involved, such as educators and classmates.

The research on remote learning in academic settings (Dumford & Miller, 2018; Hikmatullah, 2022; Seaman et al., 2018) that distance education is increasingly

favoured, although it also presents distinct problems. Remote language learning is not exempt from challenges and may present additional hurdles. The challenges associated with acquiring a language by remote means include the absence of a physical instructor, the isolated learning environment, and limited opportunities for engagement in the target language.

Consequently, individuals engaged in remote language learning necessitate a heightened level of self-regulatory skills in comparison to pupils enrolled in alternative academic disciplines. The teenagers with whom the participants of the study interacted faced a developmental obstacle in achieving this degree of self-regulation, even though it is within reach for middle and high school students.

Within the framework of a global pandemic, these obstacles are amplified, hence underscoring the imperative nature of discerning between deliberate distance education initiatives and the reactive measures taken in response to a worldwide calamity (Bozkurt & Sharma, 2020). Some schools that already had established infrastructure were able to implement a fully remote and asynchronous approach to Emergency Remote Teaching (ERT) right from the beginning of the pandemic. In contrast, some schools chose to adopt a strategy of gradually building and implementing their remote teaching systems as they went along. According to Hadar et al., the commencement of the pandemic in each instance was characterised by a perception of an "emergency" (Hadar et al., 2020)

During the Covid-19 pandemic, research pertaining to remote language education has predominantly consisted of nationwide surveys conducted among language instructors now employed in the field. MacIntyre, et al. conducted a survey to investigate the stress levels and coping strategies employed by language teachers in the initial stages of the epidemic (MacIntyre et al., 2020). The researchers found that educators of World Language (hereinafter referred to as WL) reported the online teaching workload to be highly demanding, particularly when combined with additional stressors such as family health concerns. Those who utilised coping strategies characterised by a proactive approach, such as acknowledging the existence of the pandemic and actively seeking emotional assistance, showed a higher likelihood of achieving positive outcomes in this particular situation compared to those who deployed avoidance methods, such as denial and disengagement. In their study, Moser et al. investigated the adaptation of course design in response to the Covid-19 pandemic (Moser et al., 2021).

Prior to the onset of the pandemic, a significant proportion of World Language (WL) courses continued to be delivered by traditional in-person instruction, despite the availability of several online platforms for WL education. Nevertheless, language instructors who possessed prior experience in online teaching were still ill-equipped for the abrupt shift to emergency remote learning. Furthermore, it was seen that

prioritising essential needs took precedence over the pursuit of academic progress. Additionally, educators assessed their students to have had worse educational achievements. It is noteworthy that a considerable proportion of World Language (WL) teachers in the Moser et al. (2021) study were instructed to refrain from involving students in language study (Moser et al., 2021). Moreover, among those who were allowed to involve students in language study, there were notable limitations imposed on the use of technology by students.

Hodges & Fowler (2020) state the authors clarify that ERT (Emergency Remote Teaching), in contrast, was not afforded the opportunity to adequately prepare their physical classroom environment. Zimmerman (2020) referred to the transition to online learning as "the great online learning experiment," highlighting the sudden shift of academic institutions to digital platforms without sufficient resources or preparedness. In some instances, educators experienced uncertainty over the initiation of online instructional practices (Fatimah & Santiana, 2017) (Santiana, et al., 2024). According to Munastiwi, a significant number of individuals underwent classroom management training that lasted for several hours (Munastiwi & Marfuah, 2019). In instances characterised by limited resources and remote geographical locations, the absence of adequate infrastructure and proficient educators exacerbates the challenges associated with implementing online education. Both educators and students were found to be lacking the essential infrastructure required for the facilitation and participation in online instructional sessions.

A significant number of students residing in rural areas of Indonesia faced challenges in accessing basic technological resources, such as mobile phones, which hindered their ability to engage in online learning (Kusumastuti, 2022) (A. et al., 2021). Despite this possibility, a significant number of individuals engaged in the practice of sharing their smartphones with both their siblings and parents. Given these circumstances, it would be unreasonable for educators to anticipate that students would be entirely engaged in the classroom or able to meet deadlines for their assignments. The lack of adequate preparation, limited technological proficiency among teachers, and students' inability to participate in online courses have all contributed to poor student engagement (Ayebi-Arthur, 2017).

One additional challenge experienced during Emergency Remote Teaching (ERT) was the psychological burden faced by both educators and learners. According to Hodges & Fowler (2020), numerous conceptual frameworks in the field of online learning are derived from the typical environments in which teachers and students operate, including the amount of time dedicated to online learning and the level of support provided during the construction of online teaching materials (C. Hodges & Fowler, 2021).

In the event of an emergency, individuals are offered Emergency Response Team (ERT) services, while their psychological well-being is characterised by emotions such

as dissatisfaction, worry, and perplexity. Consequently, the majority of educators place a high emphasis on the welfare of their pupils as they navigate the conclusion of the academic year under unforeseen circumstances. Despite encountering numerous challenges, the implementation of ERT in language learning during the COVID-19 epidemic has demonstrated some notable benefits. These advantages encompass a creative and practical instructional approach, the fostering of inventiveness, as well as increased student engagement and resilience (Orphanidou et al., 2024).

### **The Impact of ERT on Student Engagement in Online Teaching**

Research has revealed a range of attitudes towards online education. This study investigates language learners' ERT experiences via the lenses of their emotions, beliefs, practises, and preparation for ERT language learning. The examination of the emotional experiences of language learners has emerged as a significant concern within the realm of research pertaining to the abrupt transition from traditional in-person instruction to remote learning. Boredom has been extensively examined as a prevalent feeling in several cross-sectional and longitudinal research investigating the emotional encounters of language learners engaged in educational technology-mediated instruction, particularly within a learning context. Research has been conducted to investigate the aetiology of boredom and the tactics employed by language learners to manage it. Additionally, scholarly investigations have explored the causal mechanisms underlying boredom and its long-term effects on language learners (Yazdanmehr, et al., 2021) (Jiao et al., 2022).

Furthermore, Bhuana & Apriliyanti (2021), investigated the difficulties that teachers have when adopting online learning in their study. According to their findings, the learning process provides three challenges for teachers: technology, course material, and students. The first challenge was related to an internet connection, which is a common problem in online education. The second issue was that the teachers had difficulty changing the design and delivering the required resources. The final concern was the students' engagement and technical access. Aladsani (2021) explores instructors' participation tactics . Positive involvement, he claims, emerges when kids feel encouraged and respected.

Several ways of English language learning development were beneficial during ERT. These include the teachers' ability to motivate students to participate in the discussion forum, encouraging interaction during lectures by giving them the option of participating orally or in writing, calling on students by name, and awarding points towards their grades for participation. These methods assist students in feeling active, recognised, and a member of an online community.

In addition, the scholarly work conducted by Kusumastuti has examined the

commendable practical and pedagogical endeavours undertaken by middle school educators in rural regions of Indonesia as they navigate the challenges posed by the Covid-19 pandemic (Kusumastuti et al., 2020). Despite facing challenges such as limited facilities and resources, teachers in rural areas of Indonesia have demonstrated their ability to create engaging and stimulating learning environments for their pupils. By fostering student engagement and ensuring their access to the virtual learning environment, educators cultivate resilience, creativity, and a positive outlook in students in ERT for language acquisition. Introducing multimodal learning alternatives is an additional approach aimed at augmenting student involvement.

The inclusion of financial resources and observable conditions as tools for students to demonstrate their knowledge in a rural environment facilitated the integration of new content within a localised context (Pangestu & Karnadi, 2020). In order to teach the skill of description, it is recommended that educators utilise local structures or places as learning objects, as opposed to foreign ones. This pedagogical approach promotes the cultivation of profound cognitive involvement among students by affording them the opportunity to construct significance and articulate their thoughts through educational outputs, as opposed to just rote memorization.

In the same vein, Lestiyawanawati & Widyantoro (2020), a study was conducted on the difficulties and solutions experienced by Indonesian teachers when deploying an e-learning system during the Covid-19 pandemic. Teachers employed three teaching tactics in the online teaching and learning process, including the use of online chat, video conference, and a combination of online chat and video conference. During e-learning, the following obstacles arose: teachers' difficulty in using technology, school facilities that supported e-learning, difficulties in explaining the subject, students' limited internet connection, students' economically challenged family backgrounds, and parents' support.

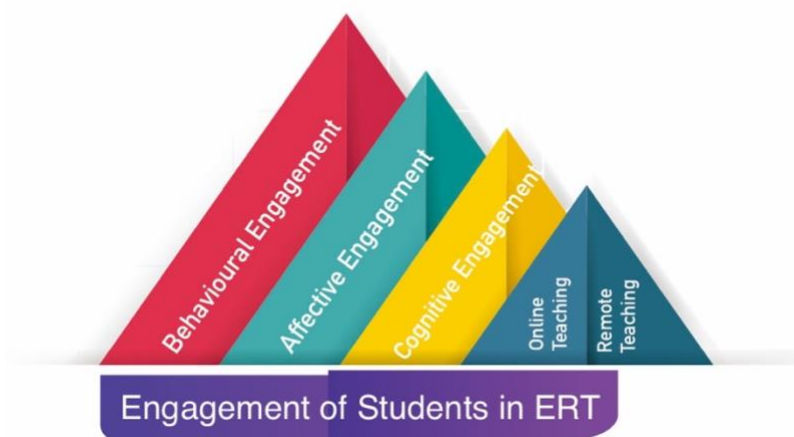
Moreover, Toquero and Divina conducted a study aimed at assessing the challenges and advantages associated with the COVID-19 pandemic within the Philippine setting (Divina et al., 2023). There has been a contention that a limited number of research examining the impact of the Pandemic on education has been undertaken, with a greater emphasis placed on studies about health. This study suggests that there is a need for enhancements in the delivery of educational modalities, particularly in higher education. It is recommended that curricula be integrated into appropriate versions that incorporate advancements in technology.

Presently, the delivery of education necessitates the utilisation of digital or remote methods (Rodriguez-Gomez et al., 2024). The implementation of online learning during the COVID-19 pandemic in Indonesia has been a topic of discussion. Aji et al. (2020) argue that it was necessary to implement online learning to understand the various challenges and opportunities that may vary across different regions in Indonesia (Fuad et al., 2022). Before the pandemic, some schools in Indonesia had

already adopted a blended learning approach, which combines online and offline modes of instruction. During that period, e-learning was considered to be of secondary importance and was mostly used to facilitate the completion of assignments and a limited number of additional assessments. The Covid-19 epidemic, however, has brought significant changes in various aspects.

### Engagement of Students in ERT

The concept of student engagement is a complex construct with multiple dimensions. It encompasses affective, emotional, behavioural, and cognitive aspects (Novita et al., 2022) (Santen et al., 2019).



**Figure 1: Engagement of Students in ERT**

Figure 1 presents a hierarchical model of student engagement within the context of Emergency Remote Teaching (ERT), highlighting the multifaceted challenges faced during this abrupt transition to online education. It categorizes engagement into three interrelated dimensions: behavioural, affective, and cognitive engagement. Behavioural engagement, depicted as the largest segment, refers to students' active participation and involvement in learning activities, which is often hindered in ERT due to limited physical presence and interaction. Affective engagement involves students' emotional responses and attitudes toward learning, which can be negatively impacted by feelings of isolation and reduced social connection in remote settings. Cognitive engagement, the smallest segment, relates to the mental effort and strategies students employ to comprehend and master content, which may decline due to distractions and lack of direct support. The model further distinguishes between online teaching and remote teaching, emphasizing that while both modalities rely on digital platforms, emergency remote teaching is characterized by its rapid, unplanned implementation, often lacking the pedagogical design of traditional online learning. This framework underscores the complexity of maintaining holistic student

engagement during ERT and highlights the need for targeted strategies to address behavioural, affective, and cognitive challenges to optimize learning outcomes in crisis-driven educational environments.

### *Affective Engagement*

When learners cope with emotional responses during the learning process, they engage in affective engagement. The way students react in class can reveal both positive and bad aspects of the dynamic process. Higher accomplishment and self-regulation are indicators of positive affective engagement (Xie et al., 2019). Students who show enjoyment and motivation, for example, will participate actively in classroom discussions and activities. Students who exhibit boredom and resistance to classroom dynamics, on the other hand, will most likely result in decreased involvement and bad performance. This type of involvement is known as negative affective engagement.

The results of positive affective engagement in online language training can be observed through students' perspectives on instructional methods and learning tasks. For instance, when pupils acknowledge the significance, value, and practicality of the task and are driven to accomplish it. This cognitive orientation is anticipated to result in favourable behavioural involvement, exemplified by the timely completion of tasks and active engagement in classroom discourse.

OT increased exclusivity and decreased anxiousness during an emergency using an online chatbox, which significantly increased students' affective engagement (Walker & Koralesky, 2021). In addition, OT provides the opportunity to capture all students' voices in a less threatening manner. Posting and responding to queries via the chatbox boosted student participation and engagement during ERT. Furthermore, the flexible method of the OT asynchronous form allows students enough time to assimilate the materials and communicate their comprehension through posts and comments. The contributions of teachers' replies and feedback during Emergency Remote Teaching (ERT) are also influential in fostering students' positive affective engagement (Aladsani, 2021; Saputra & Abdullah, 2023).

According to recent studies conducted by Aladsani educators who exhibited a considerable degree of digital empathy and emotional support were found to enhance students' sense of belonging within the online learning community. In addition, the experience of receiving support and belonging to a particular group helped alleviate students' adverse emotions towards their online lectures. This experience motivated students to adhere to project deadlines, actively engage with their instructors during lectures, and actively participate in both synchronous and asynchronous online discussions. In addition, it has been observed that educators who offer individualised instruction and prompt feedback to students' assignments have played a significant role in fostering their perseverance in the virtual learning environment. During the implementation of emergency online learning, students can monitor their academic

progress, thereby fostering a sense of self-efficacy and improved self-perception.

Based on the findings of Walker & Koralesky, it was seen that students exhibited higher levels of positive emotional involvement in an online synchronous classroom as compared to an asynchronous one. In addition, asynchronous online classrooms are most effective for adult learners seeking increased flexibility due to personal circumstances and societal responsibilities. According to Hodges & Fowler (2020), the implementation of synchronous online instruction has been found to enhance engagement among younger students who may benefit from additional support to successfully complete their tasks. Furthermore, Aladsani argues that the consequences of involvement in emergency remote instruction may be influenced by diverse educational systems and cultural backgrounds, thereby addressing the disparity shown in the aforementioned three studies.

Walker & Koralesky found that the predominant manifestation of negative engagement in ERT was mostly attributed to the replication of traditional face-to-face classroom practises. Moreover, the efficacy of the online classroom has been subject to stigmatisation, with prevailing perceptions suggesting its inferiority compared to the traditional face-to-face classroom, despite a substantial body of data that contradicts this notion. The negative connotation associated with ERT has a discernible influence on the perceptions of both students and teachers. Consequently, it was seen that student motivation to attend classes decreased, while teachers had challenges in designing a curriculum that effectively leveraged the advantages offered by online education Hodges & Fowler (2020). Furthermore, as a consequence of limited interpersonal engagement and uncertain circumstances, a considerable number of students experience feelings of isolation and a perceived absence of assistance during emergency remote learning.

### *Behavioural Engagement*

Behavioural engagement refers to students' actions and behaviours in class that might help or impede their performance and achievement in online learning. This dimension is demonstrated by how students respond to online education and tasks. Positive behavioural engagement can lead to improved performance and achievement in the classroom. Students who respond to teachers' instructions, classroom debates, and peer assignments, for example, are more likely to succeed. Students who do not respond to online instruction or submit their assignments after the due date, on the other hand, are likely to decrease their engagement.

As a result, their success and performance will most certainly suffer. Students demonstrated positive behavioural engagement during the emergency online learning when they had adequate time to complete their assignments (Senevirathna et al., 2023). They alter their learning behaviour and timetable in response to the

dynamics of their class. More students participated in classroom discussions and shared their opinions than normal. The chat room box in an online synchronous classroom allowed students to join in the discussion at the same time and allowed teachers to recognise them while the class was in session. However, if teachers do not properly supervise the chatbox, this direct engagement might be harmful.

In contrast, ERT resulted in negative behavioural engagement and a lack of accountability for students who did not have a supportive learning environment (Aladsani, 2021; Walker & Koralesky, 2021). During the lockdown in Saudi Arabia, the majority of female students in higher education have children and families to care for (Rahman et al., 2023). This condition made it difficult for female students to focus on their online classroom and complete their homework on time. In this scenario, female students are more likely to perform during emergency remote learning if teachers do not provide adequate support.

Issues and challenges also played an important impact in the development of students' negative behavioural engagement. For students with minimal technology literacy, navigating online learning systems and electronic gadgets can be difficult. While many higher education institutions offer online technical support to help students from a distance, the K12 system barely provides enough support for teachers, let alone students. In this situation, students would cope with the instructional materials, connectivity, and technical difficulties that arose in the classroom. Many ESL students in the United States come from working-class backgrounds where both parents and pupils lack skills in accessing online learning platforms or their gadgets. As a result, many ESL students were unable to access the online classroom at the start of the pandemic (Kassim Normalini et al., 2024).

Another situation involves psychological difficulties and a lack of accountability during an emergency remote learning session. Many students found it difficult to concentrate on their online lessons while concerned about their family or their health. As a result, they did not contribute as much in the online discussion as they did in the in-person classroom. Furthermore, a lack of accountability from parents, instructors, and peers resulted in negative behavioural involvement in the classroom (Rahman et al., 2023). Emergency remote learning was not always as well prepared as typical online learning (Fuad et al., 2022). Many teachers lacked the time, pedagogical understanding, and online skills needed to prepare the classroom. Many K12 teachers and students in rural Indonesia have expertise with internet communication, let alone the online classroom. Consequently, many students missed class and lagged behind their peers in cities.

### *Cognitive Engagement*

During the learning process, this component combines and employs students' motives and techniques to absorb and develop knowledge. Cognitive engagement improves in the online learning environment as students get more experience and

comprehension of classroom design. In this situation, online classroom designers and teachers should allow students to exercise their language skills, make decisions, and give relevant learning resources based on their daily living experiences.

Deep cognitive engagement is distinguished from shallow cognitive engagement. He et al. (2019), defined it as ways to elaborate concepts in the classroom, whereas superficial cognitive engagement results in memory and new information collecting (He et al., 2024). Unfortunately, many online language learning programmes do not encourage students to engage in deep cognitive engagement. Students' engagement is instead primarily judged by their participation and timeliness in finishing their tasks. Expecting pupils' cognitive participation in ERT appears to be excessive. Teachers encountered numerous challenges in generating cognitively engaging materials due to a lack of professional development, instructions, and even time (T. Hodges et al., 2020).

There has been little research on cognitive involvement during ERT. Most research concentrates on affective and behavioural involvement, which may be easily assessed during online learning. Walker & Koralesky contend that emergency online instruction improves cognitive engagement in Canadian institution. The ability to revisit course material and multimodal learning resources are the major variables that support the progress. In the traditional classroom, students could not rewind the teacher's spoken explanation or their peers' responses during the discussion (Radovanović et al., 2015). Furthermore, due to the short period of the lesson, not all pupils can express themselves fully. In this example, "shy" students are given insufficient opportunity to participate in the classroom dynamic and must rely on their homework to demonstrate their cognitive engagement.

Meanwhile, it is worth noting that all pupils within an online educational setting possess an equal possibility to expand upon their thoughts and concepts. Students also have the option to review and revisit the educational materials inside their learning management systems, such as Blackboard, Canvas, or Moodle. The capacity to access and review online resources is crucial for language learners seeking to enhance their comprehension and proficiency in the subject matter and instructional materials.

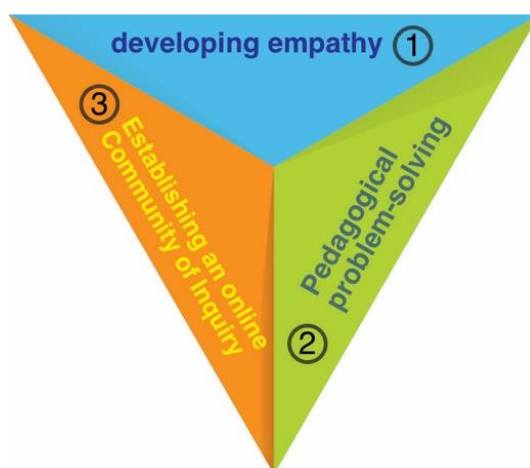
### **Developing Conceptual Framework for Relevant ERT**

Amid the worldwide pandemic, the phase of education has shifted to an ERT environment rather than face-to-face classrooms to reduce students' and educators' health risks all around the world (C. Hodges & Fowler, 2021). However, for decades, emergency remote learning has been significantly different from a well-planned online learning experience. Many educational institutions' rapid shifts online have created various obstacles for teachers in providing a high-quality online learning

experience. Furthermore, they were powerless when students were unable or unable to attend their online class sessions owing to insufficient infrastructure (Ning & Corcoran, 2020) or mental health difficulties. As a result, to build a more effective and quick transition to emergency remote learning, teachers must design their learning around the needs of their students.

### *Design for Human-Centred*

Human-centred design arose from the development of a computer system that reflected human requirements and behaviour (Muhali, 2019). Human-centred approaches shift their attention from expecting humans to adapt to technology to developing a system that represents human behaviour and requirements. Human-centred design in education is intended to develop a programme or learning environment that mimics how humans interact and learn in a natural setting. This notion promotes empathy for others while also developing a creative problem-solving attitude (Lūka & Niedritis, 2014) (Sveda et al., 2023).



**Figure 2: The concept of human-centred design**

Figure 2 shows the concept of human-centred design addresses the challenge that teachers around the world face during the emergency online transition by focusing on three aspects of learning design: (a) developing empathy, (b) engaging in pedagogical problem-solving, and (c) establishing an online Community of Inquiry (CoI) (Lasekan et al., 2024).

Before shifting to online classes, teachers must first understand their student's needs and difficulties, including their physical and mental health. As a result, before beginning the classroom session, the instructor can discuss the classroom structure (synchronous vs. asynchronous), communication channels, and learning materials to satisfy the expectations of both the students and the teacher. Furthermore, students can indicate how much compensation they would offer to the teacher if they skip class or the agreed-upon due date. It is intended that by compromising the format, platform, and subject to satisfy the demands of both students and teachers, it will offer

a more independent and structural learning environment outside of the classroom.

In addition, pedagogical problem-solving is used to address educational issues in new and constantly changing learning environments. Transitioning to an online learning environment is not always easy for teachers due to a variety of factors. As a result of acquiring a problem-solving mentality throughout their emergency teaching, they will be able to deal with unexpected situations during their emergency remote class sessions. To address this issue, [Baran and AlZoubi](#), established the technique of asking “how might we” questions during preservice teachers’ problem-solving exercises, such as: how might we promote empathy with students and how can we assist educators in making connections with one another?

Moreover, creating an online Community of Inquiry (CoI). According to [Garrison, 2011](#), Teaching presence is crucial in the transition to emergency remote learning to build a human relationship between teacher and students. As a result, despite meeting their lecturers virtually, students can experience their emotional and professional support. Furthermore, [Fiock and Heinrichs](#) states the CoI is a framework for promoting meaningful learning experiences through cognitive presence, social presence, and teaching presence ([Heinrichs, 2018](#)). The research of [Fiock \(2020\)](#) has implications for the field by 1) informing online instructors and course developers about the significance of community building in online environments; 2) providing an introduction and general review of the CoI framework; and 3) providing a design document to guide practitioners on instructional activities that best align with the CoI framework and the seven principles of best practices for the online environment.

### *Folk Pedagogies*

Folk pedagogies of teachers are situated within the context of contemporary trends in teacher professional development, wherein initial preparation, induction into the workplace, and teacher professional development are studied as integral aspects of the total. In other statements, folk pedagogies are established by teachers’ ideas of how people learn and attitudes about effective teaching techniques ([Henriksen et al., 2020](#)).

Furthermore, [Henriksen et al., \(2020\)](#) present numerous techniques for practitioners to construct their teaching design when adopting the folk pedagogies transition. They first imagined instructors as learning designers. This position can change to a more complicated vision of oneself as a content developer of asynchronous support materials (Think) and information manager/consultant (manage) in synchronous sessions.

Second, positioning students as knowledge co-constructors entails thinking about ways to make synchronous sessions lively for students (Think/Manage roles), such as employing breakout rooms in class. Zoom in to allow kids to collaborate and

create meaning and presence. Third, by browsing the site, you may embrace the technology used in the learning session. Taking on the manager position provides specific affordances in videoconferencing. In Zoom, for example, the Chat tool can enable successful co-constructive parallel discussion. The Breakout Room feature, on the other hand, can be used as a collaborative area for students to build meaning and develop new knowledge.

Finally, consciously interacting empathetically online by 1) empathetically developing rapport, 2) boosting emotional engagement with students, overcoming ambiguity, and 3) fostering incentives for students to bear unpredictability are critical in this setting.

## CONCLUSION

Throughout the outbreak, numerous studies have focused their research on the collective experiences, problems, and coping mechanisms of educators, specifically about their engagement in Emergency Remote Teaching (ERT), as well as the level of involvement exhibited by their students. This data possesses the potential to provide substantial progress for occupational therapy in the linguistic domain within rural areas, as it enables the provision of online language training to economically disadvantaged individuals residing in rural settings. The utilisation of a human-centred design approach has the potential to offer important occupational therapy experiences to disadvantaged rural communities. Furthermore, it is worth noting that the implementation of the folk pedagogy instructional approach holds promise in enhancing the favourable affective, behavioural, and cognitive engagement of students in the field of occupational therapy.

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