

Arab World English Journal (AWEJ) Volume 16. Number 2, June 2025  
DOI: <https://dx.doi.org/10.24093/awej/vol16no2.3>

Pp.36-56

## Investigating ESL Teachers' Experience in Teaching Online Classes

**Siti Fatimah Abd. Rahman** 

Department of Language and Literacy, Kulliyah of Education, International Islamic University  
Malaysia, 53100, Selangor, Malaysia  
Corresponding Author: [sfarahman@iium.edu.my](mailto:sfarahman@iium.edu.my)

**Nor Fairuz Mohamed Idris** 

SK Sungai Binjai, Batu 6 Pekan Meru, 41050, Klang, Selangor, Malaysia  
Email: [g-04340079@moe-dl.edu.my](mailto:g-04340079@moe-dl.edu.my)

Received:02/13/2025

Accepted:05/29/2025

Published: 06/26/2025

### Abstract

The rapid transformation of traditional classrooms to online platforms during the COVID-19 pandemic has presented numerous challenges for educators, particularly those teaching English as a Second Language. This research aims to explore the challenges faced by ESL teachers in adapting to and managing online teaching, as well as the strategies they employ to navigate this new digital landscape. Using a qualitative approach, semi-structured interviews were conducted with three ESL teachers to gather valuable insights into their experiences. Thematic analysis was applied to identify and categorize the challenges encountered by these educators during the implementation of online teaching. Additionally, the study investigated the strategies employed by teachers to overcome these obstacles and enhance the effectiveness of their online instruction. The findings reveal six major challenges faced by ESL teachers, including technical issues, time management, limited student access to technology, monitoring and assessment difficulties, students' issues, and teachers' competency issues. To address these challenges, teachers utilized three main strategies: self-empowerment through self-learning and upskilling in technology, effective monitoring and assessment techniques, and enhancing online learning through interactive engagement. The insights garnered from this study can assist educational institutions, policymakers, and educators in identifying areas that require support and improvement for more effective and efficient online teaching practices. Ultimately, the study emphasizes the importance of continuous professional development for ESL teachers to successfully navigate the complexities of online teaching and meet the diverse needs of their students in the digital age.

**Keywords:** Educational Technology, Online Learning, ESL classrooms, Teacher Experiences, Strategies, Challenges

**How to cite:** Rahman, S. F., & Idris, N. F. M. (2025). Investigating ESL Teachers' Experience in Teaching Online Classes. *Arab World English Journal*, 16(2):36-56.  
<https://dx.doi.org/10.24093/awej/vol16no2.3>

## Introduction

During the time of widespread school closures, the field of education has undergone a profound transformation. These closures, which were a response to the unprecedented circumstances surrounding the pandemic, have had far-reaching effects on educational institutions and schools around the world, resulting in significant changes to the teaching and learning process. According to data from UNESCO, the peak of school closures was registered at the beginning of April 2020, when around 1.6 billion learners were affected across 194 countries, accounting for more than 90% of total enrolled learners (UNESCO, 2020). This includes Malaysia, with the Ministry of Education (MOE) instructing all Malaysian schools to do home-based learning. In an effort to assist transition from traditional classroom to virtual learning, the Home-based Learning Manual was established by MOE in April 2020, which serves as guidance for teachers in terms of implementation and approach. Additionally, DidikTV was launched on 21<sup>st</sup> February 2021 to deliver educational television programs to all students, especially those without internet access.

In 2022, after two years of battling the pandemic, all sectors have finally reopened, including education institutions. The rise of hybrid learning is inevitable as more learners prefer online learning to physical classes. A study conducted by Dochy and Segers (2022) found that 23% of people believe the freedom to learn at a pace that best suits them is the most significant benefit of receiving an education online. Similarly, people place a high value on their capacity to acquire knowledge at home (22%) and their overall flexibility (20%). Where educators are concerned, despite the lack of preparation and difficulties encountered by them, including educational administrators and institutions, the overall picture now reveals a willingness to embrace innovation and new learning opportunities that were not previously apparent. Educators across all grade levels and settings had to reevaluate their roles and the methods by which they assisted students with their academic responsibilities through online platforms (Rapanta et al., 2021).

Online class implementation required a radical change by teachers and students regarding communication style, assessments, and content delivery. Teachers are expected to adapt to the new platform almost instantaneously after the COVID-19 pandemic strikes. Teachers have to equip themselves with skills related to virtual teaching in a short period. Teachers today are expected to be better equipped to use technology in their classrooms than their predecessors. However, research findings show that they are still unprepared for technology integration and find it difficult to use ICT tools in the classroom (Park & Son, 2020). To an extent, parents started questioning teachers' ability and readiness to face the challenge (Shamsuri, 2021). This is consistent with Rodríguez-Muñiz et al. (2021), who confirmed that due to the sudden transition, teachers were forced to slow down their pace and reduce their content as they need more time to prepare themselves with technical and pedagogical aspects of online learning. This is also mentioned by Dhawan (2020), who asserts that educators were reluctant to shift to online teaching but were forced to do so after the COVID-19 outbreak.

This situation raises concerns for teacher educators and researchers. It highlights the need to understand language teachers' challenges and strategies, including their acceptance and experiences with technology in language learning and teaching. Mahyoob (2020) stated that the primary issues influencing and impacting online EFL learning during COVID-19 are technical, academic, and communication challenges. The majority of EFL students in the study were dissatisfied with their online education as they were unable to meet the standards for progress that were expected of them. It is also revealed by Kebritchi et al. (2017) that the challenges faced by

educators ranged from adapting new roles in the classroom to problems with time management and pedagogical approaches. Similarly, Izhar et al. (2021) revealed that teachers' challenges in online teaching include time management, technological skills, interest, knowledge, and self-efficacy. Hence, the current study sought to investigate ESL teachers' experiences in online teaching in order to understand better the challenges encountered as well as their strategies for online teaching. This research aims to investigate the experiences of ESL teachers who teach online classes in order to gain insight into the challenges they face and the strategies they use. The research objectives are as follows:

1. To explore challenges faced by ESL teachers in teaching online classes.
2. To investigate strategies employed by ESL teachers in teaching online classes.

### Technological Pedagogical Content Knowledge

This study works around the Technological Pedagogical Content Knowledge (TPACK) framework introduced by P. Mishra and Matthew J. Koehler of Michigan State University in 2006. They identified three primary forms of knowledge: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). TPACK framework consists of three main components: technology knowledge (TK), Pedagogy Knowledge (PK), and Content Knowledge (CK). TPACK components are shown in Figure One below:

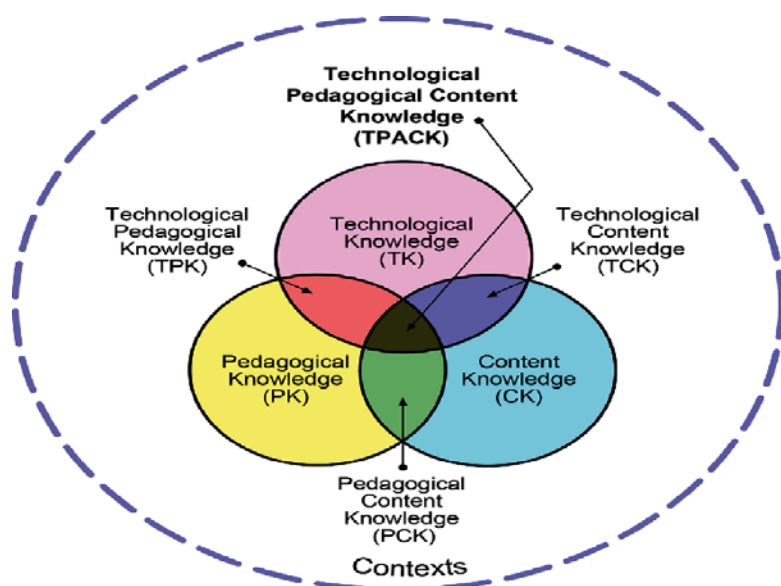


Figure 1. TPACK Framework (Koehler & Mishra, 2009, p. 63-67)

The foundation of effective teaching is Content Knowledge (CK), which encompasses a teacher's in-depth understanding of the subject matter they are responsible for imparting to their students. An English teacher, for example, must be well-versed in language arts concepts, literature, and effective communication techniques. This knowledge provides the necessary content expertise for the development of instructional strategies (Cheng et al., 2022).

Content knowledge is supplemented by Pedagogical Knowledge (PK), which focuses on the art and science of teaching. Understanding the various methods, practices, and approaches for effectively delivering information to students is part of PK. Classroom management, teaching

strategies, assessment techniques, and accommodating the needs of diverse learners are all important components of pedagogical knowledge. According to Basirat and Taghizadeh (2021), a skilled teacher with strong PK can engage students, create a welcoming learning environment, and adapt their teaching methods to accommodate different learning styles.

The understanding of both standard and advanced technologies relevant to the educational context is referred to as Technology Knowledge (TK). It equips teachers with the ability to identify and apply appropriate technological tools to improve the learning experience. Teachers with TK can effectively leverage technology to facilitate optimal learning outcomes, from basic computer literacy to navigating complex digital resources (Sahrir et al., 2021). Furthermore, TK allows educators to keep up with evolving technologies, ensuring their continued integration into teaching practices.

The interaction of these knowledge domains gives rise to a number of critical components in the TPACK framework. Pedagogical Content Knowledge (PCK) is a combination of content and pedagogical knowledge. It focuses on a teacher's ability to teach a specific subject effectively, taking into account the best instructional strategies for conveying content in a way that resonates with students and promotes meaningful learning experiences.

TCK is the combination of technology and content knowledge. Based on a study by Mujallid (2021), it gives teachers the ability to integrate technology into subject-specific instruction seamlessly. Teachers can improve content delivery, assessment methods, and feedback to students by leveraging technology tools, resources, and platforms.

The term TPK refers to the integration of technology and pedagogical knowledge. TPK teachers have the knowledge and skills to thoughtfully incorporate technology into their teaching practices (Keser & Sarı, 2021). This includes choosing appropriate technology tools, creating technology-enhanced lesson plans, and effectively integrating digital resources to support student learning.

These knowledge components work together within the TPACK framework to enable effective technology integration in teaching and learning. TPK, TCK, and PCK enable educators to use technology as a powerful tool to augment content delivery, improve pedagogy, and create transformative learning experiences. By integrating these dimensions, teachers can confidently navigate the digital landscape and provide their students with the necessary knowledge and skills for success in a technology-driven world. As the educational landscape evolves, the TPACK framework remains an essential guide for educators seeking to harness the potential of technology and pedagogy in transforming their students' learning journeys.

## Methodology

A qualitative research design is used in this study to gain in-depth insights into the challenges and strategies of English language teachers in online teaching. Qualitative methods are best for exploring ESL challenges and strategies because they provide deep, nuanced insights into learners' experiences, motivations, and the complex social and cultural factors influencing language acquisition. These methods, such as interviews, focus groups, and thematic analysis, allow researchers to capture the "why" and "how" behind learners' behaviors, offering rich, contextualized understanding that quantitative approaches often miss (Pandey, 2025; Schneider, 2023 & Thomas et al., 2024). Recent studies emphasize that qualitative research is especially effective in uncovering underexplored issues, informing culturally responsive teaching, and advancing both theory and classroom practice in ESL contexts (Pandey, 2025 & Thomas et al.,

2024). Semi-structured interviews were used as the primary data collection instrument in this study, and a purposeful sampling technique that focused on English teachers who met specific criteria relevant to the research topic was employed. Subsequently, the study employed thematic analysis as a means to analyze data whereby the researcher examined the interview transcripts of the participants in order to identify significant patterns of words which were then grouped into several meaningful categories known as themes. This study utilized purposive sampling as it is a technique commonly used in qualitative research to identify and select information-rich cases in order to make the best use of limited resources (Decuyper et al., 2021). In this study, three English teachers were selected from schools in Klang. This selection was based on two key criteria: their teaching experience and educational background. It was crucial to investigate how these attributes might influence the teachers' viewpoints and preparedness for online teaching. This approach aligns with Dworkin's (2012) perspective, where a multitude of articles, book chapters, and books recommend participant numbers ranging from 3 to 50 as appropriate, given the criteria mentioned earlier. The interview questions are adapted from Abdul Razak et al. (2018) and Junus et al. (2021).

For this study, thematic analysis is employed. The data were transcribed, stored, and organized according to the research questions. The first stage of analysis involved reading through the data corpus to identify extracts that are relevant to the topic of ESL teachers' experiences in online teaching. Words related to pedagogy, teaching methods, issues, and challenges were captured. Subsequently, the corpus was examined again to get a clearer understanding. After some patterns emerged from the data set, related phrases and words were highlighted and coded. These codes were then revisited and grouped into several sub-themes, leading to the discovery of potential thematic names and their definitions.

## Findings

With a primary emphasis on understanding the research context, this chapter delves into the challenges encountered during the implementation of online teaching. By identifying these challenges, it seeks to provide a thorough understanding of the dynamics of online education for ESL teachers. The participants' responses to the interview questions were recorded in Figure Two below. It addressed the first research question: what are the challenges faced by ESL teachers in teaching online classes? The main themes generated can be seen in Figure Two.

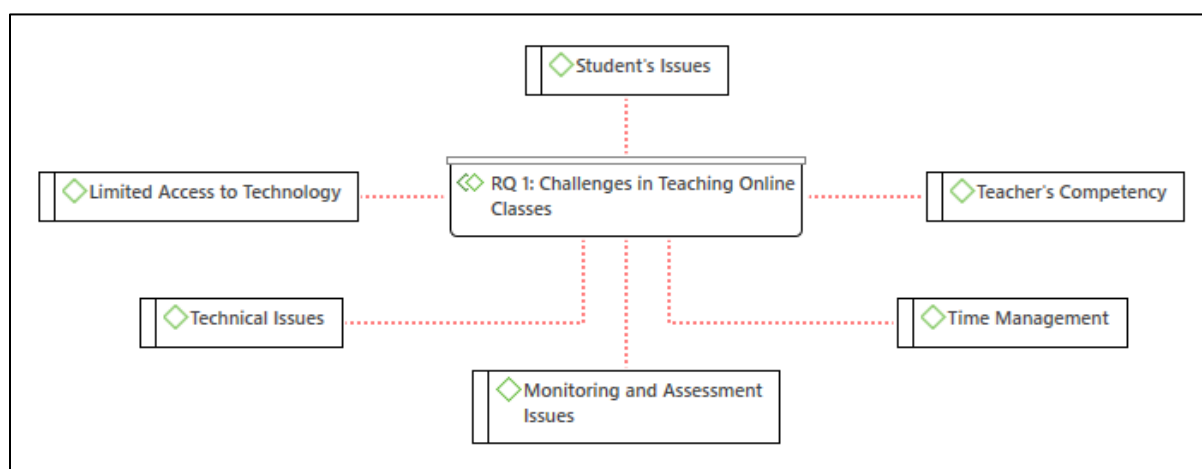


Figure 2. Themes identified for research question 1



***Teachers' Competency***

Teachers have had a mixed reaction to the implementation of online classes. Some teachers welcomed the implementation while accepting the challenges it brought, while others expressed resentment and hesitation. Among the reasons behind their hesitation was their lack of experience in handling online tools prior to the pandemic. All participants had similar experiences, as shown by excerpts below:

No. Never. I have no experience before PKP in teaching online classes. (P1 DU8)

Prior to PDPR, I just used WhatsApp, sometimes asking the kids to Google up and look up for something. Surprise? Ya, for sure, because we didn't have any experience (P2 DU8)

I do have experience with online teaching tools experience before. Teaching online classes, huh? I never had any online class before (P3 DU8)

In addition, the absence of formal training had a major influence on teacher's confidence to navigate online classes as it affects their readiness. P2 believed that she had to figure out and prepare herself although there was no formal training given. P2 mentioned:

I had to be ready. I had to make myself ready. I had no way to communicate and to teach. So, I must say that I wasn't ready, but I had to prepare myself. (P2 DU10)

Similarly, P3 felt the same way about her level of preparedness. Even though she has received no formal training, P3 is convinced that she must be prepared. P3 mentioned:

To be honest. I never had any professional training relating to that (P3 DU10)

By hook or by crook, I need to make myself ready for any circumstances. (P3 DU12)

It can be seen that these factors underscore the importance of teacher competency in handling online classes, as prior experience and formal training play critical roles in determining teachers' readiness and effectiveness in the virtual teaching setting.

Another issue that affects teacher's competency is adapting syllabi with online teaching. P1 and P3 had difficulty preparing materials and spent much time explaining the content due to the existing CEFR syllabus, which was adopted from the European context. P1 and P3 asserted:

I find it quite difficult to teach pupils about something that is not close to our hearts. Because I teach year 5, the syllabus is more overseas. Even the name in the textbook is confusing to my students (P1 DU12)

In terms of giving examples in the Malaysian context, I am having some difficulties. For instance, place names, along with people's names used in the textbook are European. So, as for me, I took more time in explaining into local context rather than the lesson content (P3 DU20)

From the excerpts above, it can be said that misalignment between the prescribed syllabus and the demands of online teaching creates additional hurdles for these teachers as they must find ways to modify and deliver the content effectively in an online format.

***Technical issues***

Experiencing technical issues such as unexpected disruptions while teaching in a virtual classroom is inevitable for all participants. For instance, participants were removed from the Google Meeting due to an unstable connection, accidentally pressing the wrong buttons in the platform, and having to cancel a class due to a power outage. P2 recalled:

Even during a presentation, your screen goes off. Sometimes accidentally press some buttons, you are taken to other places. (P2 DU34)

But when something goes wrong, for example, electricity that day, you promised to see your children, but you can't, so that is another issue also (P2 DU36)

There were also issues with the audio and video of the learning platform. The teacher's voice was suddenly unheard and sometimes echoed. P1 shared her experience:

*I hate technical issues. Sometimes, my voice cannot be heard or echoed. I got kicked out of Google Meet several times, too. (P1 DU34)*

One of the participant's senses of helplessness during online classes can be seen when she had to fix unforeseen technical issues, internet connectivity issues, or student-related problems. She felt overwhelmed to meet these challenges with confidence because she lacked the necessary training or prior experience to handle such circumstances. P2 expressed:

Sometimes, my laptop suddenly goes off, blank, and I shout for help. So yeah. I need help. (P2 DU24)

It's like handling the screen, as well as your book, it's very difficult. And then sometimes they say teacher, I'm trying to click, I'm trying to come in. I had issues like how to settle all those things. (P2 DU34)

### ***Students' Issues***

Apart from dealing with technical issues, teachers have to face student-related challenges, too. Being disengaged in class is a major issue, as student engagement cannot be monitored efficiently. Students seemed present, but teachers would not know what was happening behind the screen. Grasping their attention is twice as hard compared to learning in the classroom. Furthermore, young learners, in particular, have short attention spans. P1 and P2 recalled:

Then, pupils' interest and attention. As we know, even in class for face-to-face learning, it is kind of hard to get a pupil's full attention. (P1 DU28)

Children can't see things that are too long when they sit and listen to you for maybe about 30 or 40 minutes. You cannot drag on. (P2 DU26)

Besides being disengaged, students were reported to be unresponsive, especially passive students. They rarely responded or asked questions during the class. Participants shared:

They rarely respond or ask any questions. Even when I asked questions, they didn't unmute their microphone and stayed silent. (P3 DU34)

I mean, some are very open to that, but some felt very shy, those passive ones. Always sit at the back of the class. I had an issue. It was a real thing that happened (P2 DU32)

The low attendance rate among students was also a challenge. In a class of 40 students, usually, only half or less than that turned up for online classes. Some absent cases were reported due to insufficient gadgets because students had to share a phone with other siblings or had to wait until their parents returned home after work. P1 and P3 commented:

Sometimes, they just don't show up at all. (P1 DU28)

For the unfortunate family, the issue will be in preparing the devices and the internet coverage. Some of them might share the devices with other siblings or, even worse, share

with their parents whereby they need to wait until the parents are available at home in order to join the live lesson or to complete the task given for each particular lesson. (P3 DU38)

Young learners, especially primary school students, are in the initial stages of developing digital literacy and have limited or minimal experience with computers and digital technologies. Thus, attending online classes may overwhelm and cause overexcitement to them at the same time. They tend to press random buttons and suddenly unmute their microphones, exposing conversations and background noise. P2 and P1 shared some anecdotes:

I was teaching in the afternoon, and we had issues, you know, with the children operating. They were not so good with it (P2 DU12)

I mean, after you come up with the content, and when you present it to the children, they do not know what's going on. They sometimes find it difficult to operate, you know, pressing a simple button. (P2 DU22)

They have more distractions within their environment than inside a classroom (P1 DU34)

### ***Time Management***

For teachers, managing time is crucial to ensure lessons are delivered effectively. Activities need to be tailored carefully and implemented within the allocated time. In a normal classroom, sometimes the teacher overlooks the time and gets carried away with some activities. On the other hand, virtual classrooms require teachers to manage a few things simultaneously. Thus, one activity might take longer and affect the implementation of other lesson activities. In addition, prior to online classes, they have already spent a lot of time preparing lesson materials. P1 and P2 stated:

It is time-consuming when we need to prepare a lot of material (P1 DU38)

Time management, I mean carrying out all activities in one hour, these things are issues for me. (P2 DU22)

### ***Monitoring and Assessment***

Due to the virtual nature of the learning environment, teachers have limited visibility in terms of students' behavior, verbal cues, and body language. Thus, it is hard to gauge students' interest as well as their struggles. P2 and P1 shared:

Even when you are sharing a screen, you can see all of them. But when you have a bigger classroom, you basically cannot see your children when you are presenting. You cannot know what they are doing (P2 DU32)

It is hard. You need to see the behavior also (P1 DU28)

When monitoring is challenging, assessment becomes an issue as teachers need to observe and evaluate students. Both elements need to work simultaneously to ensure the assessment's credibility and validity. However, with limited assessment activity, teachers may struggle to gain a comprehensive understanding of students' progress and achievements. This could result in inaccurate assessments and misrepresentation of students' true abilities, especially for holistic assessment, particularly classroom-based assessment (PBD). P2 commented:



In terms of PBD assessment, very difficult. Not all activities can be assessed online. If writing, yes, but sometimes, when we need to assess if they are writing neatly, it is quite difficult but achievable. (P2 DU28)

### ***Limited Access to Technology***

The most obvious issue that occurred in the early stages of online class implementation was a lack of adequate equipment, particularly for low-income families. Prior to the pandemic some families did not provide their children with cellphones or any other digital device. Parents were the only ones who had cell phones. When the pandemic struck, communication devices such as tablets and mobile phones became essential. In large families, having to share devices among siblings means they must take turns; thus, missing classes is unavoidable. The same is true for internet access. A student with limited internet data cannot attend a Google Meet class because it requires a large amount of data. Participants remembered:

Basically, every family will have at least one handphone as a communication medium. The question will be whether they have an internet connection or not. (P1 DU44)

..some of them might share the devices with other siblings or, even worse, share with their parents whereby they need to wait until the parents are available at home in order to join the live lesson (P3 DU38)

Some of them, due to low internet access and low bandwidth, tend to turn off their videos, and sometimes their audios are not heard (P2 DU26)

### ***Strategies for Teaching Online Classes***

Strategies in teaching online classes are crucial for creating an engaging and effective virtual learning environment that maximizes student participation and learning outcomes. In the following section, this study presents three main themes and eight sub-themes utilized by ESL teachers in their digital classrooms. The themes yielded from the interview can be seen in Figure 3 below.

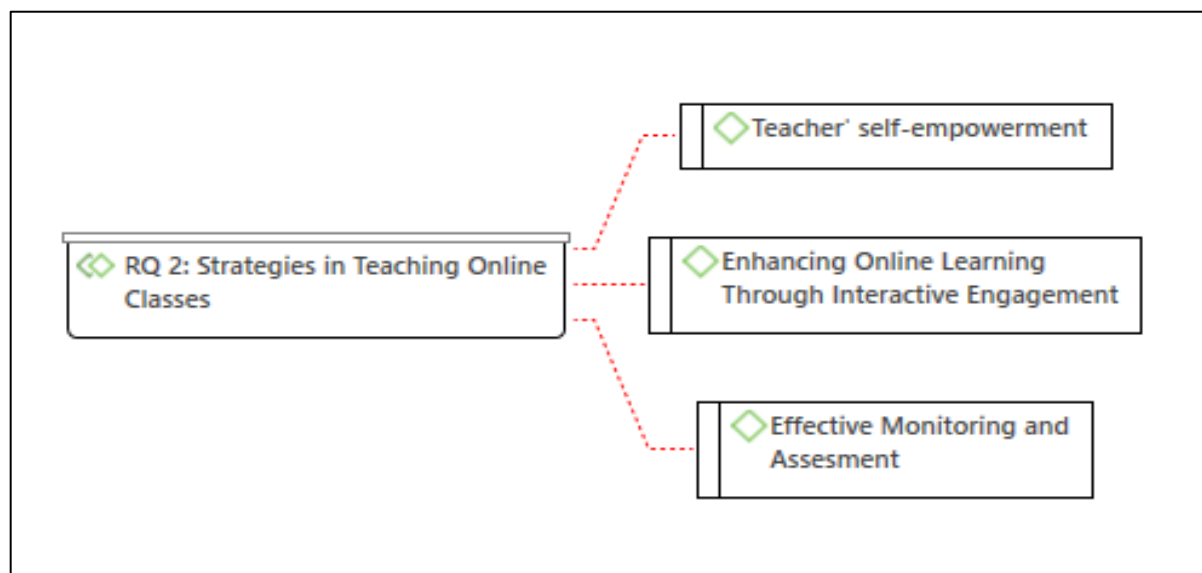


Figure 3. Themes generated for research question 2

The themes illustrated strategies utilized by English teachers in implementing online teaching. Prior to generating the themes, sub-themes were identified. Eight sub-themes were recorded after the coding of the dataset was done. The main focus of Research Question 2 was on teaching strategies implemented by teachers in online classes. While extracting data on teaching strategies, a distinctive theme emerged with regard to teachers' strategy in preparing themselves for the digital transition, namely teacher self-empowerment. Hence, the researcher decided to include the strategy as it is believed to enhance the success of online teaching and learning potentially. The strategies yielded from the interview were teacher's self-empowerment, effective monitoring and assessment, and enhancing online learning through interactive engagement.

### ***Teacher Self-Empowerment***

Due to the absence of formal training prior to the implementation of online learning, teachers exerted considerable efforts to acquire digital skills. Teachers' proactive efforts to equip themselves with new skills, mainly digital skills, demonstrate that they are accountable for their professional development and growth. This enables them to adapt to the shifting educational landscape and improve their teaching practices through the acquisition of new digital competencies. It can be seen in these excerpts:

I learned a few tips from colleagues who have a lot of experience in IT, such as our Media teacher. Then I also watched a lot of videos on You tube to help me find the best method to teach online classes. (P1 DU14)

I just had a lot of reading on the internet, studying via YT videos, and sharing on social media platforms like Facebook and Twitter (P3 DU10)

Seeking mentorship from family members and experienced colleagues is a commendable strategy for self-empowerment. It allows teachers to learn from those who have relevant knowledge, which can help them grow personally and professionally. P1 and P2 asserted:

I reached out to my colleagues and exchanged some ideas to come out with the best activities that are suitable for my pupils. (P1 DU 26)

So I thought I would rather learn from my hubby how to use that. Later on, yes, we had a number of in-house training, how to use Google Meet (P1 DU12)

### ***Effective Monitoring and Assessment***

To address assessment issues, participants used digital resources such as Quizziz and posted questions via Google form to assess students' understanding. Aside from that, chatting apps such as WhatsApp and Telegram were used to get answers and feedback. P1 shared:

I assess them using digital quizzes such as Google Forms or Quizziz. Sometimes I also give them the exercises in WhatsApp or Telegram group and ask them to send it back to me via WhatsApp or Telegram personally (P1 DU30).

P3 indicated a preference for utilizing digital resources to simplify assessments. It is because these activities can be easily transformed into reports making documentation more organized and straightforward. She explained:

The activities are more interactive and could get immediate results for each exercise that I possibly will turn into the assessment report. Kinda love it because it will be well-documented and printable. (P3 DU28)

In terms of the monitoring strategy, participants mentioned using the observation method. Students were asked to adjust their cameras so the teacher could see what happened behind the camera. In one instance, P2 shared an anecdote:

One funny moment I still remember: I asked them to adjust their camera so I could see what was happening, whether they were taking notes or not, and one boy said he could not. I asked why I could not. He was only wearing a T-shirt or something, he was not wearing proper pants! (P2 DU28)

Participants also periodically call out the names of students to check for attention and comprehension. Students are encouraged to pay close attention and participate actively during online class sessions with this method of instruction. Participants recalled:

During a question-and-answer session, I will also call their name randomly and ask them if they understand the lesson and if they have any questions. (P1 DU36)

While the lesson is going on, some children will go missing. You will be calling and mentioning names, you know. Are you there? (P2 DU34)

### ***Enhancing Online Learning Through Interactive Engagement***

To avoid dull and dry lessons, teachers utilized online interactive resources such as videos from YouTube, PowerPoint presentations, and colorful graphics from Canva to create engaging and vibrant lessons that capture students' attention and maintain their interest throughout the session. Besides, they also use Quizziz to incorporate assessment through fun learning. P1 and P2 commented:

I used a lot of YouTube videos. I will have a Google Meet with the pupils. I will present the lesson using PowerPoint or Canva, and I also have a question-and-answer session with them. I also use drawing tablets as teaching tools to help them gain for better understanding. (P1 DU32)

You need an interesting presentation. You need to provide, like Zoom, we have breakout rooms. So you can encourage children to communicate and have discussions, and you can vary your teaching. (P2 DU30)

Assigning engaging tasks is another strategy to maintain students' participation in virtual classes. Students were asked to move around, work on projects as well as do presentations from the information they had gathered. Participants recalled:

Another strategy is yes, they are excited, but they also have to come up with findings, so that they can present. They can share (P2 DU30)

Usually, when I have GM sessions and during Quizziz games. That's when they are very..their participation is very high. (P1 DU34)

I love assigning Project-based activities to the kids, like scrapbooks. I want them to have hands-on activities so they do not feel bored. (P3 DU32)

Encouraging communication among their class members was also utilized to foster collaborative learning as well as to promote and practice the use of language. By encouraging communication among class members, teachers can create a sense of community and interaction, which enhances

collaborative learning and promotes the practice and application of the target language in authentic contexts. P2 used this strategy in her class as she shared:

You need an interesting presentation. You need to provide, like Zoom, we have breakout rooms. So, you can encourage children to communicate and have discussions. You vary your teaching. (P2 DU30)

So, I asked them can they could move around with their devices. Show me where is your living room, kitchen, bedroom, and then some were like, they were challenged. From there, you promote communications (P2 DU32)

## Discussion

### Challenges

The COVID-19 pandemic abruptly transformed the entire education system, compelling educators to transition rapidly from traditional classrooms to online platforms. Nonetheless, this abrupt shift presented numerous obstacles, as many educators were unprepared to embrace technology for educational purposes fully. As the participants recalled, they were not given any online teaching training or short courses. They had to utilize their basic understanding of online tools and seek assistance from colleagues and family members. This demonstrated that the participants lacked Technological knowledge (TK). However, they were not at fault because it stemmed from the lack of formal training. Teachers must receive adequate training to optimize online learning. This is consistent with Nicole's (2021) assertion that teachers required additional and differentiated professional development due to their varying levels of TPACK.

During the interviews, the participants frequently mentioned technical issues affecting their online teaching experience. They faced unexpected disruptions like power outages and malfunctioning gadgets, resulting in mishandling of the virtual classroom. The challenges mentioned above induced a sense of helplessness among the participants particularly during power outages where their ability to take action was severely limited. As the TPACK framework heavily relies on technology, these technical issues can significantly disrupt online teaching and learning. To ensure smooth online instruction, teachers must be able to troubleshoot basic technical issues or collaborate with IT support (Sahu, 2020). This is consistent with a study by Shabeeh and Hoque (2021), who argued that technical problems and the inability to adapt to new technology were the significant challenges faced by teachers in online teaching.

Teachers found time management to be challenging, especially in two specific aspects. Firstly, material preparation for online classes takes significantly longer compared to preparing conventional teaching materials. They need to create or find suitable activities and videos and navigate through the use of technology despite limitations in their technological skills. Secondly, time management is crucial during class sessions. Teachers must adhere to the designated time frame while multitasking to deliver content, manage students, and handle the online platform simultaneously. However, multitasking was overwhelming to them as they had to constantly switch between different tasks thus potentially disrupting the flow of the class and limiting their ability to give full attention to each aspect. This difficulty was exacerbated by technical issues, which added to their stress and, therefore, made time management even more difficult. As a result, some teachers felt pressed to forego certain activities or rush through content, potentially jeopardizing the quality of their students' online learning experience. This is supported by Izhar et al. (2021), who indicated that challenges with time management may arise due to unfamiliarity with technology or inadequate pedagogical strategies for online instruction.

Another inevitable challenge is limited access to technology. This theme reflects the difficulties faced by students with insufficient access to digital devices and unstable or unreliable internet connections. Students who share a device with other siblings would be required to take turns and would likely miss class, especially if their schedules did not align. Although the government attempted to close the digital divide by distributing laptops and tablets, not all students were on the government's list of recipients. Teachers were limited to assigning offline tasks and sending lesson materials via WhatsApp group in the hope that students would complete them. As revealed by Saefudin et al. (2021), the effectiveness of online classrooms can be hampered by socioeconomic factors such as limited access to technology and internet connectivity which can vary between student populations.

Monitoring and assessment were also noted as challenges faced by teachers in teaching online classes. Due to digital platform limitations, such as small screen sizes and limited visibility, teachers struggle to observe students' behavior and attentiveness during online classes effectively. Teachers can easily monitor student engagement in a traditional classroom by observing their body language, facial expressions, and participation in class discussions. However, in an online learning environment where students may be invisible to the teacher, this is not possible. This is supported by Cahyaningsih et al. (2021) and Khatoony and Nezhadmehr (2020), who discovered that teachers struggled to control the development of learning and that the teaching and learning processes were difficult to complete without face-to-face interaction. With regards to assessment activity, the participants mentioned the limited number of activities that can be assessed online. As revealed by Kamal and Illiyan (2021), assessment is challenging in a virtual environment in terms of the authenticity of students' work, their comprehension, and behavioral changes, as these assessment issues cannot be verified.

Besides technology limitations, teachers found it challenging when dealing with students' issues. Students were irresponsible, especially passive students. Teachers had to call out their names several times to check their presence and understanding of the lesson. Furthermore, students' lack of interest contributed to their irresponsiveness too. Teachers found it difficult to capture students' attention and interest in online classes. This is supported by Khatoony and Nezhadmehr (2020), who discovered that learners' lack of focus and disinterest in online classes are largely due to insufficient personal connection. In a conventional classroom, students can interact in person with their teacher and peers. This personal connection can help engage and motivate students. In an online learning environment, however, students may feel disconnected from their peers and teachers, thus leads to another issue, which is low attendance rate. Low attendance rate among students was also an issue as they risked falling behind. According to Fard et al. (2023), students' frequent absence or low attendance in class can lead to academic failure and indicate a lack of interest and motivation in learning. Although reminders have been sent to the class WhatsApp group, students kept missing.

Limited digital skills among students also contribute to the issues in the virtual classroom. Many students are not familiar with operating digital platforms like Google Meet or Zoom as they rarely use laptops or computers. As a result, they became overexcited when using these platforms during online classes leading to mishaps such as accidentally unmuting themselves, chatting with friends in the chatroom during lessons, and facing difficulty in typing answers. According to Dhawan (2020), learners may encounter various technical issues that hinder the teaching and learning process and slow down their progress. Additionally, some students may struggle to adapt



to the online learning environment, leading to increased frustration and confusion regarding time management and flexibility in their studies.

The inconducive home environment emerged as a significant challenge for both teachers and students during online learning. Distractions from siblings, television, and other household activities hampered students' ability to concentrate in class. Teachers, on the other hand, encountered difficulties when students struggled to focus, and background noise, as well as passing family members, could be heard when students activated their cameras and unmuted their microphones. This issue is supported by Ismail et al. (2020), who revealed that students' homes lacked a conducive environment for learning. The presence of distracting noise from siblings and limited study space due to small living areas contributed to the challenges faced by students during online education.

### *Strategies*

Under the category of strategies for teaching online classes, three distinct themes surfaced. The initial theme highlighted the teachers' endeavors in self-empowerment to enhance their proficiency in managing digital platforms by seeking guidance from family members and experienced colleagues and learning through tutorials provided online. While this may not be considered a direct teaching strategy, the participants showcased their commitment to managing digital platforms before venturing into the virtual classroom. When teachers engage in self-learning to improve their technological skills, they are essentially developing their Technological Knowledge (TK) within the framework of TPACK. By acquiring these technological skills, teachers can effectively navigate online platforms, address technical issues, and create engaging digital learning materials. Their dedication to becoming digitally savvy played a vital role in ensuring the smooth implementation of online learning. This is supported by the findings from Saienko et al. (2020), as they found that teachers' commitment to self-learning and professional development in technological skills can effectively address challenges in online teaching and learning.

The following theme is the use of effective monitoring and assessment strategies such as using digital resources, carefully evaluating students' work, and observing in a virtual classroom. The participants mentioned checking students on a regular basis by mentioning names and posing questions to ensure their attentiveness. A participant even admitted to adjusting students' cameras to see if they were taking notes. It can be seen that teachers went above and beyond to monitor students' behavior behind the screen. As asserted by Ghateolbahr and Samimi (2021), effective classroom management includes efficient monitoring through teacher-student communication. In terms of assessment, the participants made extensive use of digital resources such as Google Forms, Quizziz, and Kahoot to obtain instant feedback on students' comprehension. Such platforms are not only used to test students' comprehension but they can also be easily converted into assessment reports. Furthermore, online resources are usually interactive and colorful making them ideal for piquing students' interest. As mentioned by Artin (2021) and Feng (2022), creating interesting learning material using online resources and quiz apps motivates students to stay focused; thus, assessment can be done effectively.

The third strategy is to improve online learning by incorporating interactive engagement. The participants practice collaborative work, assigning engaging tasks and encouraging communication among class members in their virtual classroom. Collaborative work allows students to actively participate in learning sessions (Arnesen et al., 2019). It encourages

communication while also instilling a cooperative spirit. According to Khreisat (2022), collaborative learning, such as the use of break-out rooms and the like, is the most important strategy in an online classroom.

Another strategy used by the participants was to include engaging tasks. Teachers created tasks and assignments for students that were interactive, challenging, and interesting. Students were motivated to participate actively in the learning process as a result of these engaging tasks, making the virtual classroom experience more enjoyable and rewarding. The significance of engaging tasks was also mentioned by Artin (2021), Cahyaningsih et al. (2021), and Suputra (2021) as they said that engaging tasks help students maintain their interest and focus, which reduces distractions and improves overall learning outcomes. Furthermore, encouraging class members to communicate is critical in creating a vibrant and interactive virtual classroom (Mustakim et al., 2021). Teachers facilitated meaningful discussions and interactions by creating an environment where students felt comfortable expressing their thoughts and ideas. This method not only improves students' communication skills but also fosters a sense of belonging and community in the online learning environment.

The strategies for teaching online classes mentioned earlier demonstrate how the TPACK framework can be used. Teachers' self-learning efforts improve their technological knowledge (TK), while the inclusion of engaging tasks improves their content knowledge (CK). Furthermore, encouraging collaborative work demonstrates their pedagogical knowledge (PK). Teachers can create a dynamic and successful online learning experience for their students by effectively integrating TPACK elements.

This study's findings add to the body of knowledge on online learning by providing insights into the challenges and strategies implemented in teaching online classes. Teachers will be able to reflect and improve their practice by drawing upon the experiences and lessons learned from this research. As the education landscape continues to evolve, the findings will serve as a valuable resource for educators seeking to enhance their pedagogical approaches and adapt to the demands of online instruction.

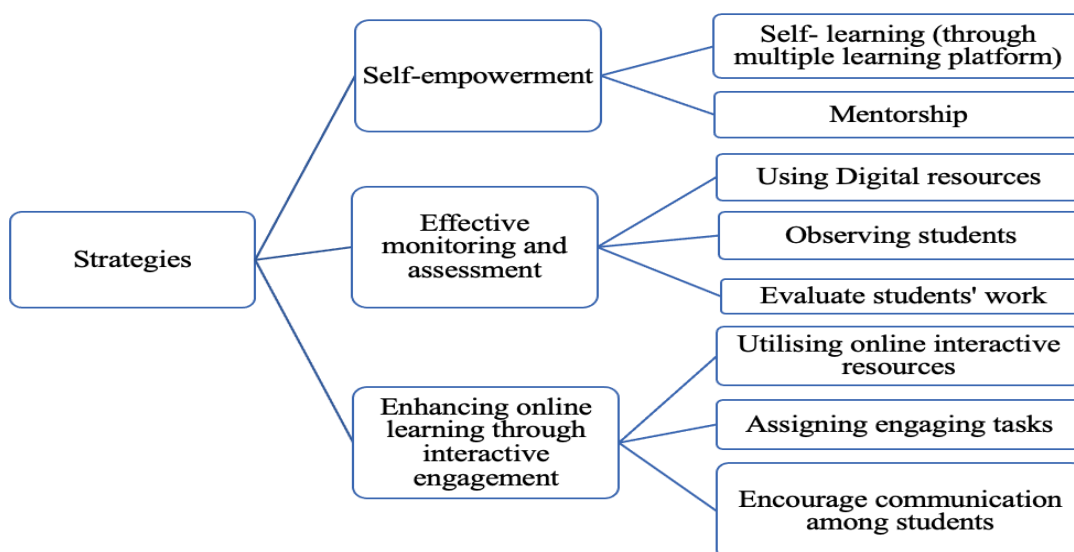


Figure 4. A proposed framework of ESL online teaching strategies

Figure 4 presents a proposed framework for ESL online teaching strategies. It consists of three key strategies identified in the study, providing a concise guide for teachers to optimize their online teaching practices. The framework encourages educators to promote interactive engagement, improve monitoring and assessment, and empower themselves through continuous learning and technological competence.

This proposed framework acts as a roadmap for educators in the online teaching environment. By incorporating these strategies into their practice, teachers can navigate the challenges of online instruction effectively. It offers practical guidance for creating impactful and meaningful learning experiences for students.

The study's identification of strategies that contribute to ESL teachers' success can help bridge the gap between traditional classroom instruction and online learning. Educators can create more inclusive and supportive virtual learning environments for students with diverse linguistic backgrounds and learning needs by understanding how to leverage technology to address the unique challenges faced by ESL learners.

## Conclusion

The study identified six challenges that teachers faced in virtual classrooms, which include a lack of technological knowledge, technical issues, time management issues, limited access to technology for students, monitoring difficulties, and issues related to students' lack of interest and digital skills. Furthermore, three key strategies were highlighted, which are teachers' efforts to improve their technological skills through self-learning, effective monitoring and assessment practises; and the incorporation of interactive engagement in the virtual classroom.

The difficulties identified in this study highlight the critical importance of providing adequate training and support to teachers in order for them to master technological skills and adapt to online teaching. Professional development programs such as certification courses on digital platforms should be made available to teachers in order to empower them and improve their competencies in effectively integrating technology into their teaching practices. Policy changes, such as the inclusion of a designated digital skills course in the curriculum and investments in infrastructure to support technology integration in schools, should also be considered.

This study adds to the growing body of knowledge on online learning and has important implications for improving online teaching practices. It emphasizes the importance of improving teachers' technological skills, addressing students' digital skills, and creating a welcoming online learning environment. By implementing these suggestions, educators can adapt to the ever-changing educational landscape and provide effective and engaging virtual learning experiences for their students.

**Funding:** This paper is fully funded by the Kulliyyah of Education, International Islamic University Malaysia (IIUM) with the grant number: **HRG23-017-0017**

**Acknowledgment:** The authors would like to express their gratitude to the Kulliyyah of Education, International Islamic University Malaysia (IIUM).

**Conflicts of Interest:** The authors declare no conflict of interest.

**Authenticity:** This manuscript is an original work.

**Artificial Intelligence Statement:** During the preparation of this work, the authors used

Grammarly to improve readability and language. The authors reviewed and edited the content as needed and they take full responsibility for the content of the publication.

### About the Authors:

**Dr. Siti Fatimah Abd. Rahman** is an Assistant Professor at the Department of Language and Literacy in the Kulliyah of Education at the International Islamic University Malaysia (IIUM). Her research interests include flipped learning, gamification, technology acceptance, ESL, and technology-enhanced language learning. ORCID: <https://orcid.org/0000-0002-1777-3777>

**Nor Fairuz bt Mohamed Idris** is a primary school English teacher under the Ministry of Education, Malaysia. Her areas of interest include teacher professional development and educational leadership. She is currently working on an application to improve co-curriculum management in schools. ORCID: <https://orcid.org/0000-0002-1645-984X>

### References

- Abdul Razak, N., Alakrash, H., & Sahboun, Y. (2018). English Language Teachers' Readiness for The Application of Technology Towards Fourth Industrial Revolution Demands. *Asia-Pacific Journal of Information Technology & Multimedia*, 07(2), 89–98. [https://doi.org/10.17576/apjitm-2018-0702\(02\)-08](https://doi.org/10.17576/apjitm-2018-0702(02)-08)
- Afroz, R., Islam, N., Rahman, S., & Zerin Anny, N. (2021). Students' and teachers' attitude towards online classes during Covid-19 pandemic: A study on three Bangladeshi government colleges. *International Journal of Research In Business and Social Science*, 10(3), 462–476. <https://doi.org/10.20525/ijrbs.v10i3.1155>
- Al-Naabi, I., & Al-Abri, A. (2021). E-learning Implementation Barriers during COVID-19: A Cross-Sectional Survey Design. *International Journal of Learning, Teaching and Educational Research*, 20(8), 176–193. <https://doi.org/10.26803/IJLTER.20.8.11>
- Alqahtani, A. Y., & Rajkhan, A. A. (2020). E-learning Critical Success Factors during the COVID-19 Pandemic: A comprehensive analysis of e-learning managerial perspectives. *Education Sciences*, 10(9), 1–16. <https://doi.org/10.3390/educsci10090216>
- Arifin, S. R. (2018). Ethical Considerations in Qualitative Research. *Western Journal of Nursing Research*, 10(2), 150–162. <https://doi.org/10.1177/019394598801000204>
- Arnesen, K. T., Graham, C. R., Short, C. R., & Archibald, D. (2019). Experiences with Personalized Learning in a Blended Teaching Course for Preservice Teachers. *Journal of Online Learning Research*, 5(3), 251–274. <https://www.learntechlib.org/primary/p/210637/>
- Artin, K. (2021). *English Teachers' Problems and Strategies in Conducting Online Learning System During Covid-19 Pandemic* [Institut Agama Islam Negeri Bengkulu]. <http://repository.iainbengkulu.ac.id/7017/>
- Basirat, M., & Taghizadeh, M. (2021). Online Teacher Quality and TPACK Framework of Knowledge: EFL Pre-service Teachers' Views. *International Journal of Foreign Language Teaching and Research*, 9(37), 125–149. <https://doi.org/10.52547/jfl.9.37.125>
- Bhattarai, P. (2020). English language teachers' experience on online teaching amidst COVID-19. *Linguistic Forum*, 2(3), 20–25. <http://doi.org/10.53057/linfo/>
- Borup, J., Shin, J. K., Powell, M., Evmenova, A. S., & Kim, W. (2022). Revising and Validating the Community of Inquiry Instrument for MOOCs and Other Global Online Courses.

- International Review of Research in Open and Distance Learning*, 23(3), 82–103.  
<https://doi.org/10.19173/irrodl.v23i3.6034>
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.  
<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>  
<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
- Braun, V., & Clarke, V. (2012). Thematic analysis. *APA Handbook of Research Methods in Psychology, Vol 2: Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological.*, 2, 57–71. <https://doi.org/10.1037/13620-004>
- Cahyaningsih, P. D., Putra, I. N. A. J., & Mahendrayana, G. (2021). Teaching Strategies Used By English Teachers in Online Learning. *International Journal of Language and Literature*, 5(2), 79. <https://doi.org/10.23887/ijll.v5i2.31684>
- Cheng, P. H., Molina, J., Lin, M. C., Liu, H. H., & Chang, C. Y. (2022). A New TPACK Training Model for Tackling the Ongoing Challenges of COVID-19. *Applied System Innovation*, 5(2), 1–19. <https://doi.org/10.3390/asi5020032>
- Creswell, J., Klassen, A. C., Plano, V., & Smith, K. C. (2011). Best Practices for Mixed Methods Research in the Health Sciences. *Methods*, 29, 1–39. <https://doi.org/10.1002/cdq.12009>
- Decuypere, M., Grimaldi, E., & Landri, P. (2021). Introduction: Critical studies of digital education platforms. *Critical Studies in Education*, 62(1), 1–16.  
<https://doi.org/10.1080/17508487.2020.1866050>
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Dochy, F., & Segers, M. (2022). The future of learning. In *Creating Impact through Future Learning*. <https://doi.org/10.4324/9781351265768-1>
- Dumitru, D. (2012). Communities of inquiry. A method to teach. *Procedia - Social and Behavioral Sciences*, 33, 238–242. <https://doi.org/10.1016/j.sbspro.2012.01.119>
- Fard, S. B., Vahedian-shahroodi, M., & Abbasi, M. A. (2023). The Effect of Class Attendance on Students' Academic Achievement, Professors' Motivation, and Student Professionalism: Perspective of Medical Sciences Students. *Medical Education Bulletin*, 4(11), 659–670.  
<https://doi.org/10.22034/MEB.2023.385682.1072>
- Feng, H. (2022). Design of a Multimedia-Assisted Distance English Teaching System for College Students. *Computational Intelligence and Neuroscience*, 2022.  
<https://doi.org/10.1155/2022/2184600>
- Ghateolbahr, A., & Samimi, F. (2021). Classroom Management Strategies in Online Environment: A Comparative Study on Novice and Experienced Teachers. *Turkish Journal of Computer and Mathematics Education*, 12(14), 510–516.  
<https://doi.org/10.16949/turkbilmat.702540>
- Harasim, L. (2012). Learning theory and online technologies. *Learning Theory and Online Technologies*, 1–192. <https://doi.org/10.4324/9780203846933>
- Herlo, D. (2017). Connectivism, A New Learning Theory? *Social and Behavioural Sciences*, May 2017, 330–337. <https://doi.org/10.15405/epsbs.2017.05.02.41>
- Ismail, N. S., Mazlina, N., Bakar, A., Wajihah, S., Syed, W., & Tarek, S. (2020). Online Learning Challenges during Pandemic COVID-19 in Malaysian Higher Learning Institution. *Universal Journal of Educational Research*, 8(12), 7151–7159.



- <https://doi.org/10.13189/ujer.2020.081282>
- Izhar, N. A., Al-dheleai, Y. M., & Si Na, K. (2021). Teaching in the Time of Covid-19: The Challenges Faced By Teachers in Initiating Online Class Sessions. *International Journal of Academic Research in Business and Social Sciences*, 11(2), 1294–1306. <https://doi.org/10.6007/ijarbss/v11-i2/9205>
- Junaidi, Y., & Hashim, H. (2021). A Review on The Implementation of Remote Teaching: Highlighting the Experience of Primary School ESL Teachers. *International Journal of Academic Research in Business and Social Sciences*, 11(2). <https://doi.org/10.6007/ijarbss/v11-i2/8560>
- Junus, K., Santoso, H. B., Putra, P. O. H., Gandhi, A., & Siswantining, T. (2021). Lecturer readiness for online classes during the pandemic: A survey research. *Education Sciences*, 11(3). <https://doi.org/10.3390/educsci11030139>
- Kamal, T., & Illiyan, A. (2021). School teachers' perception and challenges towards online teaching during COVID-19 pandemic in India: an econometric analysis. *Asian Association of Open Universities Journal*, 16(3), 311–325. <https://doi.org/10.1108/AAOUJ-10-2021-0122>
- Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and Challenges for Teaching Successful Online Courses in Higher Education. *Journal of Educational Technology Systems*, 46(1), 4–29. <https://doi.org/10.1177/0047239516661713>
- Keser, H., & Sarı, M. H. (2021). Classroom teachers' online teaching experiences during the COVID-19 pandemic: The perspective of technological pedagogical content knowledge. *Journal of Pedagogical Research*, 5(4), 251–269. <https://doi.org/10.33902/jpr.2021474706>
- Khatoony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, 8(2), 89–104. <https://doi.org/10.37134/ajelp.vol8.2.7.2020>
- Koehler, M. J., & Mishra, P. (2009). What is Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*, 193(3), 13–19. <https://doi.org/10.1177/002205741319300303>
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Kumar, R. (2019). *Research Methodology A Step-By-Step Guide For Beginners* (A. Owen (ed.); 5th ed.). SAGE Publication Ltd. <https://www.pdfdrive.com/research-methodology-a-step-by-step-guide-for-beginners-d18463258.html>
- Lukas, B. A., & Yunus, M. M. (2021). ESL teachers' challenges in implementing e-learning during COVID-19. *International Journal of Learning, Teaching and Educational Research*, 20(2), 330–348. <https://doi.org/10.26803/IJLTER.20.2.18>
- Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal*, 11(4), 351–362. <https://doi.org/10.24093/awej/vol11no4.23>
- Mitchell, A. (2019). Online Courses and Online Teaching Strategies in Higher Education. *Creative Education*, 05(23), 2017–2019. <https://doi.org/10.4236/ce.2014.523225>
- Mohd Salleh, F. I., Shamsudin, S., Baharum, H. I., Ghazali, J. M., & Mohd Raidzuan, S. N. (2020). English lecturers' competencies and readiness towards teaching writing using

- flipped learning approach: A formation of theoretical framework. *Universal Journal of Educational Research*, 8(1), 284–289. <https://doi.org/10.13189/ujer.2020.080134>
- Mujallid, A. (2021). Instructors' readiness to teach online: A review of tpack standards in online professional development programmes in higher education. *International Journal of Learning, Teaching and Educational Research*, 20(7), 135–150. <https://doi.org/10.26803/IJLTER.20.7.8>
- Mustakim, Trisnangsih, & Adha, M. M. (2021). The Effectiveness of Online Collaborative Learning During Covid-19 Pandemic. *Advances in Language and Literary Studies*, 513, 256–262. <https://doi.org/10.2991/assehr.k.201230.115>
- N. Khreisat, M. (2022). English Language Learning Strategies during COVID-19 in the Middle East: A Systematic Review. *Arab World English Journal*, 13(1), 56–71. <https://doi.org/10.24093/awej/vol13no1.4>
- Nicole, S. (2021). *Crisis online teaching during COVID-19* [Dalarna University]. <http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1554773&dswid=6860>
- Padilla, L. (2021). *English Teachers Challenges in Teaching Online during New Normal In MAN Kaur Regency* [State Institute for Islamic Studies Bengkulu]. [http://repository.iainbengkulu.ac.id/7032/1/print Thesis.pdf](http://repository.iainbengkulu.ac.id/7032/1/print%20Thesis.pdf)
- Pandey, G. P. (2025). The Transformative Role of Qualitative Research in ELT and Applied Linguistics. *EIKI Journal of Effective Teaching Methods*, 3(1). <https://doi.org/10.59652/jetm.v3i1.429>
- Papademetriou, C., Anastasiadou, S., Konteos, G., & Papalexandris, S. (2022). COVID-19 Pandemic: The Impact of the Social Media Technology on Higher Education. *Education Sciences*, 12(4). <https://doi.org/10.3390/educsci12040261>
- Park, M., & Son, J. B. (2020). Pre-service EFL teachers' readiness in computer-assisted language learning and teaching. *Asia Pacific Journal of Education*, 00(00), 1–15. <https://doi.org/10.1080/02188791.2020.1815649>
- Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning Journal*, 21(3), 166–190. <https://doi.org/10.24059/olj.v21i3.1225>
- Pusparini, K. S., Santosa, M. H., & Myartawan, I. P. N. W. (2018). An investigation on teachers' e-learning readiness toward e-learning implementation in public senior high schools. *Language and Education Journal Undiksha*, 1(1), 12–37.
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing Technology, Pedagogy and the New Normal: Post-pandemic Challenges for Higher Education. *Postdigital Science and Education*, 3(3), 715–742. <https://doi.org/10.1007/s42438-021-00249-1>
- Rodríguez-Muñoz, L. J., Burón, D., Aguilar-González, Á., & Muñoz-Rodríguez, L. (2021). Secondary mathematics teachers' perception of their readiness for emergency remote teaching during the covid-19 pandemic: A case study. *Education Sciences*, 11(5). <https://doi.org/10.3390/educsci11050228>
- Romero-García, C., Buzón-García, O., & Touron, J. (2019). The flipped learning model in online education for secondary teachers. *Journal of Technology and Science Education*, 9(2), 109–121. <https://doi.org/10.3926/jotse.435>
- Rusmiati, A. R., Reza, R., Achmad, S., Syaodih, E., Nurtanto, M., Sultan, A., Riana, A., & Tambunan, S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period : A Case study in Indonesia. *Journal of Ethnic and*

- Cultural Studies*, 7(2), 90–109.
- Saefudin, W., Hajar, S., & Yusoff, M. (2021). Self-Efficacy and Student Engagement in Online Learning During Pandemic. *Jurnal Pemikiran Dan Penelitian Pendidikan*, 19(2), 133–154.
- Sahrir, M. S. Bin, Zaini, A. R., Hassan, Y., Hamat, Z., & Ismail, T. (2021). Employing Technological Pedagogical Content Knowledge (TPACK) Skill Among Teachers in Preparing Online School Assessment for Home-Based Learning. *Ijaz Arabi Journal of Arabic Learning*, 4(2), 285–298. <https://doi.org/10.18860/ijazarabi.v4i2.11493>
- Sahu, P. (2020). Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. *Cureus*, 2019(April). <https://doi.org/10.7759/cureus.7541>
- Saienko, N., Lavrysh, Y., & Lukianenko, V. (2020). The Impact of Educational Technologies on University Teachers' Self-efficacy. *International Journal of Learning, Teaching and Educational Research*, 19(6), 323–336. <https://doi.org/doi.org/10.26803/ijlter.19.6.19>
- Schneider, T. (2023). Thomas, Schneider, & Zhou: Qualitative research on language learning strategies and self-regulation. *Benjamins.com*, 37(2). <https://benjamins.com/online/aila/articles/aila.00059.tho>
- Şener, B., Sağlam Ertem, İ., & Meç, A. (2020). Online Teaching Experiences of ELT Instructors. *Journal of Educational Technology and Online Learning*, 3(3). <https://doi.org/10.31681/jetol.770418>
- Shabeeh, S., & Hoque, A. (2021). Online Teaching and Challenges of Teachers. *Elementary Education Online*, 20(5), 1445–1449. <https://eds.p.ebscohost.com/eds/pdfviewer/pdfviewer?vid=10&sid=baf48cc0-cbc6-437c-9120-459c6f856b4a%40redis>
- Shamsuri, A. S. (2021). PdPR : Ibu Bapa Jangan Hentam Guru. *Kosmo*, 7. <https://www.kosmo.com.my/2021/01/24/pdpr-ibu-bapa-jangan-hentam-guru/>
- Suputra, D. (2021). Teaching English Through Online Learning (A Literature Review). *The Art of Teaching English as a Foreign Language*, 1(2), 65–70. <https://doi.org/10.36663/tatefl.v1i2.104>
- Thomas, N., Schneider, J., & Zhou, S. (2024). Qualitative research on language learning strategies and self-regulation. *AILA Review*, 37(2). <https://doi.org/10.1075/aila.00059.tho>
- UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. *Unesco Iesalc*, 1–46. <http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdf>