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Araştırma Makalesi * Research Article

Adaptation to Emergency Remote Teaching: Perspectives from Instructors Teaching in English Preparatory Programs

Zorunlu Uzaktan Eğitime Adaptasyon: İngilizce Hazırlık Programlarında Öğretim Yapan Öğretim Görevlilerinin Görüşleri

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Abstract: The present study investigates the experiences of English language instructors (ELIs) teaching at tertiary-level English preparatory programs during Emergency Remote Teaching (ERT), which was imposed to mitigate the spread of COVID-19 pandemic. Adopting a cross-sectional survey design, the researchers developed a questionnaire to explore reflections of ELIs concerning their remote teaching experiences, the changes that took place in their teaching practice, the challenges and issues negatively affected their instruction and their overall attitudes towards ERT. The results indicated that the majority of ELIs were not involved in remote teaching prior to ERT, however they reported to have an average or above-average expertise in teaching remotely. It was also revealed that ERT caused an increase in the time allocated for lesson preparation and a decrease in teaching time in virtual classrooms. ELIs also indicated that of all the factors that negatively affected their teaching practice, student-related issues disrupted ERT most. Finally, even though ELIs displayed a positive attitude towards remote teaching, they did not believe that ERT provided an effective learning experience for students and that remote teaching could potentially substitute for traditional face-to-face instruction. The study presents some implications in developing, organizing and implementing planned remote teaching of languages.

Keywords: English language instructors (ELIs), English preparatory programs, COVID 19, emergency remote teaching.

Öz: Bu çalışma, COVID-19 pandemisinin yayılımını azaltmak için uygulanan Zorunlu Uzaktan Eğitim (ZUE) sırasında yükseköğretim düzeyinde İngilizce hazırlık programlarında ders veren İngilizce öğretim görevlilerinin (İÖG) deneyimlerini araştırmaktadır. Kesitsel bir anket tasarımı benimseyen araştırmacılar, İÖG'nin uzaktan eğitim deneyimleri, ZUE sırasında öğretim uygulamalarında meydana gelen değişiklikler, ZUE'yi olumsuz yönde etkileyen zorluklar ve ZUE'ye yönelik genel tutumları hakkındaki görüşlerini araştırmak için bir anket geliştirdiler. Sonuçlar, İÖG'nin çoğunluğunun ZUE'den önce uzaktan öğretim deneyimi olmadığını, ancak uzaktan öğretimde ortalama veya ortalamanın üzerinde bir uzmanlığa sahip olduklarını göstermiştir. ZUE ile derse hazırlık için ayrılan sürenin arttığı ve öğretim süresinin azaldığı ortaya çıkmıştır. Ayrıca, İÖG öğretim uygulamalarını olumsuz etkileyen faktörler arasında öğrenciyle ilgili sorunların ZUE'yi en fazla olumsuz

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etkilediğini belirttiler. Son olarak, İÖG'nin uzaktan öğretime karşı olumlu bir tutum sergilemelerine rağmen, ZUE'in öğrenciler için etkili bir öğrenme deneyimi sağladığına ve uzaktan öğretimin potansiyel olarak geleneksel yüz yüze öğretimin yerini alabileceğine inanmadıkları ortaya çıkmıştır. Çalışma, bu sonuçlar ışığında planlı uzaktan dil öğretiminin geliştirilmesi, düzenlenmesi ve uygulanmasında bazı çıkarımlar sunmaktadır.

Anahtar Kelimeler: İngilizce öğretim görevlileri (İÖG), İngilizce hazırlık programları, COVID 19, Zorunlu uzaktan eğitim (ZUE)

INTRODUCTION

Since the declaration of COVID-19 as a global pandemic in early 2020, much has been written and said about its local and global effects on different walks of life, yet any introductory remark might still fall short of expressing the magnitude and severity of the significant disruptions it caused. The impact of COVID-19 has been incredibly diverse and manifested itself in a variety of fields. Needless to say, the pandemic has transformed the landscape of the entire education sector. In an attempt to halt the spread of the outbreak, one nation after another has been forced to shut down swaths of universities and schools for long stretches of time. A recent report by UNESCO (2020) clearly showcases the extent of the repercussions by indicating that over 1.5 billion students in more than 160 countries across the globe have been negatively affected due to the closure of universities and schools. According to the same report, universities and schools were still closed in 119 countries in June when lockdown directives were revoked in several countries and over one billion students worldwide which account for the 55,2% of all registered across various levels of education were still negatively affected. In sum, the detrimental impacts of COVID-19 in academic settings were pervasive and severe in the spring of 2020.

As the lockdown measures have been taken by governments, educational institutions have had to deal with this unprecedented situation by looking for alternative ways to ensure the sustainability of teaching and learning processes while keeping their students and staff safe from an emergent public health situation sweeping across the world. Many have called off all face-to-face (F2F) classes switching to a remote delivery format and adopted distance education by resorting to synchronous or asynchronous modes of online delivery. This precipitate shift of instructional delivery to a temporary alternate online mode has been commonly referred to as "Emergency Remote Teaching" (ERT) in the relevant literature (Bozkurt & Sharma, 2020). In the face of the pandemic, online teaching/learning has become an emergent necessity as the panacea of the time, not an option as it used to be. The transition has been so swift that at some institutions teaching staff were given a few days' notice to make necessary preparations to transfer their teaching into online medium (Gacs et al., 2020).

In this respect, language teaching at the tertiary level has been no exception. For many language teaching programs that have been compelled to remote teaching, online language instruction has become a reality and the new normal. Particularly at the beginning of the ERT process, language instructors were challenged to restructure their courses, adapt their course materials, embrace motivating and engaging teaching methods to ascertain effective language learning and provide a positive environment conducive to learning and teaching (Egbert, 2020). The new normal has created a greater challenge for language classes compared to lectures and seminars in other disciplines where the instructor of a course usually conveys information through an oral presentation and students passively listen and take notes. In the mainstream language classrooms where communication and interaction with and among students is prioritized, language instructors make use of the physical space skillfully by making arrangements for pair or group work and reorganizing the seating plan or furniture to achieve meaningful exchanges of information. In fact, during ERT many language instructors have suggested that lack of regular human encounters such as inferring students' needs from their body language, getting in and out of conversations, or engaging with each other F2F have been the most compelling factors of the digital language classrooms that made adaptation to ERT a serious challenge. Many have considered the digital language classes as a bizarre substitute for the physically incorporated sociocognition of the classroom (Guillen, Sawin, & Avineri, 2020). Language instructors have been striving to adapt to this new situation and familiarize themselves with the techniques and tools that will help them build and maintain connections with and among learners in addition to achieving their curricular objectives through online instruction. In this context, we have considered that an analysis of

the English language instructors' overall ERT experiences and attitudes towards ERT concerning the aforementioned issues can be instrumental in better understanding this unprecedented situation.

LITERATURE REVIEW

Distance Foreign Language Education at Tertiary Level

The past few years have witnessed a substantial increase in the number of online courses offered by educational institutions and private enterprises such as Rosetta Stone, Duolingo, Busuu, etc. (Lin & Warschauer, 2015) but the practice of using distance education methods in language teaching has a long tradition with its own sets of pros and cons (Felix, 2008; White, 2017). In many instances of distance education across the disciplines other than language education, the instruction usually entails the presentation of information along with methods of implementing that information in dealing with real-life problems. In foreign language education, however, the instruction requires more than presentation and practice of information. The inherently social nature of learning and using languages and the fundamental role assigned to the practical use of language for communication have challenged distance education where communication between collocutors is mediated through technological means. Nevertheless, the recent developments in educational technology have made it possible for teachers and learners to communicate in real-time employing different modes including audio, video and text. Online learning platforms that are central for distance education are now instantaneously accessible and available to learners, rendering it much easier to learn and practice outside the walls of the classroom.

The practice of distance foreign language teaching in higher education manifests itself in fully remote or blended (a combination of F2F instruction and online coursework) formats where synchronous and asynchronous modalities are employed through the provision of online digital learning and teaching tools. In the online synchronous modality, the courses are conducted real-time, demanding learners and instructors virtually meet at the same time from different locations and the course content is delivered on a digital platform with the chance of learner-instructor and learner-learner interaction. It is congruent with F2F instruction with regard to feedback and communication which are the indispensable components of language classes. In the online asynchronous modality, learners and instructors still meet virtually but without a scheduled time, interacting at different times and the course is conducted via online audio and video elements and forums for discussion. It is more flexible and self-paced on the learner part (Meskill & Anthony, 2015). The use of synchronous digital tools pioneered the distance foreign language teaching in the higher education context and caused a paradigm shift in the sense that foreign language learners were granted the possibility to practice speaking and writing skills to develop communicative competence, to take advantage of the corrective feedback provided by instructors immediately and also to enjoy the fun element added into the lessons (White, 2017).

Previous research comparing F2F language instruction to remote language teaching has suggested that online teaching brings flexibility for learning and offers individualized practice with materials presenting authentic language content, and also stimulates turnout rates, class participation and engagement (Felix, 2008, Gacs et al., 2020). While these positive effects are frequently addressed in the literature, other studies have also documented that the benefits of online teaching could be mitigated by technical issues or individual ones such as lower self-efficacy of instructors and learners in digital literacy and online teaching/learning skills (Artino, 2010). Gacs et al. (2020) also addressed assessment-related issues such as the lack of balanced evaluation of the four language skills and other challenges concerning the selection of appropriate teaching/learning tasks for skills. Admittedly, these challenges and benefits reported in the previous research should be taken into consideration by noting the inherent differences between planned distance education and ERT which impact the overall language learning and teaching experiences. Therefore, the following section will elaborate on those key distinctions.

ERT vs. Planned Remote Teaching

The difference between ERT and planned remote teaching originated from the considerations of Hodges, Moore, Lockee, Trust, and Bond (2020), who suggested that the teaching and learning experiences engendered from a carefully-planned remote teaching format are significantly different from an instructional delivery format temporarily offered online as an alternate to F2F instruction due

to a halt in normal functioning caused by a predicament such as a war, natural disaster or health crisis. Hodges et al. (2020) describe ERT as follows:

a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. ERT involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated (p. 6).

Planned remote teaching is developed to ensure sustainability and designed for a long-term commitment being repeated in multiple time periods. It also involves a firm dedication and support from the stakeholders, instruction from trained faculty, provision of appropriate resources and digital technology. On the other hand, the swift transition to the ERT aims to guarantee the continuation of instruction and therefore has a short-term outlook. It is often the case that compromises have to be made to take action swiftly based on realistic but modifiable achievement goals (Gacs et al. 2020).

ERT in English Language Teaching

A number of publications have been produced on ERT within the context of English language teaching (ELT) and a significant number of these have included reports and commentaries from practitioners and authorities introducing novel instructional practices or implementations to refer to the challenges induced by ERT, to enhance the efficacy of teaching and learning processes and to present practical suggestions for administrators, students and instructors/teachers (see Akbana, Rathert & Agcam, 2021 for an overview). Unlike the empirical investigations, these reports and commentaries were not based on a research methodology lacking systematic data collection procedures. Very few research studies have reported on the experiences of ELT practitioners concerning the way they cope with the novel conditions caused by the pandemic and the majority of these studies consisted of qualitative observations from an insider's perspective with a relatively small number of sample sizes and they did not rely on methodologically validated procedures of data collection and analysis. Therefore, only the methodologically robust studies were included in the review below.

One such investigation was conducted by Moser et al. (2021), surveying the perceptions and experiences of language teachers on ERT, their prior experiences with distance education and any changes concerning the classroom setting. The results revealed that only a small number of teachers reported positive attitudes toward and experiences with remote teaching prior to the pandemic. While engaged in ERT, they had to adjust their standard procedures and expectations. They also indicated apprehensions with regard to student outcomes and despite reporting well-designed courses, they expressed their concerns about the possibility of not being able to meet the instructional goals. Hakim (2020) examined the challenges and positive effects of integrating technology into remote ELT classes at a university setting. The researcher used online questionnaires and interviews to collect data from English language instructors.

The results suggested that the instructors noted problems concerning access to the internet connection, learners' lack of attendance to the courses on learning management system (LMS) and lack of proper assessment procedures as the most striking challenges of the ERT. The results also revealed that the instructors displayed positive attitudes toward ERT by suggesting that ERT is better than completely halting the language instruction and ERT could give learners an opportunity to keep on studying under secure conditions and within their comfort zones. They also expressed a positive attitude for engaging in professional development activities and further training to excel at effectively integrating technology into their classes. In a case study, Cheung (2021) investigated the synchronous online delivery mode as a replacement for F2F teaching during ERT and reported on the factors impacting the integration of technology. Data consisted of classroom recordings, semi-structured interviews and stimulated-recall protocol. The findings indicated that synchronous online teaching provided fewer opportunities for checking the understanding of students and for interaction between teacher and students. The researcher also highlighted that the factors affecting the level of technology integration during synchronous online teaching were professional development, pedagogical beliefs and the context. To illustrate, it is inconceivable for teachers to change their pedagogy even in an online setting when they hold the belief that the grammar-translation approach is necessary to help students gain mastery over the accuracy of linguistic forms to do better in an exam. Nevertheless, a higher degree

of technology is integrated when teachers' pedagogy swifts from a transmissive perspective to a constructivist one. Furthermore, the researcher suggested that it is challenging for teachers to spare time and effort to get more capable of integrating tools for student-centered instruction when they have a heavier workload. Apart from the studies that aimed to capture the very nature of ERT practices and classroom implementations, MacIntyre, Gregersen and Mercer (2020) examined the factors that language teachers found most stressful and their coping strategies. They employed a relatively large sample consisting of international participants. The findings indicated that workload and family health were rated as the most stressful experiences followed by loss of control over work. Other factors that caused stress in language teachers included intertwinement between work and home, irregular work hours, stress of remote teaching, loss of control over personal decisions and stress over their finances. As for the coping strategies, the data suggested that they most frequently resorted to acceptance as a coping strategy, followed by reframing, advanced planning, actively taking action about the situation, distracting themselves using work or other activities. On the other hand, disengagement, denial and substance abuse were reported to have been the least commonly applied coping strategies.

As can be seen, to date, there have been only a small number of specific and methodologically sound examinations addressing ERT-related issues in English language teaching from the perspectives of teachers/instructors. There is still much to be known regarding how English language instructors recoup the unavoidable predicament by ERT, uncharted territory for some, if not for all of them. We need more research studies that could explore the experiences of English language instructors with ERT, document the challenges they faced and how these challenges have been tackled. To this end, the present study aimed to ascertain the perspectives of English language instructors and the way they adapted to the ERT conditions while teaching at the tertiary level. English language teaching at the tertiary level is specifically targeted as the universities have been the institutions that have devised optimal solutions to the issues caused by ERT. Additionally, English language instruction is implemented more systematically and in a mostly standardized fashion within the tertiary context, which renders comparability possible across the global scale. The following are the research questions that guided the present study:

1. What beliefs were reported by English language instructors concerning their online teaching expertise, the changes that took place in their teaching practice during ERT and their expectation of ERT?
2. What sort of factors were reported to have negatively affected English language instructor's teaching practice during ERT?
3. What were the attitudes of English language instructors towards ERT?
4. What conceptions emerge from English language instructors' accounts of overall ERT experiences?

METHOD

Research Context

As per the decisions taken by the Turkish government to prevent the spread of the COVID-19 pandemic, all higher education institutions were mandated to cease their educational activities for three weeks starting from March 16, 2020. In order to refrain from the disruption of higher education and the interruption of the academic calendar, the Turkish Council of Higher Education (YÖK) required universities to transition to online instruction during the pandemic and requested the necessary infrastructure to transform the delivery of F2F courses into distance education format using asynchronously or synchronously modes. The majority of higher education institutions finalized their preparations and began distance education on March 23, 2020, which marked the beginning of ERT in Turkey. This rapid transition from F2F education to distance education impacted universities at varying degrees as some of them had already been offering online courses, some had been preparing for it, some had possessed no experience at all. The most common practice of ERT manifested itself as adopting an online platform where virtual classes equivalent of physical classes on campus were accessed by students through a simple log-in at their usual schedule and the instructions of the course were seen

and followed asynchronously and synchronously at the click of a button or through the tapping of a screen. Due to the interactive nature of English language classes that differ from regular lectures given in any discipline, the majority of the universities opted for synchronous mode of instructional delivery to mimic the application of routine teaching practices taking place in physical classrooms. Testing and assessment practices were also implemented again through online means mostly in the form of projects and assignments. Students experiencing problems accessing the online learning platforms because of issues concerning facilities or internet connections were given the opportunity to use facilities at local municipalities and government institutions as a result of the initiatives of YÖK to achieve the sustainability of ERT. ERT practice continued until the end of the spring semester of the 2019-2020 academic year.

Research design

The study adopted a cross-sectional survey design to collect large quantities of data by means of a questionnaire at one point in time (Creswell, 2014). This particular design was preferred as questionnaires render efficient and economical data collection in a short amount of time through a standardized procedure (Dörnyei 2003). An additional and important consideration for the deployment of questionnaires concerned its practicality to promote collection of data from samples that are geographically varied when it is administered electronically (Couper, 2005).

Participants

Participants were lecturers/instructors teaching in the Preparatory English language Program (PYP) at universities across Turkey. PYP is a form of English medium instruction (EMI) implementation, where students finishing secondary school education are offered an intensive year of English language learning in universities before starting to study in an EMI program. PYPs aims to help students become equipped with necessary English language skills so that they can follow their disciplinary subjects taught in English. PYP is conducted by English language instructors (ELIs), including both native and non-native speakers of English. ELIs were specifically targeted in the present study as PYP is a global phenomenon implemented in different contexts across the world (Macaro, Curle, Pun, An, Dearden, 2018), thus rendering the comparability of findings possible. A convenience sampling method was adopted in employing the participants. The questionnaire was electronically sent to ELIs with the aim of getting as many responses as possible. The total number of ELIs included in the present study was 115, consisting of ELIs teaching at state universities (n= 80) and private/foundation universities (n=35). The demographic information about the participants is presented in Table 1 below:

Table 1. *Demographic information about the participants.*

		Number	Percent %
Gender	Female	79	68,7
	Male	36	31,3
Age	21-30	14	12,2
	31-40	55	47,8
	41-50	42	36,5
	51 and above	4	3,5
University	State	80	69,6
	Foundation	35	30,4
Years of Teaching	1-5 years	10	8,7
	6-10 years	28	24,3
	11-15 years	27	23,5
	16-20 years	23	20
	More than 20 years	27	23,5
Prior remote teaching experience	Yes	25	21,7
	No	90	78,3

As can be seen in the table, the number of male participants was 36, while 79 female ELIs participated in the study. Age groupings of the ELIs were as follow: 12,2 % in 21-30 years of age, 47,8% in 31-40 years of age, 36,5% in 41-50 years of age, and 3,5% in 51 and above group. In terms of total

years of teaching experience, 8,7% of the ELIs had 1-5 years of experience; 24,3% had 6-10 years of experience, 23.5% had 11-15 years of experience, 20% had 16-20 years of experience, and 23,5% had more than 20 years of teaching experience. The distribution of male and female instructors in state and foundational universities also represented a homogeneous frequency according to Chi-square tests in which we observed no statistically significant differentiation (p =,985). While 21% of the ELIs had a previous experience of online/remote teaching of English before the COVID-19 pandemic, 78,3% of the instructors reported no prior involvement in online/remote teaching. Cross-tabulation shows that there was no statistical difference between the frequencies of instructors with a previous online/remote teaching experience of English before the Covid 19 pandemic in state and foundational universities (p= ,765); therefore, it could be assumed that the groups were homogenous in terms their online/remote teaching experience.

Data Collection

An extensive literature prevails on how to design questionnaires addressing issues including, but not limited to, instructions, item wording and sequencing, question types, layout, etc. (e.g. Gillham 2000; Brown, 2001; Dörnyei, 2007) and this literature informed the development of the questionnaire employed in the present study (see Appendix A)

The questionnaire was formed in an electronic format by using Google Forms and administered electronically as an open link. ELIs were invited to respond via emails, instant messaging tools (WhatsApp, Telegram, etc.) and social media (Facebook, Instagram, etc.). Before responding to the questionnaire, the consent of the participants was acquired. The participants were able to respond to the questionnaire between July 15 and September 15, 2020.

The questionnaire consisted of five sections with a combination of closed and open-ended questions. Section A asked respondents for demographic information. Section B was designed to seek information on the experiences of instructors during emergency remote teaching. This section consisted of closed questions, which examined reflections of respondents concerning the changes in their teaching practice and their expectations of ERT. The third section (Section C) presented 10 statements about the possible problems that had the potential to negatively impact emergency remote teaching and asked respondents to rate the level of effect on a 5-point Likert scale by selecting a number from 1 to 5, where 1 = Had no negative effect at all, and 5 = Had an extremely negative effect. The statements (see Table 2 for the list of items) included a variety of potential problems likely to be experienced during remote teaching such as those resulting from student-related issues (e.g. items 1 through 3), profession-related issues, (e.g. items 4 through 6) institutional and technical/context-specific issues (e.g. items 7 through 10). The fourth section (Section D) targeted the attitudes of respondents toward emergency remote teaching (see Table 3 for the list of items) and asked them to indicate the extent to which they agreed with each of the statements using the 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree). The final and the fifth section (Section E) included an open-ended question inquiring whether the respondents had anything else they would like to share about their emergency remote teaching experiences. This particular section question offered extremely insightful qualitative data which contributed to the in-depth analysis of the issues addressed in the present study.

Prior to the administration of the questionnaire, it was piloted with a group of 20 ELIs and necessary modifications were applied regarding the clarity and wording of the items based on the recommendations of the piloting ELIs. After the revision process was completed, the administration phase was initiated.

Data Analysis

The quantitative data was measured using Statistical Package for the Social Sciences (SPSS) 22. Various descriptive and inferential statistical analyses were carried out in accordance with the research questions. Descriptive and frequency analyses were used to present demographic information of the participants such as gender, age, type of university, years of teaching experiences and prior remote teaching experiences. Descriptive statistics and frequency analysis were also used to understand the

online remote teaching expertise, change in the time allocated for lesson preparation and teaching, factors that have a negative effect on ERT and the frequencies of the attitude scores for each item.

As part of parametric tests, *t*-tests for independent samples were used to compare groups for differences in their perceptions regarding the factors that have a negative effect on ERT and their attitude scores.

For the qualitative sections, the researchers employed content analysis. In the final section, (Section E), an open-question inquired the respondents to add anything else they would like to share about their ERT experiences. In this section the researchers first read all the comments carefully. Then, in the second round of reading they used emergent coding to mark the ideas of the instructors in NVivo 11. In the third round, the researchers evaluated the preliminary codes and merged them under broader terms that are used to define the factors having a negative effect on ERT above. The codes that cannot be merged under pre-defined themes were categorized in emerging themes.

RESULTS AND DISCUSSION

Online teaching expertise and perceptions regarding professional responsibilities

The researchers sought answers for the first research question through Section B in the questionnaire. The focus of the first research question was twofold: 1. to explore the perceived level of expertise of ELIs on their overall online teaching experiences and 2. to explore the change in their professional responsibilities and their expectations concerning ERT. As far as the online teaching expertise was concerned, the respondents were asked to rate their online/remote teaching expertise on a scale between 1 and 5 in which 1 represents "novice" and 5 represents "expert". The frequency of the expertise rating is presented in Figure I below.

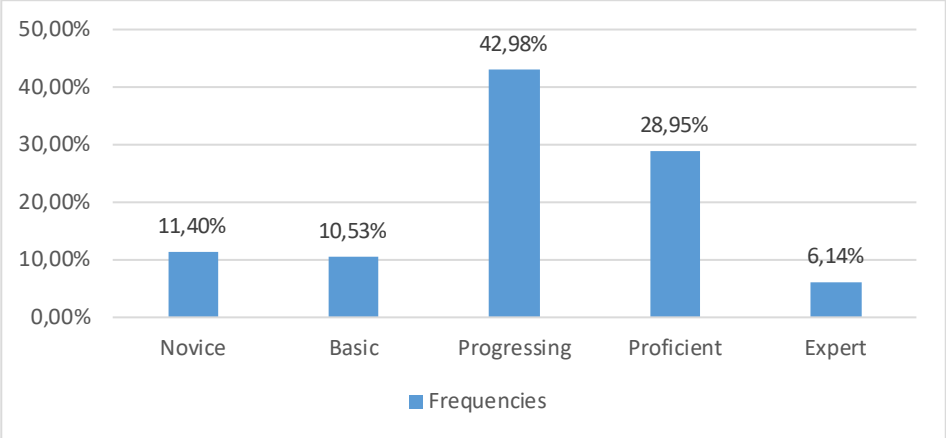

Figure 1. *Frequencies for online/remote teaching expertise*

As can be seen in Figure 1, the majority of ELIs (42,98%) defined themselves as "progressing" who were able to perform various tasks but might need occasional help. Almost 35 percent of the respondents reported a satisfactory level of expertise in online teaching with 28,95 percent defining themselves as "proficient" and 6,14 percent as an "expert". On the other hand, 10,53 percent reported having basic skills and 11,40 percent stated that they were novice practitioners withittle or no experience.

This finding can be interpreted by taking the following two considerations into account. First, given the mainstream trend to integrate educational technologies into language teaching in the past few years, ELIs have been immersed with professional development opportunities through seminars, workshops, in-service training sessions which, in some way or another, have helped them become increasingly aware of the available technological tools (Kessler & Hubbard, 2017). Secondly, with the initiatives of YÖK, the higher education institutions had already initiated the transition to remote teaching through the project of digital transformation at universities and the establishment of distance

education centers (UZEM) (Sarac, 2020), therefore, it could be argued that even though the majority did not have the actual experience of remote teaching, these factors might have contributed to their direct or indirect involvement in the issues of distance education and thus reflected on their positive rating.

In Section B, the researchers also examined how ELIs perceive the change in the time allocated for their professional responsibilities such as "lesson preparation" and "teaching", and whether they perceived online/remote teaching much harder or easier than they imagined it would be. The change in the time allocated for "lesson preparation" and "teaching" were presented in Figure 2 below.

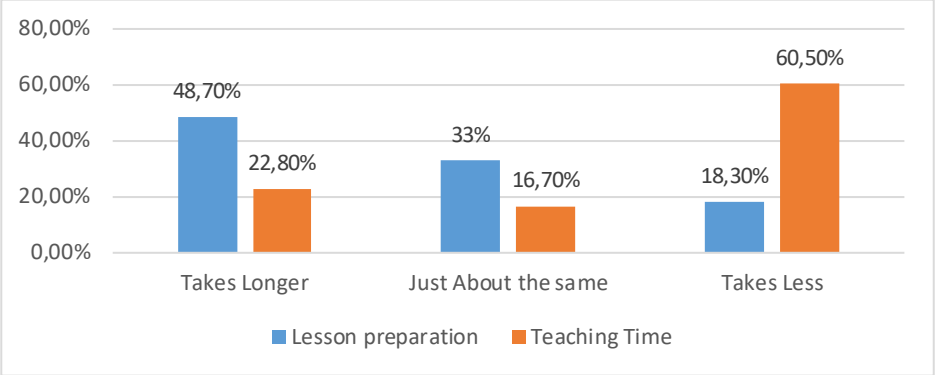

Figure 2. *Change in the time allocated for lesson preparation and teaching*

As evident from Figure 2, the data for "lesson preparation" and "teaching" time change were contrasting. The majority of ELIs (48,70%) reported that "lesson preparation" took longer during ERT, which suggested that they spent more time preparing their lessons compared to what they had done during F2F instruction. On the other hand, a greater number of ELIs (60,50%) indicated that "teaching" took less time during ERT implying that they spent less time in delivering the course content compared to F2F mode of delivery. The longer lesson preparation times could be interpreted with reference to the fact that the transition to the online delivery mode created a need for the conversion of course materials that were regularly used in F2F instruction into their digital counterparts. In this respect, preparing PowerPoint presentations, searching for electronic copies of coursebooks or converting hardcopies into electronic ones, investigating inspiring teaching methodologies that could increase student engagement and also looking for alternative assessment methods that could fit into online teaching became a routine aspect of lesson preparation procedures for many ELIs, thus it is not surprising to see the respondents reported an increase in their work load devoted to lesson preparation. As far as the decrease in actual teaching time is concerned, several universities adopted their teaching hours for ERT by granting the flexibility to academic staff to adjust the content of the classes planned for F2F instruction to be delivered in no less than 30-40% of the actual weekly teaching hours in online delivery mode. In this case, an ELI teaching 3-hour course in F2F instruction was allowed to deliver the same course content in a minimum of 60 minutes. Therefore, it is conceivable for those ELIs teaching at these universities to report a change in their teaching hours. However, it should be noted that this regulation was not standardized and not all universities implemented this policy. In this context, all the courses in the preparatory program normally designed for F2F instruction were transferred to online mode of delivery with the existing teaching schedule and content.

As for the final question of Section B investigating the expectations of ELIs concerning ERT, the researchers inquired whether ELIs perceived online/remote teaching much harder or easier than they imagined it would be when they first involved in ERT. The findings indicated that 40,9 per cent of ELIs reported that it was harder than they imagined, which was congruent with the data indicating increased work load in lesson preparation. While 23,5 per cent stated ERT was just as they imagined it would be, and 35,7 per cent indicated that it was easier than they imagined it would be. Given the uniqueness of the conditions and the uncertainty brought by ERT, it is conceivable for ELIs find ERT harder than they imagined. Additionally, the lack of standardized implementations as mentioned above might have also contributed the disparity in the findings.

Factors that have a negative effect on ERT

In order to address the second research question, which investigated the factors that had negatively affected the ELIs' teaching practice during ERT, Section C provided instructors with various factors that might have adversely impacted ERT experiences of ELIs and asked them to rate the degree of negative impacts induced by those factors on a Likert-type scales between "1" (had no negative effect) and "5" (had an extremely negative effect). Table 2 below presents the factors grouping them in accordance with the overall issues they highlighted and illustrates the median scores and the mode for each factor with frequencies to suggest where most of the instructors stood.

Table 2. *Median, mode and mode frequencies for the factors having a negative effect on ERT*

Groupings of Factors	Factor	Median	Mode	Mode frequency
Student related issues	1. Students' lack of equipment	4	5	42,6 %
	2. Students' lack of engagement or low motivation	5	5	64,3%
	3. Students "disappearing" or simply not doing the work	5	5	57,4%
Profession related issues	4. Too much preparation required for the instructor	3	3	35,7%
	5. Meeting the requirements of curricular objectives	3	3	33,9%
	6. Difficulty managing teaching load	2	2	27%
Technical and context-specific issues	7. Lack of proper training to teach remotely	3	2	27,8%
	8. Lack of content suitable for remote teaching	3	4	27,8%
	9. Technical issues, such as log-on problems, connection problems, etc.	5	5	53,9%
	10. Lack of institutional support	3	3	28,7%

It could be observed from Table 2 that "student-related issues" were reported to be the most problematic area that had a negative effect on ERT experiences of ELIs. The majority of them stated that all issues related to students such as students' lack of equipment, disengagement, low motivation, dissociation had an extremely negative effect on their ERT experiences. It is also noteworthy that lack of student engagement/motivation and "students' disappearing or simply not doing the work" had the highest median and mode scores with the highest mode frequency of all items. These particular findings are in congruence with previous research examining the challenges of ERT experienced by instructors (e.g. Hakim, 2020).

Students' homes have been the typical locale to be involved in ERT and the possibility to study in a personalized area, self-pacing and flexibility have been included among the few opportunities of online learning (Adedoyin & Soykan, 2020). In fact, recent research has documented that the environment of online learning is convenient and satisfactory for many students, which could be considered as a significant factor positively impacting academic achievement (Shim & Lee, 2020). Since the pandemic first hit, however, there have been concerns over disparities in student access to digital learning resources as this issue had the potential to deeply impact the outcome of ERT with respect to the ability of academic staff to deliver the course content and engagement of students with the course content. In fact, students from low socioeconomical backgrounds had been greatly disadvantaged. Fishbane & Tomer (2020) suggested that lower rates of internet accessibility correlated with lower levels of income and students who couldn't afford access to the internet and electronic devices were most prone to lagging behind or meeting further challenges to level up with others. As disruptive as it may get for these students, the abrupt transition to online learning has exposed dramatic inequities which accounted for student-related issues reported to affect ERT negatively in the current data set.

A similar pattern is observed for Item 9 within the category of technical and context-specific issues, which had the same median and mode scores with the third highest mode frequency. Technical issues, connection problems and network instability were also cited as the greatest sources of dissatisfaction for students in a recent study (Shim & Lee, 2020). Networks are both a medium of delivering educational content and a medium of boosting interaction between students and instructors and among students (Trentin, 2007). Thus, stabilizing networks and eliminating connection problems are essential for remote teaching and rank as the most critical areas for betterment.

It is noteworthy that even though ELIs reported that the time they took to prepare their lessons increased, this issue seemed to have negatively impacted ERT to a lesser degree compared to the other issues mentioned above. Similarly, in line with the previous finding indicating a decrease in the time taken to teach remotely, Items 5 and 6, which concern the actual teaching load, were reported to have had a less negative impact on ERT. Finally, another consistent finding was also obtained for Item 7, which was found to be among the issues that caused the least negative impact from the perspective of ELIs. As mentioned above, the majority of the respondents indicated an average or above-average expertise in remote teaching, therefore, one would not expect this particular issue to have a negative impact on ERT to a greater extent. In this respect, it could be argued that the data obtained from the different sections of the questionnaire is highly compatible and there seems to be a greater level of consistency among the different sets of data, which contributes to the internal reliability of the data collection tool.

Comparison of the perceptions between groups

A series of independent-samples *t*-tests were conducted to examine if there were significant differences in the responses of ELIs clustered in accordance with different variables. One such comparison was made by comparing the responses of ELIs working at state universities and foundation universities. The analysis revealed no significant difference between ELIs working at state universities and those working at foundation universities among the groupings of common problem areas presented in Table 2 above. However, when individual factors were analyzed, significant differences were revealed between the groups among Item 4 (t (113) = -2,65, p = .009 two-tailed) and Item 10 (t (113) = 1,99, p = .049 two-tailed), which suggested that while ELIs working at foundation universities experienced a greater level of negativity because of the too much preparation required for ERT, ELIs working at state universities reported to have experienced greater negative effects because of the lack of support from their institutions. The difference in the workloads of ELIs from foundation and state universities was referenced in previous research (Kurtoglu, 2016) and also held by anecdotal evidence, indicating a heavier workload for ELIs working at foundation universities. Therefore, the difference in the present findings can be rationalized based on this consideration.

The same analysis was also employed to see whether there was a significant difference between ELIs with previous online/remote teaching experience and those without previous experience. In the grouping of "technical/institutional and context-based issues", a significant difference was revealed in scores of ELIs with previous experience (M = 2.78, SD = .90) and ELIs without a previous experience (M = 3.33, SD = 1.00; t (113) = -2.45, p = .016, two-tailed). The magnitude of the differences in the means (mean difference = -.55, 95% CI: -.99 to -.10) was found to be small (eta squared = .03). It can be maintained that ELIs without a previous online/remote teaching experience reported more a negative effect because of the factors included in this grouping, however the effect size was small. When each factor was analyzed individually between the same groups of ELIs, significant differences were observed for Item 9 (Technical issues, such as log-on problems, connection problems, etc.) (t(113)= -2,53, p = .013, two-tailed). Even though the negative impact of the technical issues was reported with a quite high frequency, its impact on the ELIs with no prior teaching experience was greater. Similarly, there was a significant difference between the groups for Item 7 (Lack of proper training to teach remotely) (t(51,11)= -3,60, p = .001 two-tailed). It seems that the issue of not having proper training to teach remotely accounted for greater problems during ERT for those lacking prior remote teaching experience.

General attitudes towards ERT

The findings from the fourth section (Section D) addressed the fourth research question examining the attitudes of ELIs towards ERT. This section employed an attitude scale designed by the researchers. The scale consisted of 11 items (see Table 3 below) that included statements regarding the overall gratification, motivation, preparedness, knowledge enhancement, intention to incorporate technology for future teaching practices, and willingness to teach online/hybrid courses in the future. The instructors rated each item on a 5-point Likert scale in which they reported their degree of agreement between 1 (strongly disagree) to 5 (strongly agree). The scale was found to have a good internal consistency, with a Cronbach alpha coefficient of .901. The maximum score that could be received from the scale was 55, and the minimum score was 11. The preliminary descriptive results showed that the instructors had high attitude scores (M= 38.58, SD= .85, 95% CI: 36.90 to 40.26).

Table 3. *Frequencies of responses for attitude scale*

	ELI responses in percentages				
Items	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. In general, I enjoyed teaching remotely during Covid-19 outbreak.	10,4%	10,4%	24,3%	37,4%	17,4%
2. I found it interesting to explore how to teach English remotely during Covid-19 outbreak	4,3%	8,7%	16,5%	37,4%	33%
3. I was motivated to teach English remotely during Covid-19 outbreak.	13%	7,8%	16,5%	38,3%	24,3%
4. I was pedagogically and technologically prepared to teach English remotely during Covid-19 outbreak.	15,7%	16,5%	26,1%	30,4%	11,3%
5. Emergency remote teaching enhanced my knowledge of educational technology.	2,6%	3,5%	14,8%	33,9%	45,2%
6. I will incorporate more elements of remote teaching and learning (e.g. Zoom, Microsoft Teams, LMS, etc.) into my future teaching practice.	3,5%	5,2%	19,1%	33,9%	38,3%
7. I will integrate more internet-based teaching materials (e.g. Padlet, Quizlet, Kahoot, etc.) for my future teaching practice.	3,5%	3,5%	18,3%	32,2%	42,6%
8. In the future, I would be happy to teach courses where all the content is delivered fully online.	11,4%	14,9%	23,7%	21,9%	28,1%
9. In the future, I would be happy to teach hybrid courses that blend online and face-to-face instruction.	2,6%	3,5%	11,3%	34,8%	47,8%
10. Online teaching provided my students an effective language learning experience.	24,8%	34,5%	22,1%	13,3%	5,3%
11. Online teaching has the potential to substitute traditional face-to-face instruction.	31,3%	20%	20%	17,4%	11,3%

With reference to Table 3, there was a clear inclination among ELIs to display positive attitudes towards ERT, mostly agreeing or strongly agreeing with the items in the scale except for Items 10 and 11. The majority of the respondents indicated that they found their ERT experience enjoyable (agree +

strongly agree = 54,8%) and interesting (agree + strongly agree = 70,4%) and they expressed a high level of motivation to teach during ERT (agree + strongly agree = 62,6%). Although a considerable number of ELIs stated that they were prepared to teach during ERT (agree + strongly agree = 41,7%), a high percentage of them (neither agree nor disagree = 26,1%) were undecided on this component of the survey. However, when it comes to the contribution of ERT to their knowledge of education technology, they displayed a greater level of agreement (agree + strongly agree = 72,2%). Similarly, ELIs expressed a strong desire to incorporate educational technology in their future teaching practices. In a similar vein, ERT experience seemed to have facilitated their willingness to be involved in remote teaching either fully online or in hybrid format with the highest rating of the scale (agree + strongly agree = 82,6%). Despite the positive attitude towards ERT and remote teaching in general, and their eagerness to be engaged in remote teaching in the future, ELIs expressed that ERT had not provided an effective learning experience for students (disagree + strongly disagree = 59,3%) and the majority indicated that remote teaching would not possibly replace the traditional F2F instruction (disagree + strongly disagree = 51,3%).

The attitude scores of the respondents were also compared according to their institutions (state vs. private university) and previous experiences of remote teaching prior to ERT. An independent-samples *t*-test was conducted to compare the attitude scores of ELIs working at state and foundational universities. There was no significant difference in attitude scores for state university ELIs (M = 39.04, SD = 9.71) and foundational university ELIs (M = 37.54, SD = 7.52; t (113) = .810, p = .42, two-tailed). The magnitude of the differences in the means (mean difference = 1.49, 95% CI: -2.16 to 5.15) was very small (eta squared = .008). As for the variable of previous remote teaching experiences, there was a significant difference in the attitude scores for ELIs with previous remote teaching experience (M= 42.92, SD=8.20) and those with no previous remote teaching experience (M=37.38, SD= 9.0; t(113)= 2.77, p = .006, two-tailed), suggesting a more positive attitude towards ERT for those with prior experience. The magnitude of the differences in the means (mean difference= 5,54, 95% CI: 1,58 to 9.50) was moderate (eta squared= .06). When the relationship between attitude scores and perceived online teaching expertise was investigated using Pearson product-moment correlation coefficient, there was a medium, positive correlation between the two variables, r = .30 , n = 115, p < .001, with high levels of perceived online teaching expertise associated with a higher degree of positive attitude.

Despite the challenges and obstacles instilled by the pandemic, ELIs in the present study seemed to have adopted a positive attitude towards ERT as it is suggested by the previous research (see Hakim, 2020). Similarly, a recent study also maintained that learners, in fact, held a more positive attitude towards ERT than teachers of English across the world (Erarslan, 2021). This overall positive consideration becomes more intriguing when we consider the particular finding of the present study that ELIs believed ERT didn't provide students an effective language learning experience and that ERT could not potentially be a good substitute for traditional F2F instruction. We can account for this intricacy by considering the fact that when the pandemic first hit, all teaching and learning activities were completely interrupted and online teaching became the best bet and only alternative. The need for ELIs to explore this uncharted territory might have triggered their overall gratification, motivation, willingness to learn and incorporate more elements of technology in their lessons. Instead of halting all the teaching process or risking their well-being due to close human contact in the classroom setting, ELI might have embraced this new situation, adapted to it and developed positive attitudes towards it because of the better-than-nothing condition they found themselves in. After all, ERT granted the opportunity to be engaged in learning and teaching from distance, under secure conditions, in their comfort zones. However, this does not change the fact that they had to go through several hardships and disappointments, some of which were touched upon above, and it might be reasonable for them to unfavorably rate the effectiveness of ERT compared to traditional F2F instruction. We could argue that this could rationalize the pattern of findings obtained in this section.

Content analysis of the open-ended section

The fifth section (Section E) of the questionnaire included an open-ended question scrutinizing the overall conceptions of ELIs concerning their ERT experiences, as it is suggested by the last research

question. This particular section was designed to back up the quantitative data gathered in the previous sections with extremely insightful qualitative data which contributed to the in-depth analysis of the issues addressed in the present study. 23 participants (including 6 males, 17 females) responded to this section briefly. 16 of the participants were from state universities and seven were from foundation universities; and while four of them had a previous remote teaching experience, 19 did not report to have such an experience before.

The findings from the content analysis revealed various issues which were grouped under four pre-defined themes as outlined in Table 4 below. These themes were also used to categorize the factors with a negative effect on ERT above. The researchers also identified one emergent theme of the nature of ERT and comparison of it to the planned remote teaching.

Table 4: *Summary of content analysis*

Theme	Codes	Number of Cases
Student related issues	Lack of a compulsory attendance policy	6
	Uninterested, unmotivated or shy students	3
Profession related issues	Satisfied and enjoyed performance	4
	Fun and contributing to the professional development	3
	Demotivation among instructors	2
	Increased work load	1
Technical/institutional and context-based issues	Technical/professional/institutional support and training issues	5
	Non-functional university LMS	4
	Many aspects of lesson not changed	2
	Content limited and not fruitful for students	1
Nature of ERT	Online teaching failing to replace face-to-face education	1
	ERT far from being fruitful but worked in a way	1
	Unrealistic to compare ERT to planned online teaching	1

As highlighted in Table 4, the lack of student attendance was reported to be one of the most serious problems during ERT, and the respondents suggested a compulsory attendance policy in remote teaching to ameliorate the problem. It was noted that ELIs working at state universities generally referred to this issue. While one respondent stated that "courses are meaningless" when there is no compulsory attendance (Participant 25), another addressed to the problem of the lack of "grades for any [student] performance", and the limited number of the assignments submitted by students as the result of attendance policy (Participant 29). The lack of compulsory attendance policy was generally referred to as the main reason of students' tendency not to attend the courses, which as highlighted by one respondent, accounted for the loss of the communicative interaction in the lessons (Participant 51). ELIs complained that students did not participate in the courses which led to the loss of classroom interaction. In other words, the fundamental function of social interaction in the classroom (Vygotsky, 1978; Mercer, 1994) cannot be achieved as the direct result of the attendance policies of the institutions for synchronous courses or because of the asynchronous nature of the courses preventing peer interaction.

Within student-related issues three respondents from state universities also highlighted the lack of motivation or interest of students without any reference to the attendance policy. One instructor said that the students were uninterested and only few of them participated in the courses, hence the instructor did not feel the need to make further preparation for the course (Participant 08), a comment which in fact incongruent with the quantitative data on the increased course preparation time reported above. This result might be explained with teacher demotivation as a result of students' disengagement in the course. Student-related factors were reported to be quite frequent among the factors that affect

teacher motivation (Pourtoussi, Ghanizadeh & Mousavi, 2018), and non-attendance and demotivation among the students might have affected ELIs' motivation to make preparations for the course. However, this needs to be evaluated cautiously since student motivation and participation in e-learning are affected by the support they receive from their teachers as well as their prior experience of online/remote learning and computer and smart phone use (Fryer & Bovee, 2016). Hence, the nature of demotivation among the students and ELIs might be reciprocal. As mentioned by one instructor, some students felt shy during online teaching, and they did not show their face through the camera or speak in online speaking activities (Participant 27). Although there is ample research explaining the phenomenon with foreign language classroom anxiety, other possible factors might include camera and microphone anxiety. It is also possible that students were generally nervous about their transition to virtual learning. There are studies reporting anxiety, uncertainty and nervousness among college students in transitions to the virtual learning during the COVID 19 pandemic (e.g. Murphy, Eduljee & Croteau, 2020), and this might be one factor for their disengagement among others. However, further investigations need to be carried out to understand the situation more thoroughly.

In terms of profession-related issues, six different participants talked about the positive contribution of ERT to their professional experience. Four ELIs from state universities highlighted that they generally enjoyed ERT as their first experience of online teaching ever (Participant 70); they were happy since they did their best to teach students (Participant 29); they gained online teaching skills to a great extent in a short period of time (Participant 65), and they revealed that the whole process was better than expected (Participant 107), which specifically backs up the quantitative data reported above. The respondents also commented on how ERT contributed to their professional development although it was quite challenging (Participant 19), however they claimed that they learned through a trial-and-error manner [not prepared for it] (Participant 87). The whole process also helped some instructors to realize that "being a teacher is not specific to any four walls of classrooms" and "can happen anywhere and anytime" (Participant 70).

Similar to the results of the quantitative section above, problems related to technical, institutional and context-based issues were reported extensively in the qualitative section, especially by those who did not have a previous online teaching experience. Five of the respondents mentioned issues related to technical/professional/institutional support in this section, while the functionality of the LMS of the universities were also questioned by ELIs. The instructors generally complained about the lack of professional-institutional support and training. They stated that professional support and a practical training program which combine the theory and practice of online teaching in a way to show how to use various tools and technologies would be really helpful (Participant 50 and 72). They also stated that instead of rushing ELIs to start teaching online immediately, recorded tutorials presenting instructions on how to best make use of the online teaching platforms might have been provided to instructors (Participant 69); with the current practice, they felt as if they were "abandoned on an island alone" and "had to learn how to survive" on their own (Participant 65). Apart from the training, some ELIs also complained that they were unable to receive technical assistance from their administration, claiming that the process was not well-prepared and too stressful (Participant 69 and 92). All those results support the idea documented at other areas of higher education that training, video recorded tutorials and technical support to instructors might help them deliver high quality teaching for students and address the unique needs and problems that might appear during ERT (Bruns, Herrman, Böckmann-Barthel, Rothkötter, Bernarding & Plaumann, 2021).

In terms of the technical capability of the learning management system (LMS) preferred by the universities, the instructors highlighted many issues. They stated that the preferred LMS of the university was not functional, for instance did not have functions of chat among students or breakout rooms, so they preferred using other alternative options that were not provided by the university (Participant 16). They also claimed that the system their university chose did not help them to connect with students (Participant 92). Two instructors specifically mentioned the name of a well-known online meeting platform stating that it was useless [because of technical problems] and because of the asynchronous use of it by their institution [Participants 36 and 111). One instructor also highlighted the lack of suitable content for online teaching and extremely limited planning process claiming that many students did not follow the courses. The respondent interestingly added that if they had been a student, they would not have followed the course under these circumstances (Participant 36).

Positive comments from two instructors working at foundation universities revealed that the institutions' preparedness and previous experiences affected the success of ERT. For instance, a respondent stated that "[their] institution had already adopted a blended approach to language teaching and [they] maintained synchronous attendance requirements during ERT, so many aspects of lessons did not change drastically" (Participant 17).

Three instructors revealed some insights related to the nature of ERT. One respondent commented that their experience was not the best, and the students were not ready and motivated enough at the beginning because of the extraordinary nature of the situation. Although they believe that future experiences of online teaching in the form of planned teaching would be better, they claimed that it cannot "replace the F2F interaction no matter how much variety and opportunity online teaching offers" (Participant 87), a striking finding also revealed in the quantitative data. F2F interaction in the physical classroom assures the communicative interaction among students and teachers, and remote/online teaching might not accomplish this function no matter how well it approximates F2F communication. Another instructor stated that ERT was far from being fruitful, but it needs to be evaluated within the circumstances that "when life gives you lemons…[you need to make lemonade] (Participant 97). Another instructor indicated that ERT is different from planned teaching and implemented to survive. Therefore, higher expectations from all teachers and students would not be helpful for a fruitful experience:

> "ERT has very little to do with our ability to teach online under normal conditions [and] it's unrealistic to compare the two. ERT is survival teaching, we had to get through as best we could. Expecting wonders from teachers and students in this situation does everyone a disservice" (Participant 101).

Moving from these findings, it can be claimed that outcomes of ERT might help instructors, administrators and other stakeholders to plan future remote/online teaching by considering the flexibility of the lesson plans, materials and other course content, adaptability of the available technologies to the needs, and inclusion of the students and their motivation to participate in lessons. Institutions might consider the cost, flexibility, and functionality of the LMSs and other available technologies, including the publisher platforms that accompany the selected coursebooks, and decide in which technologies they will invest. Some high-cost technologies and platforms might be insufficient to address the needs of ELIs to achieve classroom interaction and communication.

CONCLUSION

The present study aimed to investigate the perspectives of ELIs in their efforts to adapt to ERT and ERT-related experiences with a specific emphasis on the changes that took place in their actual classroom practice and the challenges that emerged during the process and the way these challenges were tackled given the circumstances. Data from both quantitative and qualitative measures revealed intriguing patterns of findings.

One such finding has been that the majority of ELIs rated themselves to have an average or above-average expertise in remote teaching, with only a small percentage indicating novice or basic level competency in remote teaching. What makes this finding more interesting is that even though more than three quarters of the participants had reported no remote/online teaching experience prior to ERT, they didn't consider themselves utterly inexperienced to deliver their classes remotely. These findings confirm the supportive outcome of technology integration in higher education, but also reveal the necessity of creating more opportunities for teaching practice and professional development endeavors.

ELIs also reported that they spent more time in preparing their lessons while they spent less time for actually teaching the courses. While longer preparation time might confirm the fact that transition of the course content to online/remote delivery takes longer time, the lesser time for the courses might be explained with the regulations by institutions to reduce the course hours or the lack of mandatory attendance policy that would push students to attend classes. The results also suggest that almost half of the ELIs found the ERT process much harder than they thought it would be. This could be explained with the discrepancy among the institutions for setting standards during ERT including the LMS choices, course durations, availability of the materials, institutional technical support and student participation.

The issues which were reported to have had the most negative effect on ERT experience of ELIs such as students' lack of engagement or low motivation, non-attendance among students and their lack of technical equipment as well as other technical issues such as log-on and connection problems might have also contributed to the overall consideration of ELIs in this respect.

The results of the study also confirm some advantages for those ELIs that had a previous online teaching experience. They reported less negative effect of technical issues such as log-on or connection problems and lack of proper training to teach remotely. These results support the idea that institutions need to be ready to provide guidance, and technical assistance to ELIs without a previous experience of online/remote teaching to achieve a favorable teaching/learning process.

It could also be stated that although ELIs mentioned various problems, they were mostly satisfied with their ERT experience with a high level of positive attitude. However, it was interesting to see that overall ELIs did not believe in the effectiveness of ERT in providing students with a rewarding learning experience and thought that remote/online teaching could not potentially replace F2F mode of instruction, which was argued to have to do with the nature of ERT being a better-than-nothing option given the circumstances.

It is essential for us to acknowledge that the conclusions drawn in the present study are based on the reported teaching practices and stated beliefs of ELIs. Due to the limitation of the feature of non-probability sample, we also feel restrained from extending our assertions beyond the sample examined here. The participants were from demographically and geographically diverse group of ELIs, who could also be characterized as well-qualified teaching at state or foundation universities across the country. They were all teachers of teachers of adults, therefore, it is inconceivable to presume that the results could apply to teachers of young learners and teenagers working at the stages of primary or secondary levels. Future studies could be conducted with a bigger and more diverse group from different stages of education to make a more extensive evaluation using various data collection instruments. With these limitations at hand, we feel that this investigation has yielded a number of pedagogical implications and insights, particularly regarding the process of developing, organizing and implementing planned remote/online teaching of English language. First of all, ELIs could be provided with more opportunities of professional development to cultivate their online teaching competency. The online teaching platforms could be chosen more carefully based on the reported concerns and considerations of ELIs to find the best fit for the educational purposes and the materials used in teaching could be developed or adapted in a fashion that would allow their deployment during online mode of delivery. In a similar vein, the administrators could take necessary actions to address the issues and challenges indicated by ELIs for the implementation of a teaching program that could offer more rewarding learning experiences for students.

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Appendix A

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