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EFL TEACHERS' CHALLENGES AND OPPORTUNITIES OF EMERGENCY REMOTE TEACHING DURING THE COVID-19 PANDEMIC: NARRATIVE INQUIRY

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A B S T R A K

Penelitian ini bertujuan untuk mendalami tantangan dan kesempatan yang dihadapi oleh guru-guru Bahasa Inggris ketika pembelajaran jarak jauh darurat yang dikarenakan oleh pandemi COVID-19. Penelitian ini mengambil partisipan dari sekolah SMA di Kabupaten Bogor. Penelitian ini ditujukan sebagai pertimbangan untuk penelitian di masa yang akan mendatang dan kebijakan perihal pembelajaran jarak jauh darurat. Penelitian ini adalah penelitian berbasis metode narrative inquiry yang mendalami pengalaman 4 orang guru Bahasa inggris. Penelitian ini mengumpulkan data dengan instrumen wawancara dan dokumentasi. Ditemukan ada beberapa pola temuan, yaitu tantangan pedagogis dan teknis, namun juga kesempatan yang muncul karena pembelajaran jarak jauh seperti pengembangan diri guru dan literasi digital guru yang menunjukan sikap sadar diri dan autoritas sebagai guru.

A B S T R A C T

This research aims to explore challenges and opportunities that EFL teachers have in emergency remote teaching during covid-19 pandemic in senior high school, Bogor. This study expects to be a consideration for future studies and policies regarding emergency remote teaching. This study employs narrative inquiry methods which explores objective experience of 4 EFL teachers. In this research the technique of collecting data researchers use interview and documentation. There are some general pattern findings that represent this study. The study discovered that there are technical and pedagogical challenges during emergency remote teaching. However, some opportunities occurred that benefits the teachers self-development as teachers and digital skills which shows sign of self-sense and authority as teachers.

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1. **Introduction**

Global pandemic caused by the outbreak of Coronaviruses disease (Covid-19) around the world in 2020 has changed how human behaves in daily life. Most countries that are affected by this contagious diseases have their society performed social distancing, a control action to avoid infectious diseases transmission by minimizing contacts between susceptible person and infected person that may pass on the diseases (UNESCO, 2020; Nugroho, A., Ilmiani, D., & Rekha, A, 2021). As a result, people are encouraged to do their activities from their own houses (e.g. working and studying) by using the advanced of technology. In Indonesia, the global pandemic significantly affects education system, in which the government establishing public policy to shift face-to-face learning in formal classroom into online learning beyond classroom, including English as a foreign language (EFL) teaching.

Online learning during the pandemic is quite an emergency (Aras Bozkur et al, 2020). Emergency remote teaching is different from planned practices. However, other countries survived to stay teaching and to learn throughout the Covid-19 pandemic. Online learning is conducted remotely which makes it flexible in terms of time and space of learning as it could be established through the assistance of digital technology synchronously or asynchronously (Anderson, 2008). Giovanella (2020) and Shim & Lee (2020) reported the challenges and opportunities of online learning which rises during the pandemic.

The change of face-to-face learning inside classroom into online learning outside the classroom has resulted in several consequences. First, the sudden alteration of face-to-face to online learning has shocked both teachers and students since it has not been predicted previously (Atmojo & Nugroho, 2020). Second, teachers and students have to adapt to some changes in their teaching and learning activities, such as use of technology, designing online materials, and assessing students' works online (Lai et al., 2015; Yamagata-lynch, 2020). Third, shifting from inside to outside language classroom provides a number of challenges and difficulties, particularly for the teachers (Satar, 2018).

Shim & Lee (2020) reported the challenges of online learning during the pandemic. Providing an optimal learning output during online learning relies on the supporting digital resources and devices, and digital literacy of both teachers and students. Both of the studies suggest that there should be standardization and preventive action regarding emergency remote teaching to maintain and even improve academic performance and learning output. These are the challenges of online learning or emergency remote teaching, especially during the COVID-19 Pandemic. Ultimately, the challenges of online learning, in general, is already quite the terror for teachers in general, especially in the EFL context as suggested by Taopan & Drajati (2020) as in EFL classrooms teaching must be engaging, joyful, and meaningful for the students and the problems of online teaching circles around digital literacy, resources, and devices of both teachers and students.

A study conducted by Hashemi (2021) explored the teaching challenges and opportunities on teaching online during Covid-19 Pandemic in higher education institution according to their gender, academic, qualification, and teaching experiences. They collected quantitative data from 628 university lecturers in Afghanistan. They discovered challenges and opportunities during this phenomenon like technical difficulties which involve internet connection and device accessibility and inability to use ICT for online teaching, however the challenges shifted to opportunities such as enhancing the teachers' digital literacy and pedagogical skills in online teaching context. Furthermore, Genders, qualification, and teaching experience also impact the opportunities perceived by the lecturers.

Professional development of teachers in digital skills is needed to prepare for future teaching activities. Klapproth (2020) suggests that teachers develop their digital skills. Therefore, schools should equip them with the necessary computer hardware and software that contribute to the willingness to use online teaching technology.

However, the previous studies only discussed the experience and beliefs of teachers regarding online teaching. Little is known on how exploring the EFL Teachers' challenges and opportunities in emergency remote teaching.

2. **Method**

The research is about EFL teachers' challenges and opportunities of emergency remote teaching during Covid-19. Narrative inquiry shows about the teachers' stories and experiences in teaching through life histories, teachers' autobiographies, diary, document of life and memories (Murray, 2009). The research belongs to narrative inquiry design because it is intended to explore what are some challenges and opportunities that face by EFL teacher in emergency remote teaching during the Covid-19. To collect the data, the researcher use Interview and documentation as data instrument. 4 EFL

teachers was interviewed in natural setting. Interview data were selected and transcribed in depth, selectively, and analytically listening to get the message or meaning represented in the interview (Widodo 2014). The selected and transcribed data were found thematically. In addition, it is also analyzed through thematic analysis (Braun & Clark, 2014). The thematic analysis in this study focuses on the experience of content rather than on the linguistic features of each utterance.

3. Finding and Discussion

There are some general pattern findings that represent this study. It consist of technical and pedagogical challenging in emergency remote teaching and some opportunities of Emergency Remote Teaching: Teachers Digital Literacy, Teachers Training, and Teachers Self Development.

Challenges of Emergency Remote Teaching: Technical and Pedagogical Challenges

Teachers find some challenges in facing distance learning in remote area. They have difficulties in practicing teaching in distance learning. Internet access and pedagogy becomes main obstacle. It is in line with the interview transcription that illustrates teacher find difficulties in teaching.

Technical Challenges

Internet access and network connection become the primary needs to conduct an online teaching and learning activity. The teachers emphasized that the technical problems affect the process of emergency remote teaching the most. It can be seen from interview transcription result.

"We had a big internet connection problem. We give them lecture, try to engage with them, but they could not even our voice because of bad connection, and this get worse because we often have a blackout too." - 1st Participant Vignette 1

"The first 2 months, the adaptation were challenging, we had internet issues, and some of the teachers needed to increase their digital literacy. Also, eveyrtime I face internet issues when teaching, I teach use Telegram and Whatssapp." – 2nd Participant Vignette 1

"Often the learning materials we designed don't reach the students because they can't access them like through Talk Fusion. We live in rural area, we don't have a good connection here." - 3rd Participant Vignette 1

Based on interview result, it illustrated that teachers and students were struggling to establish an online meeting because of a bad internet connection, this relates to their geographical area and also the students' socio-economy status as not every student could afford a decent internet connection. The cellular signal and internet coverage still become a problem in remote and rural areas. In fact, some students live in remote and rural areas. This finding support by the pictures below.
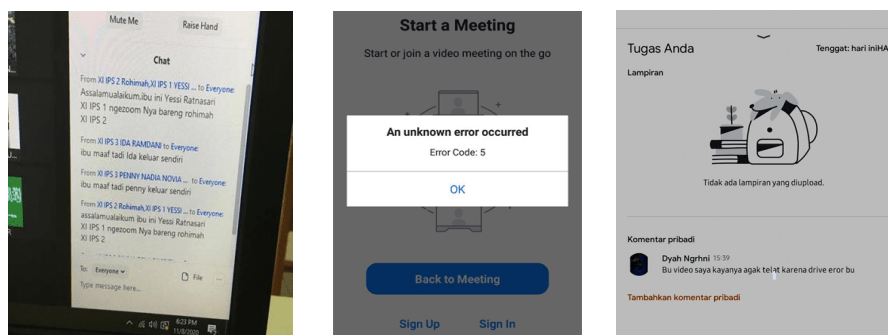
The pictures above showed that students who suddenly logged out of a Zoom meeting because of a bad internet connection, not only that the application was not stabile and error often which was challenging for teachers to establish teaching. Emergency remote teaching was often disturbed because of bad internet. From the pictures and the explanation of it, it can be concluded that emergency remote teaching could not be established properly in an area without good internet coverage, usually in a rural area and even blackout often occurs.

Technical challenges are often encountered by both teachers and students. Unstable internet connection and limited quota is one of the challenges that encounter by teachers and students. The internet data provided by the government did not produce output as Indonesia has different mobile signal coverage. This finding is similar to the studies carried out by (Hashemi, 2021, Mishra et al,2020 &

Rasheed et al,2020) stated that the technical issues as a challenging matter in online teaching during these critical situations. There is also a large number of students who often skip class because they don't have access to the internet and devices as both are considered high costs by most students. The teachers confess that the internet connection problem hit student-teacher engagement in delivering materials. This finding supported by Mouchantaf (2020) who studied the challenges of online teaching in higher education institutions during the COVID-19 outbreak.

Pedagogical Challenges

Some of the teachers described the challenges on pedagogical issues. The teacher perceived that on online teaching, it's impossible to make sure the students could study independently without the teachers scaffolding them intensively. It can be seen from interview transcription result.

> *"During emergency remote teacing, there are dozens of students, not only arund 40 to 50 students, but up to hundreds of students! We could only teach around 30 minutes, we need to wrap all of the learning materials to 30 minutes only. We must be clever in managing time during emergency remote teaching."* - 1st Participant Vignette 2

> *"The curriculum instructed that the teachers should focus on students-centered learning. However, it was challenging for me to do so on online teaching. I have to find my teaching materials, set up Google Classroom, and positioning myself as the center of learning."* - 2nd Participant Vignette 2

> *"Before the Covid-19 pandemic, it was around 45 minute a session, now it is only 20 minutes. Everything must be wrapped and adjusted. I don't know if the students get it, they only practice their English a little. "* - 3rd Participant Vignette 2

Based on interview result, it illustrated that this issue probably affected by large classes as other participants expressed that they could teach hundreds of students in one learning session. There is also a policy mandated by the government which reduces the duration of the learning. The teachers have struggled to overcome the large classes and short duration during the emergency remote teaching. During emergency remote teaching, it was challenging to practice for the students, like speaking practice because it was challenging to see which students have understood the material or not.This finding also support by the pictures below.
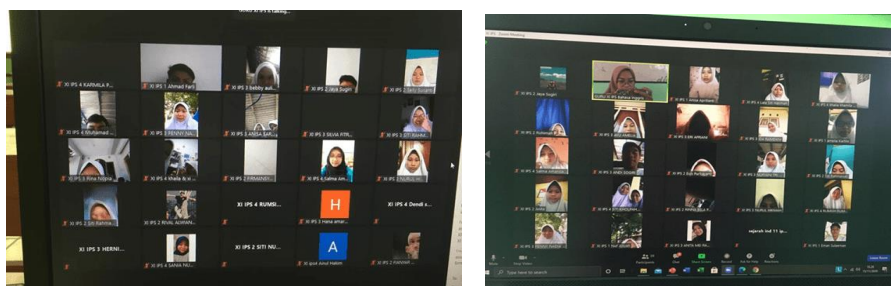
The pictures above showed a large number of participants in an online meeting during emergency remote teaching. Teachers struggled to manage the students in such a large size and limited learning duration. Also, the students muted their microphone, this led to no 2-ways interaction occurred during the learning because the students were passive. The learning was supposed to be centered on the students, but now it is centered on the teachers.

Another challenges is the teachers expressed their struggle of conducting assessment and collecting homework. As mentioned earlier, the duration of the study were reduced and the class size also increased to hundreds of students in a class, this situation limit the options to conduct assessment during an online meeting. It can be seen from interview transcription result.

> *"It is hard to evaluate students' performance here. For example, waiting for them to submit their homework. I triend making it easy, but still they are late to submit them. They should have submitted it for 30 minutes, but they need more time. I can accept that if they are being late. Even some of them submit their homework during final exam. Also, It is hard if I want to evaluate their performance while on Zoom meeting because we have limited time. So, I evaluate them mostly with homework through Google Form, Google Classroom, and Telegram."* - 1st Participant Vignette 3

"Collecting homework is much harder in emergency remote teaching. Everytime, I give my students homework, only few of them who submit it on time. I check it out a few weeks later, and still few of them who submit their homework. I have to actively remind the students to do their homework, even we need to call some of them to meet us at school. Other teachers from other subject also have the same problem too." – 2nd Participant Vignette 3

"There are many students who don't submit their homework often. We have to remind them about it constantly. It is like we are the the one that needs to be evaluated, while actually they are the one who needs to be evaluated." – 3rd Participant Vignette 3

"I tried evaluating them on a Zoom meeting, however there were many students on my class. I can't evaluate them one by one. I don't know whom already understand the materials or the one who still need my assistance." - 4th Participant Vignette 3

Based on interview result, it illustrated that teachers could only assess the students' performance through homework. However, since emergency remote teaching, teachers perceived it is challenging to collect homework during emergency remote teaching as students often submit their homework late. This finding also support by the pictures below.
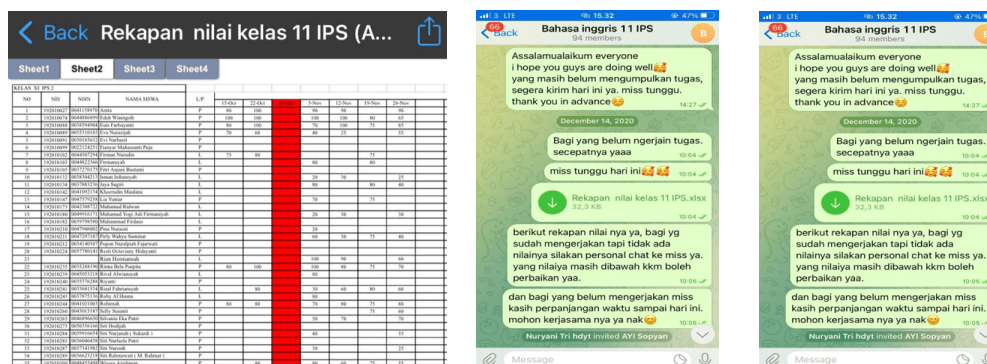
The pictures above showed that students' scores as a form of evaluation and there are empty columns that mean the students often did not submit their homework. Teachers were already reminded about this often but the students kept ignoring them even some of them submitted the homework late. This disturbs the process of assessment during emergency remote teaching and it was challenging for teachers.

Furthermore, the teachers perceived that emergency remote teaching reduces the interactivity between them and the students. Due to this, they believe that they could not supervise their students intensively like in a face-to-face classroom. It can be seen from interview transcription result.

"The biggest challenge here is interacting witht the students. It's so hard, only few interacted with me, and the others just stay silent, I don't even know where the rest of my students are. I can't educate them properly with this level of interaction. We don't know if the students pay attention or not, whether they understand the material, or just be there so he/she can fill their attendance. Because of this, I believe face-to-face classroom is better than online meeting." - 1st Participant Vignette 4

"In emergency remote teaching, We have to engage the students so they can study more independently. We lost a lot of supervising power since emergency remote teaching. We can't even interact with them properly, if this goes on, I believe the students will learn less and less everyday. " - 2nd Participant Vignette 4

"In learning English, we must give a lot of practices like making dialog, reading aloud, and writing. Those are challenging if we don't do it face to face. I think it is better to study face to face. Most of the students could not understand the material properly through face-toface meeting, what online can do?" - 3rd Participant Vignette 4

Based on interview result, it illustrated that every time they conduct an online meeting, only a few students show up and few respond and interact with them. So, they believe that emergency remote teaching reduces the outcome of learning from their students as they believe even in the face-to-face class some students are still struggling to learn, with decreased interactivity, the output would be worst

Beside technical challenges, there is also pedagogical challenges in emergency remote teaching. It is impossible to make sure the students could study independently without the teachers scaffolding them intensively. This study also reported similar findings as previous studies (Jain et al, 2021; Cardullo et al, 2021; Shamir-Inbal & Blau, 2021; Gjelaj et al., 2020; Sun et al, 2020). Teachers are now the center of learning as they must create learning materials and interactive classroom atmosphere, present the materials as the students often lack in discussion or self-initiated learning, and a guide who provides instructions and answers for students during learning. This is against the Indonesian curriculum (Kemendikbud RI, 2021) which puts students at the center of learning. Moreover, learning is also shifted most heavily on becoming task-based learning as the teachers heavily rely on giving homework due to various issues during online learning. Also, the teachers reported that the students are too passive as they shut their microphones and camera and do not respond when the teachers need them to. This is similar to previous studies conducted by Jain et al, (2021), Cardullo et al, (2021) and Shamir-Inbal & Blau, (2021) where the students are passive and ignoring the teachers. If this goes on, the students will eventually lose motivation to study and worsen the output of education (Sun et al, 2020; Malathy, 2019).

Another challenges is teaching and assessing students. They mostly expressed the problem of emergency remote teaching regarding lack of students' engagement and challenging to collect students' assignments. It is line with Mouchantaf (2020) stated that teachers mostly complained about students missing online sessions, or not completing the required work. It becomes another great challenge, to check students' tasks daily, give score and feedback is hard for the teachers (Sun et al., 2020).

Lack of interaction was reported as another challenge, which is similar to the finding of Atmojo and Nugroho's (2020) stated that communication and interaction between the teacher and the students are quite important in learning process. Motivated interaction between the teacher and student is the key to EFL teaching. However, most of the study participants also reported the lack of interaction to be the main hindrance during ERT, as this slowed the acquisition of knowledge and skills. Students did not respond to them and, if forced, typed answers in chat windows. Similar concerns were raised by Ghavifekr et al. (2016) found that lack of instruction is one of main obstacles to teachers' use of ICT in teaching.

The findings of challenges in this study in line with previous studies that expressed teachers' preference for a face-to-face classroom. As presented before, the teachers in this study struggle to assess their students' performance and collecting homework, such issue never occurred before emergency remote teaching. The teachers believe that in the online classroom, they have lost their supervising ability, engaging students to be interactive, and it needs a high-cost budget to conduct it properly. Therefore they, given the chance, prefer a face-to-face classroom as it does not need high cost, more supervising and interactivity with the students (Cardullo et al, 2021; Shamir-Inbal & Blau, 2021; Mumford and Dikilitaş, 2020; Gjelaj et al., 2020; Lucena & Leal, 2020; Marshall et al, 2020).

Opportunities of Emergency Remote Teaching: Digital Literacy, Teachers Training, and Teachers Self Development

The second theme of this study explored the opportunities that the teachers experienced during emergency remote teaching. The opportunities covered experience that enriches their professional development as a teacher. Despite the challenges that they experienced during emergency remote teaching, there are opportunities they gained on this phenomenon.

Increase Teachers Digital Literacy

Emergency remote teaching has affected the digital skills of teachers especially in terms of incorporating digital application and learning resources and teaching online. It can be seen from interview transcription result.

> *"This phenonemonon had a great impact on myself. I know a lot of applications to conduct*
> *emergency remote teaching. It helps me to enrich my digital skills. I was pushed to learn and it*
> *helps me to keep up to date. We now not only know about using power point, but we can also use*

other application like Zoom, Instagram, Google Classroom, and Google Form.” - 1st Participant Vignette 5

“Since emergency remote teaching, I learned a lot like how to use Microsoft 365, Google Classroom, making content on youtube, video editing, and dozens of other digital applications. They are beneficials for me.” – 2nd Participant Vignette 5

“Emergency remote teaching has affected my digital literacy and it helps me to teach online. I know how to make learning videos, I am not digitally illiterate. Teachers must follow the digitalization and understand more on how to use dozens of digital applications.” – 3rd Participant Vignette 5

Based on interview result, it illustrated that before the Covid-19 pandemic, the teachers expressed that they were unfamiliar with digital applications, let alone teaching online. Now, they are used to teaching online and incorporating digital applications and learning resources. They perceived that teachers nowadays need to keep up-to-date with technology, as technology always affects education like now when the Covid-19 Pandemic happened and forced schools to be established online. In other words, there is a bright side that comes along with the Pandemic for the teachers which is an increased digital literacy. This finding also support by this pictures below
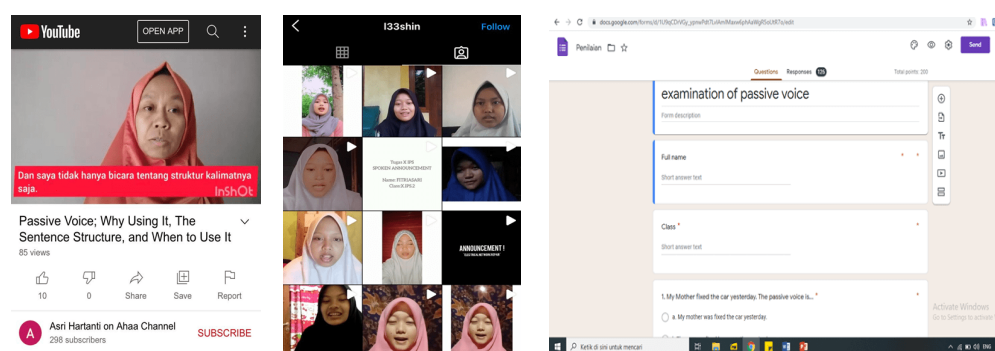
The pictures depicted how teachers created learning content on Youtube. Teachers also incorporated Instagram to enhance speaking skills through uploading videos. Teachers incorporated Zoom for a live learning session and Google Form to assess students' performance. These activities were never be conducted in a face-to-face classroom, however, because of emergency remote teaching, teachers have known various digital learning applications which enhanced their digital literacy.

Teachers Training

Another opportunities they experienced were a variety of teachers training since the Covid-19 pandemic has begun. One of the teachers expressed before the Covid-19 pandemic, teachers' training provided by the school was monotonous. Now they have various training to enhance their digital skills as a teacher. It can be seen from interview transcription result.

“My school prepared some facilities so we can teach online properly. They also gave us workshop about using Zoom, Trello app, Google Classroom, writing online lesson plan for online teaching. They aimed to increase our skills on using digital medium and resources. Not every teachers here were digitally literate. So, they gave us that workshop.” - 1st Participant Vignette 6

“Our school gave us in-house training about google classroom and Microsoft 365. I think that's it from our school. “ – 2nd Participant Vignette 6

“We got training from Local Teacher Association and Ministry of Education. The training were about how to make learning content videos, creative learning, using digital applications for learning, creating online quizzes, managing Google Classroom and many more.” – 3rd Participant Vignette 6

“We got a lot of virtual training since emergency remote teaching, we got new chance for new information, before the Covid-19 Pandemic, the training usually just about using power point

slide-show, but now we got more than that. For example, our schools gave us training and workshops about how to Zoom, other digital applications, writing lesson plan, giving homework online, and other digital training for teachers." – 4th Participant Vignette 6

Based on interview result, it illustrated that teachers' digital literacy was increased. The training they took mainly focused on incorporating digital applications and resources for teaching and transforming face-to-face teaching to online like giving homework and learning materials, evaluating, and live lectures.
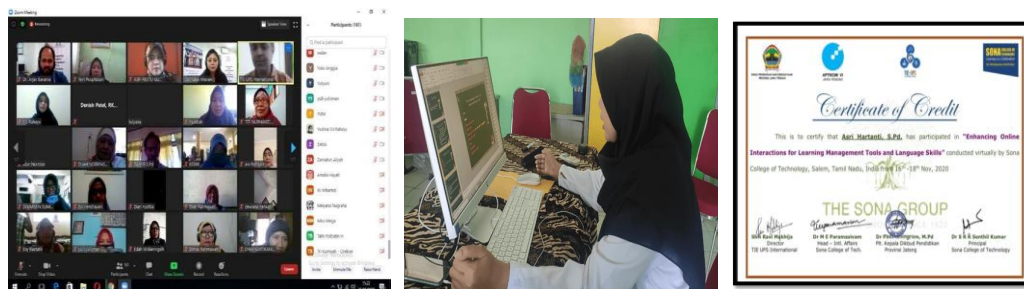
The pictures showed that the teachers who participated in a workshop about incorporating digital tools for teaching to establish online teaching. This workshop helped the teachers to establish online learning as they received new information about digital learning tools and how to experiment with them during a learning session.

Teachers Self Development

Teachers perceived that emergency remote teaching has brought them opportunities to develop as a teacher and experiment with various teaching strategies they discovered through teachers' training and hardship of emergency remote teaching. It can be seen from interview transcription result.

"I was teaching narrative text along with its language feature. I incorporated the highlight feature on zoom. The students must read and highlight the text which one that suits the most. It was interesting because it was new for them, they were more active because of this. " - 1st Participant Vignette 7

"Since emergency remote teaching, there are many unque teaching strategies that I can use. Especially we have Youtube now where I can find many interesting materials from many resources. Not only that, Personally I rarely spoke English in my daily life. Now, because I had to create content video on Youtube, I feel more exposed to English." – 2nd Participant Vignette 7

"How I teach in emergency remote teaching must be interesting, I must be creative to make sure my students don't get bored. " – 3rd Participant Vignette 7

"It is easy for me to invite other teachers to be a speaker in my classroom, not like face-to-face classroom. It is so convenient, you can invite them easily anytime as long as they agree to it. I tried inviting a native speakers on our Zoom meeting. It was totally a new experience for the students. I don't think face-to-face classroom has this luxury." – 4th Participant Vignette 7

Based on interview result, it illustrated that one of the teachers expressed how they get more exposure from emergency remote teaching as they are obligated to create a content video on youtube, before this, there was no obligation to do so, and the teacher did not need to speak English daily as she taught English in her mother tongue. The teachers shared a similar perception regarding creative teaching during emergency remote teaching as they need to assure the students pay attention during learning. One of the teachers tried to invite a native speaker to his class to bring new experience for the students, it was challenging to do so in a face-to-face classroom, it could be concluded that only online teaching has such luxury in inviting other teachers or speakers, especially native speakers. Also, one of the teachers tried a feature on the Zoom application, a highlighting

feature, she incorporated the feature for collaborative learning in a narrative text context, the teacher displayed a narrative text, explaining, and engaged the students to work together and highlight the language feature of the text. Overall, these opportunities may not be available if the policy of emergency remote teaching was never passed.

The teachers in this study have agreed that since emergency remote teaching there is a development on digital and ICT skills for themself. It is in line with Novikoy (2020) who stated that the experience of using online teaching applications makes teachers aware of various software and digital platforms that can improve their digital literacy skills. By converting challenges into opportunities and understanding there is a bright side to each new challenge they encounter as teachers, teachers In this study also show a decent sign of self-sense and authority as teachers, the emergency remote teaching has put them in various transformative development and additive development as they must never give up, keep learning, and experimenting to produce better learning output of emergency remote teaching. Ruohotie-Lyhy (2018) described that teachers with a high level of self-sense and authority do not defend their identity which prevents them to develop as teachers, they adapt to the challenges they face, they also take suitable decisions to overcome the challenges, and they reap opportunities from each challenge.

The school and government has provided training regarding emergency remote teaching through webinars and online workshops. The EFL Teachers get opportunities in teachers training and workshop. They enrolled in various training and workshops about teaching online during the beginning of the Covid-19 pandemic even until now. They learned how to use Zoom, Google Classroom, Quizzis, Talk Fusion,   Google form, and transforming chat messenger into a learning application. This is in line with study conducted by Khodabandelou (2016) that teachers must attend in training workshops concerning ICTs in equipping and enhancing the teaching process in English language classes. Yehya (2018) implied that the more the teaching process is effective, the more positive and effective will be teaching skills. This not only supports the current emergency remote teaching during the Covid-19 pandemic, but after the pandemic is lifted, teachers could bring the students' learning beyond the classroom through ICT support as supported by studies way before the Covid-19 pandemic that digital applications and resources could bring learning beyond the classroom. (Shamir-Inbal & Blau, 2021; Lee & Drajati, 2019; 2018; Jensen, 2017; Cole & Vanderplank, 2016)

The teachers also experienced various self-development as teachers during the Covid-19 Pandemic. In emergency remote teaching teachers have experiences with new digital tools and learning resources, and skills to establish online teaching, it could be concluded that their TPACK knowledge was enhanced. Teachers can be creative in making learning interesting on emergency remote teaching for example, using the highlight feature on Zoom or inviting native speakers to the online class. It is in line with Dhawan (2020) stated that teachers have free hands in designing new materials and provide flexible teaching platforms for the students. These developments are examples of how teachers convert the challenges of emergency remote teaching to opportunities, after all, there is something to learn in each new challenge. (Shamir-Inbal & Blau, 2021; Li, 2021, Cardullo et al, 2021; Marshall et al, 2020)

4. Conclusion

Exploring the challenges and opportunities of emergency remote teaching during the Covid-19 Pandemic to generate insights to be learned and discussed for future education development is the purpose of this study. This study gathered and analyzed qualitative data from 4 EFL Indonesian teachers through learning the challenges and opportunities. At the beginning of emergency remote teaching, the teachers encountered various challenges from technical to pedagogical challenges. ICT support and internet access were the main technical challenges the teachers experienced while they struggled to convert face-to-face teaching to online platforms. Both of the challenges affect the learning session as both of the challenges should be addressed to assure emergency remote teaching could be established properly. However, the challenges engaged opportunities that can be taken by the teachers, these opportunities are teachers getting enrolled through various online teaching workshops, they learned about digital tools and resources for learning to assure they can teach online, they are finally aware of the bright side of emergency remote teaching. These opportunities also assisted them to be digitally literate, aware of the possibilities of digitalization in education, and bring them to a self-sense authority as teachers that helps them to improve and keep learning as teachers. After all, teachers can learn the pandemic it's a wake-up call for them to always adapt and be ready for challenges such as emergency remote teaching by keep learning and assuring themselves to be digitally literate. Overall, emergency remote teaching has generated challenges that

should be a consideration in developing education and enhancing its output, and opportunities that should be sustained as it has helped teachers to develop themselves and enhance their digital literacy.

The study still generated benefit which is valuable information that could be considered to evaluate emergency remote teaching and overcome future challenges regarding emergency remote teaching, especially in english language teaching. However, This study is flawed with limitations. This study aimed to explore without proposing solutions regarding challenges and opportunities of emergency remote teaching. Also, the data gathered in this study can't be generalized as it only aims to explore without means of generalization, and the data was gathered from Indonesian teachers only without a variety of backgrounds as all of them are from Indonesian public schools. If the participants of the study were larger, there would be more insights that could be generalized from this study, especially if private schools teachers were involved. Despite the limitations, this study could be considered for future studies that involve larger participants and solutions that could enhance the opportunities reaped by this phenomenon and reduce the impact of its challenges in the future, this would generate generalized results that could help teachers, schools, and government in overcoming the challenge of emergency remote teaching.

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