



A Completely New and Sudden Reality: English Language Teacher's Voices on Emergency Remote Teaching in Indonesian *Pesantren* Schools

Ahmad Madkur^{1*}, Muhammad Syihab As'ad²

¹ Institut Agama Islam Negeri (IAIN) Metro, Indonesia

² Monash University Melbourne, Australia

 ahmadmadkur@metrouniv.ac.id*

Abstract

Unexpected shift to emergency remote teaching (ERT) engendered a complex situation for all schools around the globe, in particular those with inadequate prior experience of this distant online learning mode. Whilst the bulk of research has dealt with ERT practices in various school contexts, this issue in Indonesian *pesantren* – a type of Islamic boarding school which provides full-time comprehensive religious educational activities but have considerably lack of practice in distance online learning – remains underexplored. This qualitative study addressed this gap by unpacking English language teachers' voices and experiences in ERT in *pesantren* school contexts. The study was conducted during school closure in 2021 due to the Covid-19 pandemic and its data were generated through open ended questionnaires and analyzed using six-phase thematic analysis. The findings show that the teachers indicated positive attitude toward ERT. Despite several challenges, they expressed opportunities that might potentially contribute to the better enactment of ERT in *pesantren* learning process. Pedagogical implications and recommendations for further research are discussed.

Keywords: Emergency Remote Teaching, ELT, Pesantren School

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INTRODUCTION

The COVID-19 pandemic urged an emergency transition from traditional to distance learning, called emergency remote teaching, at all levels of education (Hodges et al., 2020). Emergency remote teaching is different from regular distance education. The former is an alternate teaching mode instituted in response to crisis while the latter is usually scheduled, planned and organized in advance (Kaiper et al., 2020). Emergency remote teaching is a temporary teaching solution to an emergent problem and the systems will go back to normal once the emergency situation or crisis is over (Erdem-Aydin, 2021).

Despite the vital role of emergency remote teaching in response to pandemic, many educators felt unready and had lack of preparation to replace their face-to-face practices when students needed them the most (Trust & Whalen, 2021). Prior to the COVID-19 pandemic, most teachers had little or no experience with blended, remote, or online teaching (Guðmundsdóttir & Hathaway, 2020). This leads to teachers struggling with various challenges, such as student motivation, professional loss and burnout, and magnified inequities (Reich et al., 2020), students' lack of engagement (Ewing & Cooper, 2021), reliability and validity of online exams (Erdem-Aydin, 2021), the weakness present

in online teaching infrastructure, the inexperience of teachers, and the complex environment at home (Yang, 2020). The instantaneous shift to emergency remote teaching also considerably increased workloads as they not only had to move teaching content and materials into the online space, but also had to be adequately skilled in using new online software (Allen et al., 2020). In addition, some teachers also exposed the complexities of dealing with issues ranging from internet access, device access, and a safe place to learn (Cutri et al., 2020). In the context of English language teaching, both teachers and students are required to adapt to the emergency online teaching and learning to maintain the effectiveness of language learning as it is carried out in face-to-face classroom (Abdulkareem & Eidan, 2020).

A number of previous studies have examined the perspectives, insights and experiences of educational stakeholders in teaching and learning in response to Covid-19 outbreak. Trust & Whalen (2021) studied American K-12 teachers' experiences and challenges with using technology and found most of them felt ill-prepared for effective remote teaching. A study by Aladsani (2021) presented how Saudi university instructors felt during the shift to distance education, the challenges they encountered, and their efforts to encourage their students' engagement. Meanwhile, Balderas-Solís et al., (2021) and compared students' emergency online learning experiences during COVID-19 lockdown in a public Mexican university. Similarly, but in a slightly different vein, Xu & Buckingham (2021) examined how an ESOL course for older Chinese migrant learners adapted to emergency response teaching mode. Recognizing the vital role of parents on students' learning during pandemic, Misirli & Ergulec (2021) explored parents' views on students' experiences of remote teaching in Turkey.

In the field of ELT, the issue of emergency remote teaching has also spurred interest of many researchers across the globe such as USA (Moser et al., 2021), Arab league countries (Hazaea et al., 2021), Turkey (Ağçam et al., 2021), Hong Kong (Forrester, 2020), China (Talidong, 2020), UK (Jones, 2020), South Korea (Yi & Jang, 2020), Oman (Naqvi & Zehra, 2020), Singapore (Ng, 2020), and so forth. In Indonesian context, most studies on emergency remote teaching, particularly in the field of English language teaching, have addressed teachers' and students' activities, challenges, and insights in higher education level (Atmojo & Nugroho, 2020; Rahiem, 2020; Abdullah, 2021; Ginting et al., 2021; Cahyadi et al., 2021).

How emergency remote teaching is conducted has varied from teacher to teacher and from school to school in Indonesia. Some teachers have created synchronous classes via video conferencing software (e.g., google meet, Zoom), and others have offered online classrooms where students can involve in asynchronous learning activities. Sudden transition to emergency remote teaching caused a complex situation especially for those institutions with no or insufficient prior experience of distance learning, including *pesantren* schools. *Pesantren* is a culturally-rooted Islamic educational institution in Indonesia characterized by its boarding school element and traditional method of teaching Islamic theological materials (Azzahra, 2020). With students studying and living 24 hours in the *pesantren* community as all main facilities are provided, such as dormitory, schools, mosque, canteen, and so on (Isbah, 2020), *pesantren* administer their pedagogical and supervisory activities via face-to-face physical interaction.

Despite a growing body of research on emergency remote teaching from various perspectives, the issue of how it is enacted in *pesantren* school context remains underexplored, making the present study relevant to fill the gap. The educational system of *pesantren* schools provides a unique research context to examine teachers' ERT practices in English language learning due to some tensions in relation with the use of technology for educational purposes. While emergency remote teaching can only be carried out using the information and communication technology (ICT), *pesantren* have long relied on traditional pedagogies and many *pesantren* do not equip students with

technological knowledge and skills due to limited facilities and, quite surprisingly, view that internet or digital technology can be harmful if handled incorrectly (Hefner, 2021). Internet access accordingly in this Islamic school is often limited and subject to strict regulations. Moreover, as an educational institution which obliges students to stay dormitories and live inside its school community, *pesantren* have relied their pedagogical practices on traditional face-to-face learning mode with physical interaction, giving them no experience of doing learning in online setting. With all this in mind, the present study is expected to shed some fresh light on the enactment of emergency remote teaching in a school context which previously had strict regulation on the use of technology and has never implemented a kind of distance or remote online learning.

METHOD

In this exploratory qualitative research study, we analyzed questionnaire data from *pesantren* English language teachers who were required to shift their practice from face-to-face to online emergency remote teaching during the COVID-19 pandemic. Since learning is a multifaceted process that is shaped by the social, cultural, and historical contexts in which it takes place, we adopted an interpretivist perspective to guide the data collection and analysis methods (Erickson, 1986). This approach allowed us to amenable pose, reveal, and make sense of participants' subjective experiences as they were situated within the context of the COVID-19 pandemic. Combined with interpretivism, we also drew upon social constructivism, a theoretical position which suggests that individuals construct subjective meanings of the world where they live and work (Creswell & Creswell, 2018). Using the social constructivism framework, this study relied on the participants' views of the phenomenon under study, i.e., emergency remote English language teaching in *pesantren* school context. The interpretation of their experiences was expected to expose significant information regarding the phenomenon being studied and contribute new insight regarding the enactment of emergency remote teaching particularly in *pesantren* school context.

Data Generation Instrument and Technique

We drafted a questionnaire with a list of open-ended questions in which researchers do not provide the response options; the participants provide their own responses to questions (Creswell, 2012). In this study, this type of question allows participants to share their firsthand experiences, insights, and lessons learned during emergency remote teaching due to the global pandemic. The questionnaire consisted of 12 open-ended questions. This study focuses on participants' responses to four main open-ended questions: 1) what are English language teachers' attitude towards emergency remote teaching in *pesantren* schools? 2) How English language teachers enact their practices in ERT setting? 3) What challenges do the teachers face in emergency remote teaching and how they deal with the challenges? And 4) What are plus points or advantages of ERT for students' learning in *pesantren* schools? We put the open-ended questions into Google form and distributed it to the teacher participants via email. Within around two weeks in April 2021, all participants had filled out the questionnaire.

Participants

As the researcher, we purposively selected the participants that can best us understand the problem and answer the research question (Creswell & Creswell, 2018). All participants were classroom teachers of English in four *pesantren* schools located in four different districts i.e. Lampung Tengah, Lampung Selatan, Lampung Timur, and Kota Metro, in the province of Lampung, Indonesia. Participants' length of experience in English language teaching ranged from 5 to 12 years. The participants were informed that the purpose of this research was to understand, not to judge their English language teaching practices within emergency remote teaching format amidst the pandemic. With the school principal's approval beforehand, we contacted the English language teachers as potential

participants and send them a consent form. To ensure the confidentiality, none of participants was identified in this paper; all teachers were referred as teacher 1, teacher 2, teacher 3, and so on. The participants were given full rights to access their information, the right to ask for more information, and the right to withdraw their participation in this research at any point.

Data Analysis

We conducted a six-stage thematic analysis (Braun & Clarke, 2006) to identify common patterns and interesting themes within the dataset. Thematic analysis was chosen because it can produce an insightful analysis that is able to answer particular research questions. In the first step, data familiarisation, we read and re-read the entire data set i.e., the teachers' responses, translate them from Indonesian to English, and engaged them in open coding by identifying frequently emerging concepts. At the second phase, generating initial codes, we worked systematically through the entire dataset and identified aspects of data items that were interesting and might be informative in developing themes. We reiterated the coding process and further familiarization to identify which codes are favorable to interpreting themes and which can be discarded. The next phase, generating themes, began when all relevant data items have been coded. The coded data was reviewed and analyzed as see how different codes might be combined according to shared meanings so that they might form themes or sub-themes. In the fourth stage, reviewing potential themes, the themes were reviewed in two levels of checking. First, the themes were checked whether they captured the meaning of coded data regarding the major research question. At the second level, the themes were checked whether they work in the entire data set. In the next stage, defining and naming the themes, each theme was given informative names. Each individual theme and sub-theme were expressed in relation to both the dataset and the research question(s). Finally, the developed themes were double checked to be used in report production. To increase credibility and trustworthiness, we employed investigator triangulation by involving multiple researchers in all qualitative data analysis (Nowell et al., 2017; Twining et al., 2017).

RESULT AND DISCUSSION

The thematic data analysis procedures bring us the four distinctive themes connected to emergency remote English language teaching in *pesantren*, which are demonstrative of teachers' beliefs about ERT, and the key challenges experienced in the implementation of ERT in this schooling context. Theme one foregrounds how teachers perceived of ERT, whilst theme two is illustrative of challenges the teachers face in ERT. Theme three details the way English language teachers in *pesantren* negotiate their practices and attempt to deal with those challenges. Finally, theme four explores opportunities, despite significant challenges, teachers consider in conducting ELT within ERT frame in *pesantren* schools.

Pesantren School Teachers' Attitude towards Emergency Remote Teaching

The analysis and interpretation of English language teachers' responses (excerpt 1) indicates that they have positive attitude toward emergency remote teaching as a temporary strategy to both avoid the spread of virus and keep learning activities run during the pandemic. However, their attitude showed the opposite when it comes to the effectiveness of this teaching mode as problems emerging around the implementation of emergency remote teaching is undeniable.

Excerpt 1

Teacher 1	<i>"... this (ERT) is very important to prevent the spread of the virus, but in terms of learning achievement, I think it is less effective. In my opinion online learning is no guarantee that children will work independently and</i>
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	<i>based on their independent abilities. Because it is still difficult to understand the material online, especially to do the questions."</i>
Teacher 2	<i>"... emergency remote teaching can be an alternative to the continuity of teaching and learning in schools. If there is no such learning mode like this, it might reduce the quality of education in our country. Nonetheless, there may be some drawbacks in implementing ERT. One of them is that not all students have adequate internet access."</i>
Teacher 3	<i>"Very ineffective due to limited access to communication. Generally, students are not very proficient in using technology because of the pesantren regulations used to not allowing students to bring technology and communication tools."</i>
Teacher 4	<i>"This is very important, considering that students are currently unable to carry out their activities at school. However, in my opinion, even though it has been running for approximately 10 months, distance learning is still less than optimal when compared to face-to-face learning."</i>

Teacher 1, for example, argued that the ineffective emergency remote teaching lies in that it could not always force students to be able to work independently on their learning activities which then leads to harder comprehension of learning materials. The teacher's response puts more weight on the significance of independent learning to help achieve learning goals, especially during emergency remote teaching where teachers' direct guidance decreases. Independent learners use the opportunity to take a control of themselves during the teaching-learning activity. Features in distance education, which is the base of emergency remote teaching, can promote students' dependence in learning as it provides students with a wide range of choices, suitability to their needs, and personalization that best fits their learning styles (Engelbertink et al., 2020). However, different contexts and students' characteristics might produce different result as experienced by teachers in *pesantren* schools as they have been accustomed to simply following schedules set in the schools, which in turn might obstruct their skills in managing time. Daar (2020) mentioned students' problems of time management skills influence their ability to learn independently during this crisis time.

Meanwhile, teacher 2 contended the limited access to internet impedes the instructional process in emergency remote teaching. Most students of *pesantren* come from various rural areas where internet connection is often poor and the unstable internet connection is an influential factor that limited online learning (Ouma & Wang, 2021). Despite the integral role of internet connection in maintaining effective delivery of learning materials as well as student engagement during distance learning process (Mac Domhnaill et al., 2021), the availability of high-speed broadband is still a problem widely emerging in many Indonesian schools and universities (Nugroho & Haghegh, 2021; Cahyadi et al., 2021; (Sundarwati & Pahlevi, 2021).

Moreover, teacher 3 assured that emergency remote teaching is "very ineffective" due to students' lack of technological skills, leading to the decrease of teacher-student communication. Prior to the pandemic, the interaction between teachers and students in *pesantren* community, in and out of classrooms, is generally based on face-to-face meetings. However, emergency remote teaching has naturally changed the situation in which teachers and students have to adopt new ways of communicating with each other in order to continue learning activities (Adnan, 2020). It is of great importance to pay attention to the issue of teacher-student interaction as it is believed to greatly influence students' learning achievement. It has connection with better classroom management

(Adams et al., 2020), students' assurance to learning (Ahmad et al., 2017), active engagement in learning activities (Roorda et al., 2017), and better learning achievement (Sun & Wu, 2016; Engels et al., 2021). In emergency circumstances, the students even need more critically to maintain interaction with their teachers in emergency distance learning (Sason & Kellerman, 2021) and it requires supporting digital resources and devices and digital literacy of both teachers and students to optimize learning output (Shim & Lee, 2020).

Challenges of ERT in *pesantren* school context

With students staying, studying, and doing daily activities in *pesantren* environment, physical interaction really matters to ensure their educational practices. The emerging shift to emergency remote teaching therefore has significantly challenged English language teachers in this school context. The challenges English language teachers in *pesantren* face during emergency remote teaching include students' participation in learning process, lack of effective material delivery, lack of technological literacy and skills, limited time, the decreasing of students' enthusiasm in learning, parents' demands, lack of facilities, and the need for creating innovation in material development.

Excerpt 2

Teacher 1 *"To me, it is to direct students to always play an active and serious role in carrying out online learning. The other challenge is a one-way explanation of the material which is less effective because there is no direct reciprocity."*

Teacher 2 *"The challenge for me is internet connection and my and students' lack of understanding in operating distance learning instruments."*

Teacher 3 *"For me, this is a completely new and sudden reality. The challenges are limited time, lack of enthusiasm of children, demands of guardians/parents who expect normal learning outcomes, limited media, poor networks, boredom of students etc."*

Teacher 4 *"I find many students less enthusiastic, often skipping or not following the lessons. So [the challenge is] how to be more creative in developing a more interesting learning process for students is a big task for teachers."*

Teacher 1 pointed out that the main challenge for him was to get students more engaged in learning activities. In the further response, the teacher contended that teaching English to students in *pesantren* schools in conventional way is already challenging, let alone in this era of remote learning in which creating active student-teacher communication is getting more difficult. It is completely understandable why the teacher felt challenged to increase and maintain students' learning engagement because teachers play a critical role in encouraging student engagement and retention in an online education environment (Estes, 2016). Student engagement is central to the success of any educational process, including online learning. Many have described the benefits of the use of ICT in classroom to enhance students' participation, greater collaboration and engagement (Taylor & Parsons, 2011; Lucke et al., 2017; Bond & Bedenlier, 2019). It should be noted, however, the use of ICT in a classroom differs from that in distance learning settings, and the benefits of classroom ICT integration may not necessarily extend to a distance learning setting. Some factors are believed to affect student engagement in the distance education setting, such as technology use and the student's individual learning style (Starr-Glass, 2016). In addition, according to Tulaskar & Turunen (2021), students' learning experiences and engagement during this remote teaching time are impacted by full-scheduling, disruptions, pessimistic emotions, longer durations, and concentration.

Teacher 2 considered internet connectivity and her and their students' digital literacy and skills as the main challenges they encountered. Issues with internet connection have been one of the most common problems in remote learning. It causes difficulties and problems such as installation issues, downloading errors, login issues, audio and video problems, and so forth (Dhawan, 2020). In addition, they have concerns about their and their students' prior experience in online teaching. In *pesantren*, students have been accustomed to face to-face education with no adequate technological equipment, knowledge and skills; they therefore often find it difficult to follow lessons carried out in emergency remote teaching which relies heavily on ICT media. The shortage of digital education skills, including technical and pedagogical, has been one of the most critical problems teachers face in emergency remote teaching (Erdem-Aydin, 2021).

Expressing emergency remote teaching as "*a completely new and sudden reality*", teacher 3 elaborated a number of challenges more than other teacher participants. Within his years of teaching in *pesantren* schools, the teacher argued that he has not gained any chance to participate sorts of training or development programs on how to teach students English in online and remote situation. This gave birth to a sense of 'unready' to carry out emergency remote teaching policy. This is in congruence with what Trust & Whalen (2021) elaborated that teachers often felt ill-prepared to change their practices at a time when students needed it the most. Technological challenges often arose from the need to start using ERT immediately but with insufficient training or various types of digital tools (Shamir-Inbal & Blau, 2021).

Meanwhile, teacher 4 put more weight on the importance of creating interesting learning atmosphere. This is indeed challenging since both teachers and students must deal with teaching and learning process from distance and most of them find it boring and exhausting. This problem is closely connected with students' lack of engagement in distance learning (as expressed by teacher 1). When remote teaching, online exam and assessment, and remote supervision become the new norm amid the pandemic, faculty, and teaching staff in *pesantren* schools struggled to provide engaging learning experiences to students. Teachers in this school context, including English language teachers, have to prepare and deliver classes from home with limited infrastructure, instructional design, technical training. Academic institutions and educators have widely made efforts to successfully design and enact online pedagogies (Sumardi & Nugrahani, 2021). Unfortunately, the teaching methodology in the emergency condition is different from the well-planned online learning method as this pandemic is an unpredicted and unanticipated situation (Naqvi & Zehra, 2020).

Strategies to Face the Challenges

It's important to recognize the impending challenges in distance learning both teachers and students might face. Yet, more importantly, teachers are expected to not only understand and the challenges of distance education for students but also to figure out and implement effective solutions. In *pesantren* school context, as can be seen in the following excerpt 4, English language teachers also make efforts to solve, or at least reduce, and deal with the problems and challenges during emergency remote teaching.

Excerpt 3

Teacher 1 *"To increase students' active participation, I conveyed that the learning activity is the main thing in the assessment, while regarding the delivery of material I tried to open a discussion forum on WhatsApp to make sure whether they understand or not. However, I believe this is still not effective because it is not a face-to-face question and answer."*

Teacher 2 *"...so far I have not found yet the best strategy to overcome this challenge."*

Internet is still a problem for many students and their material mastery is relatively low. I am still moving from one to another strategy in search of the most effective one”.

Teacher 3 *“One of the biggest challenges in online learning is maintaining students’ participation in classroom activities, and for me giving rewards to students who do good things in classroom works pretty well so far”*

Teacher 4 *“... because this is new, I think we teachers need to upgrade and update our knowledge and skills related to distance learning, therefore, attending some online workshops and seminars is helpful in addition to other efforts.”*

Here, although still doubt with his attempts, teacher 1 tried to solve the problem of students’ passiveness during distance learning by emphasizing the urgency of active participation as a part of evaluation. In addition, he organized an open discussion on Whatsapp as an additional way to help him identify how far students can get the points of his learning materials. This corresponds with other studies revealing that despite the difficulties of using WhatsApp in preparing materials, this application could help students to develop English skills, enrich their vocabulary, learn from their mates’ mistakes and engaging students to use English beyond the classroom (Hamad, 2017; Tragant, et al., 2021). Furthermore, teachers’ informal use of such an application can positively contribute to a significant increase in students’ motivation (Alamer & Khateeb, 2021). In contrast to teacher 1, teacher 2 had not been yet able to overcome the challenges in emergency remote teaching but keep trying a variety of ways to figure out which ones work best in this *pesantren* schooling context in this kind of situation.

Meanwhile, to provide more engaging learning atmosphere during pandemic to increase students’ enthusiasm in online learning, teacher 3 and teacher 4 have quite different strategies. The former decided to maintain *“giving rewards to students who do good things in classroom”* (Teacher 3), and the latter focused more on develop insights and skills by learning and *“attending some workshops and seminars.”* (Teacher 4). In respect to use of rewards and punishments, Adkin, et al., (2021) support that reward could enhance on-line performance but they warn about this technique impairing the ability to retain the level of performance achieved during training. In a similar vein, Steel, et al., (2016) agree with punishment improving serial reaction time task performance but reducing force-tracking task performance. Meanwhile, teacher 4’s participation in seminar and workshop is found to be insignificant contribution to students’ better achievement (Essien, et al., 2016) unless teachers play an active a role as presenters and sustainably participate such events as a part of continuous professional development (CPD) program (Lee, 2011). Furthermore, the efforts made by teacher 3 and 4 might be more successful if they, when helping students stay focused and engaged, could provide learning materials and feedback via dynamic format, such as audio-visual materials (Maguire, 2021).

Plus Points of ERT in *Pesantren* Schools

As *pesantren* has adopted relatively lower practice of such technology-based teaching, English language teachers mostly find ERT in this schooling context brings about obstacles and challenges. However, they, as shown in the following responses, indicated some plus points which they thought might become opportunities to create more effective practice of ERT.

Excerpt 4

Teacher 1 *“The introduction of technology that forces students to be technology literate is a plus point for me, making students more familiar with several steps in using everything with technology.”*

Teacher 2 *"What makes me satisfied is the continuity of distance learning itself because for me this learning can just run is already a plus for schools since many teachers and students have limited prior knowledge of technology."*

Teacher 3 *"There is no satisfying distance learning. But from online distance learning, the students' creativity increases. And students become more independent to find more solution for their problems."*

Teacher 4 *"[one of good things from remote teaching is] Video Conference and Using LMS, because it is very easy to implement and does not burden students"*

Teacher 1, with his comments "technology literate" seemed to be aware of positive changes in students' attitude toward the use of technology for learning purposes. This teacher's experience corresponds with the concept of digital literacy which is an ability to make use of technologies effectively and more importantly an awareness of social practices surrounding the efficient use of new technologies (Dudeney & Hockly, 2016). In language learning, digital literacy has been promoted to contribute to increasing learner autonomy (Benson & Chik, 2010). Moreover, with the emergence of ERT, the pesantren stakeholders, who previously have not yet emphasized digital literacy in their education system, begin to pay more attention to the promotion and importance of this ability to equip students with necessary skills in this digitalized era. In line with teacher 1, teacher 3 found increases in his students' creativity and independence in their learning. Learning language in online setting of ERT requires learner autonomy and creativity because this kind of distance learning offers students significantly greater choices and more freedoms for independent learning compared to traditional instruction. What the teacher 3 experienced indicates that online learning has created spaces for teachers and students to become more autonomous in foreign language learning (Ludwig, et al., 2021).

Meanwhile, teacher 2 appreciated any stage of ERT implementation in *pesantren* because he realized that his school has not been used to this kind of learning format due to lack of technological knowledge and skills among both teachers and students. This teacher's response might portray most of pesantren's experience in implementation such distance learning because this schooling type mostly rely on traditional face-to-face learning. Different from teacher 2, with the school's technological platform more enhanced than that in any other participants' schools, teacher 4 expressed his satisfaction with the facilities supporting the remote teaching practices. These two teachers' contrasting experiences implies the pivotal role of institutional support for the enactment of ERT (Erlam et al., 2021) in *pesantren* school context.

CONCLUSION

The study has provided valuable insights into experiences and perspectives of the English language teachers during the transition to remote learning within the specific context of Indonesian *pesantren* schools. It has generated findings with respect to teachers' attitude, challenges, and opportunities in English language teaching in a specific context of *pesantren* during the implementation of ERT. Specifically, it informs us that teachers have a positive attitude towards ERT despite encountering challenges. They also highlighted potential opportunities that could enhance the implementation of ERT within the *pesantren* learning context.

The findings of this research have several implications and impacts including insights into teacher challenges. The study sheds light on the challenges faced by English

teachers in pesantren schools when abruptly shifting to remote teaching due to emergencies like the COVID-19 pandemic. The second impact is regarding to pedagogical strategies. By capturing the voices of teachers, the study provides valuable insights into the pedagogical strategies employed by Indonesian pesantren English teachers during emergency remote teaching. This includes exploring how teachers adapt their lesson plans, use online resources, conduct assessments, and maintain communication with students and parents. The third implication is that the study can identify the professional development needs of Indonesian pesantren English teachers in terms of technology integration, online teaching skills, and support systems required to navigate emergency remote teaching situations effectively. Finally, the study may inform educational policies and guidelines related to emergency remote teaching in pesantren schools. This includes recommendations for infrastructure improvements, training programs, curriculum adjustments, and support mechanisms for teachers and students during emergency situations.

This study has limitations in term of scale and methods, indicating the need for a further study investigating the impact of ERT and other responses to and impacts of COVID-19 on teachers in various contexts. In addition, the use of different research methods would be beneficial. Qualitative approaches are suitable for an initial investigation in pesantren school context, but a mixed- method study could yield richer results. Furthermore, further researchers might be interested to conduct observations of synchronous online lessons. The other ideas for further research are around the long-term effects of emergency remote teaching on student English language learning outcomes, and overall educational experiences within pesantren schools. The further studies might also be focused on factors influencing student engagement in emergency remote learning and identify effective pedagogical approaches, technologies, and support mechanisms that promote active participation, motivation, and learning retention among students. In addition, the next research might compare and contrast the experiences, challenges, and best practices of emergency remote teaching across different cultural contexts and educational settings. This comparative analysis can provide valuable insights into the universal and context-specific factors influencing remote learning outcomes.

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AUTHOR CONTRIBUTION STATEMENT

AM and MSA contributed equally to this work. AM was responsible for the conceptualization, methodology, data collections, and data analysis. MSA contributed to literature review and writing of the manuscript. Both authors critically reviewed and approved the final version of the manuscript.

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