The inevitable surge of online learning through the lens of English education lecturers during the unprecedented times

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Abstract

The onset of the COVID-19 pandemic has obliged universities worldwide to shift to other modalities such as e-learning. Lecturers feel obliged to motivate and aspire their students virtually. This study explores the perceptions and experience of English education lecturers on the inevitable surge of virtual teaching during the Pandemic. This study was a qualitative interview study utilized an interpretive description approach. The data were generated by interviewing 19 English education lecturers based on defined evaluation criteria and an online learning environment. Participants were given ten open-ended interview questions to find out how lecturers undertook online teaching during unprecedented times and perceived some changes in the teaching and learning process. The findings showed three themes emerged from lecturers' perspectives during the shift to online learning; those themes are the need for iterative process, revamp delivery, and the need to advance technology infrastructure. In addition, there were two (themes that characterize the participants' experiences in implementing online learning: Agility and adaptability, identification of the underlying needs. All themes in this study emerged from obtained sub-themes. These findings indicated that the inevitable surge of online learning shapes lecturers' teaching skills and attitude in the process of shifting to other modalities.

Keywords: COVID-19 pandemic; distance learning; e-learning; modalities; remote learning

Introduction

The COVID-19 pandemic has exerted influence on the world because of its viral speed, and due to this pandemic, educational institutions must be aware of the proliferation of digital technologies (Buttler et al., 2021; Istenič, 2021). Nevertheless, the process of online education during the pandemic is different from what has been conducted in the education field. Every teacher or lecturer from all educational institutions, without exception, has to provide makeshift access to instruction and instructional supports to their students (Wen & Hua, 2020). The technological environment becomes inherent and offers many social changes in the lives of educators and students (Santana & Panamericana, 2015). The internet is becoming a part of students' daily practices. Educators should provide concise instructions accompanied by examples to be fully involved in the learning process. They are not only preparing teaching materials but must be precise in choosing teaching approaches and using technology appropriately to convey the instructions properly (Chen, 2019).

The changing conditions of education have become an imperative phenomenon faced by how the universities deliver content and how students receive the given instructions (Hillman & Corkery, 2010). The current situation and circumstances most likely open up space for integration between language and technology in order to accommodate learners ability (Karsenti et al., 2020). Transitioning from face-to-face teaching to synchronous and asynchronous e-learning seems to be a surge of changes to lecturers and students (Noor et., 2020). This sudden transition of adopting educational technologies requires teachers or lecturers to provide most of their services online (Alqahtani & Rajkhan, 2020). In giving instructions remotely, they have to intersect between professional and personal lives because remote teaching takes more work than in-person instruction (Sepulveda-Escobar & Morrison, 2020). They should still carry out class routine: assessing students' progress, following class schedule,

designing or preparing course syllabus, and administering quiz and exam (Slof et al., 2010). Additionally, in order to fulfill the learning process during remote learning, lecturers are urged to provide relevant learning materials and requirements to help their students easily access those materials at their capacity. Henceforth, the rapid development and growth of technology has played a pivotal role in undertaking distance education largely convenient for both the instructor and the learner like so many nowadays (Noor et al., 2020). In adapting to the current situations, the use of technology is viewed to be a major focus in improving the quality of learning and teaching among educators (Zaharah et al., 2020).

With this current transition, educators are expected to impact students positively by viewing online learning as the most feasible way to proceed with teaching and learning process during the pandemic (Octaberlina & Muslimin, 2020; Samat et al., 2020). Their ability to access knowledge and carry on modern developments is decisive (Manco-Chavez et al., 2020). Their attitude toward the use of technology is imperative; they have to be skillful and knowledgeable in order to influence their students to integrate technology into learning activities (Lawrence & Tar, 2018). However, many challenges and obstacles occurred throughout the process of implementing online-based teaching (Alqahtani & Rajkhan, 2020). The presence of barriers in educators' journey of implementing remote teaching is tangible. The most significant limitations in online-based learning are limited physical assets, insufficient assets, limited access to innovation, lack of skills in operating various modalities, limited teacher-student engagement. Hariadi and Simanjuntak (2020), in their research, explored students' experience throughout the transition from offline teaching to e-learning. Students are indeed required to adapt to technology settings which somehow appear to be challenging for them due to the limited technical support they have. Aside from that, Schaefer et al. (2020) explained that in online learning, educators should pay attention to their students' online space and companions so that the learning process can take place. Another perceived challenge is the lack of involvement due to physical separation. A variety of studies accentuated that remote learning gives a sense of isolation to both educator and learner (Tang et al., 2021). Students felt a loss of connection throughout the learning process (Kamble et al., 2021). Other than that, many academic institutions experienced difficulties in adapting to changing conditions because redesigning college courses online is challenging (Dunnagan & Gallardo-williams, 2020). This urge of transitioning has echoed uncertainties to lecturers; they have to experience the complexities of transitioning to online teaching and carrying out beyond the actual tasks by redesigning the course

syllabus to meet the needs of students (Glew et al., 2020). Educators felt that students have a hard time transitioning to remote learning (Nissim & Simon, 2020).

In terms of technology use, many universities invest in technology infrastructure to create an engaging learning environment. The most used resources in remote teaching are Zoom, Moodle, Google Classroom (Bahasoan et al., 2020). Administrators take action in enhancing information skills on technology, to widen access, develop the quality of teaching and learning, to establish awareness on flexibility and to maintain cost-effectiveness in implementing online learning (Mackeogh & Fox, 2009). Every institution modified its curriculum to fulfill the learning needs of students (Huber & Helm, 2020). Nevertheless, not many higher institutions are designed to perform and bolster quality online learning (Green & Wagner, 2011). Hence advancing technology to support remote learning has become a significant unparalleled phenomenon in universities worldwide (Kramer, 2004). 'Successful transition into an online delivery program requires several critical considerations' (Hillman & Corkery, 2010, p. 467). Therefore, in implementing online-based education, educators demand a solid support system from their institutions.

Broadly, this study intends to contribute perspectives and experiences in carrying out remote teaching. The bases of this study are on the language learning theory of Crawshaw (2015); on how educators should be able to accommodate their learners' ability in applying a mixture of intuitive and conscious process in receiving information about the language they learn (Journal & Teaching, 1989). Tying the theory of language learning with the theory of Krashen: Communicative Language Teaching and Natural Approach would be research-wise. This theory aims to view how educators see the potential of their learners in harnessing their capability and ability in following the content (Koondhar et al., 2018). These two theories helped researchers to shape, explain, predict and understand the research problems within the existing boundaries that may somehow support this study.

There has been ample research pertaining to online-based education or online learning however, very few researchers focused on the big picture that English Education lecturers experienced and perceived in their field of teaching that may provide pedagogical implications for future readiness. That being the case, the researchers aspired to answer the following research questions:

(1) How do English education lecturers undertake the inevitable surge of carrying out online-based learning?

(2) What are the major changes that English education lecturers perceive throughout the process of shifting to other modalities?

Method

This study has the right systematical approach to fit the research objectives. This study contains the nature of qualitative study because it allows flexibility and subjectivity that enhance the study. In investigating informants' experience and perceptions, the qualitative method is suitable because it helps researchers explore deeper (Simmons, 2016). Moreover to explore concepts that have so far not been known in-depth, qualitative methods are most appropriate because of their open and exploratory nature (Kelle et al., 2019; Östlund et al., 2011).

Methodological positioning

The researcher concerns on how to obtain new insights through this study. In other words, the methodological position of this research is on Empiricism or Positivist ethics because it will explore human perspectives and experiences based on natural experience (Perera & Sutrisna, 2010).

Research design

This study is a qualitative interview study utilizing interpretive description approach. This design was chosen to explore participants' experience and seek their perspective to reach a deeper understanding and gain in-depth information about a specific topic.

Participants

The sampling technique of this study is purposive sampling because this sampling ensures different perspectives and it also focuses on particular characteristics which enable the researchers to obtain answers of the research questions (Palingkas et al., 2016). The researchers utilized purposive and snowball samplings to recruit English education lecturers that have dealt with this unprecedented situation. Participants would be identified from their teaching background. Participants are from different countries: Indonesia, Malaysia, the Philippines and the USA. More than half of the participants were female (80%) and 20% male; 70% of the participants were between the ages of 30-40, 70% were between the ages of 40 and 50, and 20% were between the ages

of 50-60 (See Table 1). The participants were inquired to confirm that they had perused the given information sheet and then invited to provide verbal consent.

Table 1. Characteristics of study participants

Characteristics	Information
Age range	
o 30-40	6
o 40-50	5
o 50-60	4
Gender	
o Male	4
o Female	13
Background setting	The USA
	The Philippines
	Malaysia
	Indonesia
Profession	Lecturer
Field of study	Education
	English Education

Data collection

The researcher collected data of the study from semi-structured interview. All interview questions and prompts were added based on pilot interview. Pilot Interview was conducted to produce quality questions and improvise the interview guide. The collected data were transcribed and analyzed by the research. In order to maintain the reliability of the coding, the researchers underwent the following coding process (Castleberry & Nolen, 2018): conducting initial read through the text data, divide into segments, label with codes, reduce and look for redundancy, collapse codes into themes. After completing the codes, the researchers constructed and organized a narrative summary of the research questions. The instrument of this research is an interview using a semi-structured interview. It contained ten (10) open-ended interview questions concerning various aspects, including: the teachers' experience with the transition, general knowledge on English language teaching, teaching approaches, teaching process, web-based platform, university facilities, students' responses and interactions. The researcher and the informants were engaged in a formal interview. The interview protocol included open-ended questions, allowing for engagement between the

interviewer and the key informants as well as giving freedom to the key informants to express their opinions and perception related to the topic.

Data analysis

The researchers employed thematic analysis. Thematic analysis was chosen to identify and develop emerging themes through proper coding approaches (Creswell & Poth, 2016). The researchers manually transcribed, checked and analyzed thematically utilizing the following three key stages: familiarization, categorization and classification from the original data. In familiarization stage, the researchers read and re-read the transcribed data to take notes on initial ideas that might appear during the process. After the note-taking process, the researchers applied and re-applied codes to be segregated and grouped. All codes were categorized under major heading to be labelled following the appearances of subcategories. Types of codes that were utilized in the study were conceptual, setting, and relationship codes. Segregating the type help researchers to re-code and re-categorize to reach the theme development phase.

Ethical considerations

The researchers should obtain participants' consent prior to the start of the interviews. The participants will be given a form to be filled out. The form will have clear information about the purpose of the study. All information that will be retrieved will be treated confidentially. Due to the COVID-19 pandemic, it was not feasible to conduct face-to-face interview, therefore the researcher used varied ways to do interview study to the participants. Hence the majority of participants were approached through phone call, Zoom, WhatsApp and Email.

Findings

The researchers approached 25 lecturers, of whom 17 completed the interview. The researchers had initially selected these 30 education lecturers; however, 5 did not give consent. Thus, there was a total of 25 participants followed the interview procedures. Nevertheless, 8 interviews had to be excluded due to incomplete data. From the 17 interviews, data saturation could still be achieved because there was no further information emerged. The findings of this study

are provided under two research questions, and from each of the questions, two themes are segmented through careful analysis.

Lecturers' undertaking toward online-based learning

The research question of this particular topic is to find out the experience of education lecturers in undertaking online-based education. Based on the data gained from the interview, there are two emerging themes that were composed of participants' real experiences. The researchers then composed participants' experiences into two emerging themes:

Agility and adaptability

From the findings of this study, this theme emerged through how participants delineated their experience in quickly adapting to the next-level changes that had to be made in a matter of days. The majority of the participants (n=19) asserted that the conditions of transitioning to online classes during a crisis require readiness and expertise. It appears that the urge to transit from offline teaching to online teaching has led lecturers to develop agility and adaptability within themselves. Agility is known as one of essential factors for survival and development (Nissim & Simon, 2020) meanwhile adaptability has been linked with higher levels of positive behavioral engagement which may lead to effective outcome (Collie et al., 2017). The sudden transition challenged the participants to ascertain that they could run the teaching-learning process right despite many barriers that they encountered. The participants stated that they had to find suitable teaching approaches for English language learning by creating online learning materials to help their students comprehend the lessons without the presence of the lecturer.

> I taught mostly grammar subjects (This is the challenges during initial phase of WFH, March-April 2020). Most of the time when I explained the lesson via virtual meeting, some of the students couldn't follow because the internet connection was poor. I finally created my own tutorial videos; they can access them anytime whenever the internet connection was available and uninterrupted. I shared the drive and YouTube links, so they could access from those links and download (Interviewee 2)

Additionally, existing online classes as well as emergency remote classes shaped the participants to have the ability to possess technology literacy in

delivering instructions in a fully digital environment. However, they could not possess technology literacy without support from the university. They were able to develop agility and adaptability because they utterly received solid and constant supports from colleagues and the administrators of the university to help them survive the inevitable surge of transitioning.

> Support for online teaching is excellent at my university. The office of Digital Learning and Instructional Technology (DLiTT) provides technical support for use of online teaching applications. In addition to support for online teaching, they provide training on using the various features of Moodle (the learning management system we use). The Center for Teaching and Learning Excellence hosts regular (weekly and monthly) seminars and workshops on effective teaching/learning delivery. Since we transition to remote learning, the Center has arranged for 'shared experience' workshops and seminars (Interviewee 4).

From the participants' experience, agility and adaptability ability help them to efficiently manage their time between teaching and creating online learning sources to tailor the needs of remote teaching.

> I think I can basically manage the applications or the LMS (learning management system) prescribed by our university. Of course, there was a learning curve at the beginning, but I can just easily manage it. I am also able to find out how to utilize some of their advanced features by researching online or viewing YouTube tutorials. If ever there is some challenge that I encountered, maybe it's just my need for time, and also for students to learn how to use and navigate the LMS (Interviewee 19).

From the analyzed data, the participants stated that they have developed agility and adaptability in implementing online-based learning. They carried the role of preparing the students to be motivated in facing some changes in their academic journey. The agility and adaptability sustain them to keep sharpening their skills in utilizing online resources to connect content with their students and provide access to them to reach the learning outcomes. Participants came to understand that there is an urgency to centering something useful, beneficial and flexible to engage the learning process and build a sense of responsibility, both lecturer and students, to undertake effective online learning. Educators' leadership of engaging students with the learning process indeed plays a vital role in these unprecedented times (Tigaa & Sonawane, 2020).

Identification of underlying needs

Based on the experiences of the participants (n-19), the findings show that they become more sensitive to the needs of students. With all the emotional conditions caused by the inevitable surge of implementing remote teaching such as feelings of uncertainty, anxiety, left out, and fears, the participants were able to identify the underlying needs between the lecturers and the students. Throughout the challenging time, there is a need of being flexible and graceful in understanding students' difficult situations in order to stay connected with them. This is in line with the research of Glew et al. (2020) that stated understanding the needs of students is important, especially as they experienced physical separation from their friends and lecturers.

> Unlike with face-to-face classes, it's challenging to "meet" students where they are when it comes to their concerns and difficulties with the class. Prior to the pandemic, whenever I meet students in the class, I can already see from their response and body language if most of them understood the lesson. I can also adjust my presentation and activity/approach based on their verbal and non-verbal feedback. I also used to meet and talk to students who struggle with the course right after the class if I need to. Such acts necessary to classroom management and vital support to students' learning are next to impossible to do with online classes, especially when you have a class with 40 to 45 students (Interviewee 19).

With all the teaching challenges that were faced during remote teaching, there are underlying needs that need to be considered by lecturers, namely having stable learning environment, providing engaging activities to the students, knowing the importance of time efficiency and classroom management to yield flexible learning environment, familiarizing web-based platforms that are suitable for the teaching approaches.

> When teaching online or in person, it is essential to have patience and compassion in any classroom setting. When you are dealing with behavior problems, your growing relationship will be the foundation for a stable learning environment. Try and keep things positive, light, and engaging (Interviewee 6).

Existing online classes is a change of pace that requires participants to expand their ability to be aware of the challenges that must be solved and understood. Identifying the underlying needs of students throughout the transition help participants increase the chances of their students find and use a variety of sources of information to enhance their understanding.

The perceived major changes throughout the process of shifting

The research question is to find out the perspectives of English education lecturers toward a rapid and forced changes. Based on the data gained from the interview, there are two emerging themes that were composed of participants' perspectives. The researchers then composed participants' perspectives into two emerging themes:

The need of iterative process

Participants mentioned that due to the COVID-19 pandemic, many universities are constantly looking for approaches to continually build teaching-learning process to adapt to the situation. Some participants opined that the need of undertaking online teaching has become a key driver to support the education.

> I varied my teaching approaches. I sometimes use classroom flipping, Mind mapping. I encourage my students to execute self-learning concept. I make sure that my design my instructions to support the learning process. This COVID-19 pandemic requires adaptive learning wherein I make effort to enthuse this concept to my students (Interviewee 16)

They had in-house workshops, trainings, or webinars to facilitate this learning and teaching procedure to be more productive and secured. This is line with the study of Octaberlina and Muslimin (2020) that with this inevitable surge of remote learning, educators have to keep searching for approaches to build up teaching and learning process in order to adapt to a situation that is expected to end for quite long.

> Honestly, I have an average information with these applications before the online classes. However, when I started using them during the online classes, I was able to see the differences and their benefits to teachers and students. MS Teams is both good for virtual classes and submission of learning materials. Google Classroom and Edmodo are purely for the teaching materials while Google Meet and Zoom are good for video conferencing. These applications vary their features. Thus, I should just choose which one is more applicable and convenient to use (Interview 17)

The challenge in implementing the online teaching is somehow not a convenient thing for all lecturers. Lecturers of various age ranges certainly have different understandings in carrying out online teaching. Notwithstanding the advantages of technology in online learning, participants have to understand

some barriers to particular teaching approaches that may be difficult to perform.

> Teaching for long years in the face-to-face set up would be a normal routine in the life of teacher before the pandemic. It's been a usual itinerary to go to the school seeing the faces of the learners, lecturing inside the classroom, sharing stories while students are responding and making some comments during the face-to-face. However, as usual there are many adjustments to make, the usual work inside the classroom is now done at home thru distance education. One major concern of the teacher is to teach via online mode: to motivate the learners in the online mode, to transfer learning via online teaching, and to evaluate and assess the learning of the learners (Interviewee 15)

The perspective of the participants led to the need of having iterative process, involving repetition on teaching procedures that may be functional and useful to support teaching-learning process. Through iterative process, educators will most likely receive the most relevant and comprehensive outcome (Rozell et al., 2020) on what online resources that fit students' needs. Participants perceived that iterative process help them design lesson, implement lesson and analyze the work of students and refine lesson (Garver & Maloney, 2020).

The need of revamped teaching delivery

The massive transition caused a paradigm shift in the world of education. Insurmountable problems occurred at the start of this shift: internet connectivity, adjustment on utilized tech sources, and motivation and resilience to follow the learning approach.

> This is a big challenge. Some of them give good response, but some of them don't. Many times, I found out that some students are not concentrating when they are studying, especially when the camera is on. Though, when the camera is off, I know nothing about them (Interviewee 8)

Students sometimes lose focus on following the lesson remotely. Therefore, it is imperative to take action on revamping teaching delivery in order to make them focus on following the lessons remotely.

> At the beginning, they felt enthusiastic on the virtual learning, but several meetings passed they have lost of spirit since they need to have the real interactions with the teacher (Interviewee 11)

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The participants' perspectives lead to the need of revamp delivery in order to inculcate self-directed and self-regulated learning concepts in their students' minds.

> I have uploaded all the materials in our google classroom and the students can freely open and read them any time they prefer. Though sometimes, only a few has motivation to go ahead in learning. So, I challenge them with points. I open discussion through email, WA. I use Google classroom and Google Meet (Interviewee 1).

Participants directed their students to be able to adapt to new learning styles where they must be able to find their own learning resources online. According to Yen et.al. (2018), providing online sources to students will lead them to flexible learning wherein students will effortlessly partake in the learning process.

> I examine students' performance in weekly quizzes and assignments to monitor students' progress. I also check postings in the discussion forum (in Moodle). I spend the first 15 minutes of my class in resolving any 'house-keeping' issues that students might have (e.g., access materials online, due dates, etc.). I also use a monthly survey asking students to share personal assessment of their learning (Interviewee 4).

Universities find ways to supports lecturers to conduct teaching-learning process. With all the trainings and workshops given (Mackeogh & Fox, 2009) , lecturers have to adapt with the current reality (Bennett, 2020) by developing their technology skills since they are required to revamp their delivery by preparing creative lessons to hook their students' interest. In reference to the COVID-19 and shifts in education, a change of behavior occurs. In addition to that, the need of revamp delivery is also triggered by the change of behavior in learning in their students. The transition, in many cases, acted more like a strong wave that shake the comfort place of educators and students into an unfamiliar situation (Schaefer et al., 2020).

> One of the challenges teachers face during virtual teaching is how to engage the students actively. That's the reason I require students to have their video turned on during class so I know they are not doing something else. I randomly pick students to answer questions as a way of getting them to be on task. When asked which mode (virtual or in-class face to face) they prefer, most students prefer to be in-classroom face-to-face mode (Interviewee 4)

However, the shift to remote learning has changed students' behavior, in which they become less focus and active during synchronous class and throughout the learning process.

> I noticed that the shy students become more talkative. I consider this as an amazing step. However, the negative side I found during remote teaching, the talkative students became less talking (Interviewee 7).

> Students' response is various. Some students can follow the materials then become active in the virtual teaching and learning. However, some students are considered as passive. Maybe, they only need adjustment (Interviewee 9)

The participants emphasized that prior to the transition, their students have access toward social interactions; wherein, this interaction is essential to help them acquire deep learning and knowledge construction; this interaction appears to matter. Moreover, participants perceived that they should provide their students with rich materials and multimedia resources in advance to direct students to learn independently and strengthen self-regulated ability (Koppelman, 2013).

Advancing technology infrastructure

Participants mentioned (n=19) that prior to the transition, their universities have developed technology infrastructure to support the curriculum; however, it was not in demand as the current situation.

> There is no major impact on how I design my syllabus. However, some minor changes are reflected with respect to communications (office hours, individual meetings). Accommodation for possible technology failure (e.g., poor internet connectivity) must be made (Interviewee 4).

Most of the participants asserted the importance of having sophisticated infrastructure technology in carrying out online learning. The most common problem in conducting online learning is poor internet connectivity. This connectivity issue can cause students to lose focus on learning.

> Regarding the connectivity of the internet, in fact, sometimes the connection is good, sometimes it is not. The problem happened not only to mine, but also sometimes to my students. Therefore, I and the students leave the meeting unintentionally (Interviewee 8).

Majority of the participants (n=18) claimed that even if the pandemic is over, online-based education will still be carried out.

> According to my viewpoint, even after the pandemic is over, Educators have to balance synchronous and asynchronous e-learning. I think all leaders of educational institutions should take action in advancing technology to support the needs of lecturers and students. This is what we call the unprecedented times, we never know what will happen in the future. We have to carry the banner of readiness to prepare for the upcoming storms (Interviewee 12).

Participants stated that university leaders should facilitate their educators with whatever online tools they need. This seems to be a huge step to be made in advancing the technology infrastructure of a university. Lecturers should improve technological literacy when switching to online-based education to guide the internalization of students' knowledge, their professional abilities should be put forward (Anggeraini, 2018) 'Educational technology application and innovation hold the potential to greatly impact educational practice' (Wahyuni, 2018, p. 2).

Thus, this study encompassed the answers to the research questions. Two themes emerged regarding the undertaking of English education lecturers in carrying out online learning: agility and adaptability and identifying the underlying needs. Meanwhile, there are three themes that emerged from participants' perspectives regarding the major changes; those themes are the need for iterative process, the need for revamped delivery, and the need for advancing technology infrastructure.

Table 2 is an interview guide with a list of developed questions that researchers utilized to outline broad areas of knowledge that are pertinent to answering the research questions (RQ). The interview guide was designed to cover two major areas: experience and perspective. Furthermore, the goal of this guide was to comprehend the variations of each participant's experience and perspective in shifting to other modalities. Utilizing this guide, the researchers checked off each question on the guide to follow the exact ordering and later analyzed relevant areas that emerged the sub-themes and we matched the number of codes from the participants' answers.

Table 2. Questions, relevant sub-themes and participants' response pertaining to their experiences and perspectives during the unprecedented times

Interview guide	Emerging sub-themes	Number (%) of participants' response matching the code
1. What is your peculiar experience in virtual teaching when COVID-19 Pandemic hits your country and requires everyone to work from home?	▪ Teaching approaches	17 (90%)
	▪ Instructional mode	17 (90%)
	▪ Barriers	19 (100%)
	▪ Technology knowledge	19 (100%)
2. How much information do you receive about applications to be used in teaching?	▪ Find access	18 (90%)
	▪ E-learning system	19 (100%)
3. What particular teaching approach do you apply in virtual teaching?	▪ Teacher-student engagement	19 (100%)
4. How is your students' response(s) in virtual teaching?	▪ Shifted mode	16 (80%)
	▪ Education focus	15 (70%)
5. How do you monitor students' progress in virtual teaching?		
6. In virtual teaching, how does virtual teaching affect your teaching process?		
1. *Opener:* Do you think of the applications that you use have enough features to accommodate your teaching needs? Please kindly share!	▪ Tech support	19 (100%)
	▪ Information on technology	19 (100%)
	▪ Students' response	17 (90%)
	▪ Preferences	15 (70%)
2. *Opener*: Do you notice of there's a change of your students' behavior in learning virtually?	▪ Supported needs	16 (80%)
	▪ Shifted action	14 (70%)
	▪ Teaching process	18 (90%)
3. To what extent, does your institution support all lecturers in conducting virtual teaching?		
4. *Opener:* Do you find it difficult to monitor your students' honesty when they take an exam or quiz virtually?		
5. Do you think that new adjustment to educational system will remain after the pandemic and all the changes are here to stay?		

Discussion

This primary purpose of this study was to explore the perceptions and experience of English education lecturers on the inevitable surge of virtual teaching during the Pandemic. This discussion encapsulates the answers of the two research questions, the first RQ encompassed English education experience in carrying out online-based teaching, and meanwhile, the second RQ covered lecturers' perspectives on major changes throughout the process of shifting to other modalities.

To address the first RQ, the researchers explored that basically all participants of this study was faced to transition to a new role as an online educator. Earlier research stated that in times of change, educators cannot function optimally in shifting modalities (Lynch 2020). Even though the situation hardly allows for optimal teaching, the results of the study stated that lecturers with agility and adaptability are most likely to survive in fluctuated educational situations because they look for opportunities to explore various solutions to support the teaching-learning process in the English language and fulfill student demands. Despite considerable implementation focus on online education, the adjustments made into teaching does not yield higher outcome, this does not mean the students are not learning or supported but because lecturers provide space for flexibility with times of change. Not to mention, their students were also adapting to a situation where they had to experience the loss of proximity and the presence of the lecturer in the classroom. The findings clearly suggested that flexibility in online-based education should be carried out to accentuate students' basic necessities to give them time maximize online sources and their digital skills instead of focusing on academic gain. This is in line with the study of Moser et al. (2021); they asserted that language educators concerned about the educational social, and emotional well-being of their learners during the pandemic.

Regarding the second RQ, the analysis unfolds a substantial improvement of the major changes that can be identified and anticipated to make well-prepared teaching instructions. Online-based education will continue to take place in the education field even though the pandemic is over. The findings support previous studies which stated that blended learning will be the main focus in supporting the curriculum (Kamble et al., 2021; Sepulveda-Escobar & Morrison, 2020). Shifting to different modalities gives a strong influence to make some changes in teaching the English language in order to continually build a productive teaching-learning process. There is a need to integrate multimedia technology and English knowledge to continue to find the right process so that the students being taught online can follow the lessons and

obtain the same benefits when learning offline. When the method used is suitable for the students, the method needs to be iterated. Participants said that in conducting remote teaching, many of their students hardly understood all the given lessons; therefore, the way of delivering material online needs to be revamped to help students establish self-regulated skills.

Fundamentally, English Education lecturers with adequate technology literacy will be able to create a more natural English learning environment to enhance the learning efficiency of their students and to develop the quality of teaching thus all the learning outcomes can be achieved through educator execution.

Conclusion

From the unprecedented times, exploring lecturers' experiences and perspectives shed light on understanding educators' struggles, ability and capability of executing online-based learning, as well as knowing students' behavior toward online learning. All themes in this study emerged from obtained sub-themes. In conclusion, these findings indicated that the inevitable surge of online learning shapes lecturers' teaching skills and attitude in handling difficult situations. Moreover, this study also provides pedagogical implications regarding teaching-learning process. These pedagogical implications are drawn as a result of the present study. Since most of the participants are English Education lecturers, in online learning, there are some approaches should be taken to maximize learning interaction between lecturers and students and within the group of students. Lecturers should make sure that the course content and materials are engaging and useful in order to motivate students to establish self-regulated learning throughout online classes.

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