

An investigation of faculty experiences transitioning to emergency remote teaching at a foreign language faculty

外国語学部における緊急遠隔授業への移行での体験に関する調査

Ana Sofia Hofmeyr

ホフメア アナ ソフィア

新型コロナウイルス感染症の世界的流行によって、高等教育機関は、対面授業を遠隔授業にせざるを得なくなった。本研究は、私立大学の外国語学部における緊急遠隔授業（ERT）に移行した教員の経験を調べることを目的として、19人の教員に対して混合研究方法による調査を行った。その結果、学生のニーズや個人的な理由のため、ほとんどが同期型授業を選択したことが明らかになった。更に、回答した教員によると準備時間および負担がERTの主な障害であった。しかし、新しいツールの使い方を学んだり学生に個人的なサポートを与えることができ、家族の時間を有する機会になるなど、様々な長所が認められた。総合的に見ると、効果的なERTへの移行のため、大学のサポートおよびトレーニングの改善が必要である。

キーワード

緊急遠隔授業、外国語教育、オンライン教育、教職員、混合研究方法

1. Introduction

The COVID-19 pandemic that emerged internationally at the beginning of 2020 propelled governments to enforce strict lockdowns and social distancing protocols. In turn, these measures forced educational institutions worldwide to find new ways of providing instruction to their students (Toquero & Talidong, 2020), ultimately leading to a global transition from face-to-face courses to remote modes of instruction. While disruptions to in-person education and shifts towards remote teaching practices are not uncommon, they have generally occurred locally rather than nationally or internationally (Johnson, Veletsianos, & Seaman, 2020). In fact, the

COVID-19 threat is the first to have occurred on a global scale in the digital knowledge era (Bozkurt & Sharma, 2020). This has revealed a gap in research on the role of modern technologies and pedagogies for emergency teaching, including at the higher education level (Johnson, Veletsianos, & Seaman, 2020), resulting in high levels of uncertainty and apprehension among administrators, faculty, and students alike.

The present article is divided into four sections and focuses on the experiences of foreign language faculty at a university in Western Japan transitioning from in-person courses to emergency remote teaching. The first section discusses the distinction between online learning and emergency remote teaching (ERT) as well the roles and challenges faced by educators discussed in the literature. The second section considers the focus, design and methodology of the present study, while the third section provides an analysis and discussion of findings. The final section of the article considers the implications of these findings as well as the limitations of the study, offering suggestions for future research. It is hoped that an investigation of faculty experiences and choices during the abrupt COVID-19 transition to ERT will provide valuable insights regarding changes to pedagogical approaches, course design and adaptation, familiarity with technology, and institutional support, thus helping to identify areas of improvement in potential future transitions to ERT at the higher education level.

2. Literature review: definitions and contexts of *emergency remote teaching*

Technology has been used in education since the 1980's (Trust & Whalen, 2020), thus unsurprisingly, research on online teaching and learning has been conducted for decades, having explored course design, modes of delivery, student assessment, and quality of education, among others (Hodges et al., 2020). Furthermore, a wide range of studies have addressed various modes of online educational delivery, such as distance learning, blended learning, mobile learning, and online learning (Hodges et al., 2020). Research into online learning, in particular, has become increasingly popular in recent years due to a growing interest in blended approaches by higher education institutions as well as the visibility of Massive Open Online Courses, or MOOCs (Russell & Murphy-Judy, 2021).

The dependence on technology as a mode of delivery of education during the COVID-19 pandemic has led to comparisons between *online learning* as a pedagogical form of instruction and *emergency remote teaching*. However, while constituting a mode of learning online, ERT remains fundamentally different from *online learning*. Hodges et al. (2020) consider the difference between online learning and ERT:

In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated.

In fact, the rationales for *online learning* have been generally associated not only with institutional goals of expansion (Kampov-Polevoi, 2010), but also with perceived student needs. For instance, online courses may be designed to improve student accessibility (Kampov-Polevoi, 2010), provide flexibility in dealing with assignments (Bozkurt & Sharma, 2020), or increase digital literacy for 21st century skills (Russell & Murphy-Judy, 2021). Similarly, opting for a specific mode of delivery – live, on-demand, or blended – has been intimately connected with perceived student needs and learning outcomes (Russell & Murphy-Judy, 2021), as well as class size (Hodges et al., 2020) and software tools and systems available at an institutional level (Kampov-Polevoi, 2010). Online learning is thus presented as the high quality product of a long design and testing process, which can take teachers hundreds of hours to develop (Russell & Murphy-Judy, 2021).

On the other hand, ERT has developed as an urgent but temporary and obligatory solution to a crisis situation (Bozkurt & Sharma, 2020). This has numerous implications to be taken into consideration when researching ERT approaches: a) contextualisation of ERT in an educational environment surrounded by anxiety as well as health and economic concerns (Green, Burrow, & Carvalho, 2020); b) potential lack of resources and time to develop ERT courses (Hodges et al., 2020); c) need for quick creative problem solving-skills and tech-savvy teachers; and d) a shift in priorities from quality of education to education as a temporary solution (Hodges et al., 2020).

Teacher and learning experiences with ERT remain, at the time of writing this article, fairly unexplored in literature worldwide, including in Japan. However, the urgency of the situation has led to preliminary research with insights regarding some of its main challenges. Among these we highlight problems with accessibility to online / digital platforms (Trust & Whalen, 2020), lack of on-campus personnel to support large numbers of faculty transitioning to remote teaching (Hodges et al., 2020), lack of time to invest in course design (Russell & Murphy-Judy, 2021), and student unfamiliarity with technology use in academic and/or professional settings (Russell & Murphy-Judy, 2021). Be it synchronous or asynchronous, the mode of online delivery comes with added problems, such as issues with video conferencing and conversation platforms

or a deficiency in learner-instructor dialogue (Russell & Murphy-Judy, 2021).

Foreign language education faces additional challenges in comparison with other disciplines seeing as it is both the content of the course and the means of instruction. As explained by Russell & Murphy-Judy (2021),

With many other disciplines, only reading and writing are necessary to learn the course content online. However, with language learning, listening and speaking are also critical components of the course that are necessary for students to build their proficiency in the target language; moreover, all four skills are also needed for students to develop their knowledge and understandings of cultural practices and products and the perspectives that underpin them. (p.132)

Foreign language teachers are thus faced with the additional challenge of providing interactive online courses through which students can listen and read for input but also be given opportunities to produce the target language while interacting with their peers and the instructor, ultimately increasing language proficiency (Russell & Murphy-Judy, 2021). As such, it becomes necessary for foreign language teachers to acquire highly specialised knowledge and understanding of the various functions, uses, and limitations of diverse digital and online platforms (Luke & Britten, 2007), at a depth potentially unnecessary in other disciplines.

2.1 Educators' roles and challenges in ERT

The sudden and widespread transition to ERT was marked by a need for educators to redesign entire courses and adapt in-person course materials to new online platforms and modes of delivery (Green, Burrow, & Carvalho, 2020). In a study conducted by Johnson, Veletsianos, and Seaman (2020) with 897 higher education faculty members across the United States, 56% of the respondents reported using new teaching methods and 93% made at least one modification to their teaching practice. In addition, the large majority of participants felt responsible for providing emotional support to students, with one-third acknowledging that they had lowered the expectations of the course and/or eliminated some of the coursework (Johnson, Veletsianos, & Seaman, 2020).

The situation becomes more complex among foreign language teachers. Russell and Murphy-Judy (2021) identified three domains in which educators must acquire broad knowledge in order to become proficient at online language teaching: language pedagogy (knowing how to teach a language), online pedagogy (knowing how to teach online), and pedagogy for educational tech-

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nology (knowing how to use educational technologies to deliver online education). Moreover, though course design is largely a complex process requiring an investment in specific pedagogical strategies, the urgency of the situation required foreign language educators to redesign curricula in a very small amount of time, often with a lack of access to or knowledge of the available digital tools (Russell & Murphy-Judy, 2021). As described by Trust & Whalen (2020, p. 193), 'most educators seemed to be learning online and remote teaching strategies and tools while teaching online or remotely (aka "building the plane while flying it").'

It comes as no surprise, therefore, that studies on teachers' experiences with ERT have reported a wide range of perceived challenges. In addition to course design difficulties, educators were also affected by the surrounding environment, often experiencing feelings of anxiety, stress, and isolation, as well as a lack of confidence in handling online spaces (Green, Burrow, & Carvalho, 2020), while simultaneously trying to maintain student engagement (Trust & Whalen, 2020). Trust and Whalen's survey of 325 K-12 educators in the United States (2020) also found that the majority of educators felt overwhelmed by the technological tools available, and struggled with a general lack of knowledge of remote teaching strategies and tools, as well as with personal needs such as home-schooling and elder care. This reveals the need for support systems to attend to not only technical gaps but also personal circumstances.

Two main suggestions have been put forward to address the ERT challenges identified by educators: first, a broad network of institutional support to assist not only with technology issues, but also with general remote learning needs, such as through the redesign of traditional support services such as libraries (Johnson, Veletsianos, & Seaman, 2020); second, ongoing professional development sessions in the form of training webinars as the means to address knowledge gaps as well as feelings of isolation, by encouraging social connection and networking (Toquero & Talidong, 2020; Trust & Whalen, 2020). The higher education faculty members in the study conducted by Johnson, Veletsianos, and Seaman (2020) identified further support mechanisms deemed important to the successful adjustment to ERT, such as an understanding of best teaching from home practices, peer support, subject-specific advice, access to appropriate technology, and support for coping with stress.

A review of the literature makes apparent the wide array of challenges faced by faculty due to the abrupt transition from in-person courses to ERT, ranging from technology-based problems to feelings of anxiety and isolation. Difficulties appear to be even more accentuated among foreign language teachers, for whom a broad knowledge of the functions and limitations of digital platforms and tools is fundamental in order to deliver courses that increase students' foreign language proficiency. Information gaps remain, nevertheless, regarding foreign language

teachers' rationales for the selection of ERT approaches, as well as a consideration of advantages brought about by the transition, and the impact of ERT on course quality and teacher satisfaction.

3. Research focus, design and methodology

The present study was conducted among teachers of English as a foreign language belonging to a foreign language studies faculty at a large university in Japan, who were forced to transition abruptly to ERT due to the coronavirus pandemic. In Japan, the transition to ERT occurred at very short notice in March, yet allowing teachers to re-design their courses prior to the official start of the academic year in April. While all courses were moved to a remote format originally, the second semester starting in September witnessed a return to face-to-face classes encouraged by the university, with faculty and students being allowed to continue teaching and learning remotely solely on the basis of medical reasons or specific personal circumstances.

At the university in focus, first- and second-year students from all faculties are required to take English courses, while elective courses are available to students from the third year and to foreign language majors. Faculty generally teach classes at various proficiency levels, ranging from CEFR A1 to B2, at different faculties, and while they share common curricular goals, they do not share a fixed curriculum, thereby allowing teachers the freedom to design their own courses based on individually selected textbooks.

The present research study aimed to explore the experiences of foreign language faculty transitioning to ERT in the Spring semester, as well as mid-term effects of that transition, in order to identify areas of improvement in potential future transitions to ERT at the higher education level. The following research questions were posed:

1. How did foreign language faculty adapt their language courses in moving from a face-to-face mode of delivery to ERT?
2. What did foreign language faculty perceive to be the benefits and drawbacks of moving their courses to an online format in a short amount of time?
3. To what extent do foreign language faculty intend to continue integrating digital technologies post-ERT?

In order to answer the research questions and explore the experiences of foreign faculty

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with ERT, a mixed-methods questionnaire was designed and administered over a two-week period in September and October 2020 (see Appendix). The first two questions sought to determine the faculty's employment status as well as any experience with online teaching prior to the shift to ERT. The remaining questions varied in style and aimed to determine modes of instruction and their rationales, as well as benefits and challenges of ERT as perceived by the participants. Options in multiple choice questions were compiled based both on the available literature on remote teaching as well as on informal comments made by faculty logged over the ERT period. Three open-ended questions were also included in the questionnaire. These were optional and were used at various points in the questionnaire to allow participants to justify and expand on their answers if they wished to do so.

The questionnaire was advertised to limited-term contract and tenured foreign language teachers at a foreign studies faculty and administered online. The questionnaire was anonymous, and participation was voluntary. Among the participants surveyed, 13 were lecturers on a limited-term contract and 6 were tenured faculty. Only one teacher, in a limited-term contract, had prior experience of teaching online. Due to the small and imbalanced sample, statistical tests were not conducted.

At the point of data collection, participants had completed one semester of ERT as well as an additional two to three weeks of instruction post-ERT during the second semester. At this time, participants had decided to either continue teaching remotely or return to in-person classes on campus. The data were collected through convenience sampling and while the researcher recognises that convenience sampling limits the generalisation of the findings, it is hoped that these nevertheless help to inform the design of future large-scale transitions to ERT.

4. Findings and discussion

Data collected from the 19 surveyed faculty members shed light on the diverse experiences with ERT in the Spring semester. Teachers opted for diverse approaches to delivery, which in turn led to a wide range of perceived benefits and drawbacks, often discrepant between contract and tenured faculty. These experiences influenced and informed teachers' views on the use of technology in the classroom.

4.1 Approaches to ERT

Among the 19 participants surveyed, 12 chose to conduct remote classes live, on either Zoom or analogous video conferencing platforms, two provided largely on-demand content, and five

opted for a combination of live and on-demand classes. Among those surveyed, no teachers selected an assignment-based only approach. Participants also identified the rationales informing their decisions (Table 1).

Table 1 Rationale for pedagogical approach (N=19)

Rationale	Total (n)	Percent
Student engagement	10	52.6%
Student access to digital platforms	9	47.4%
Institutional rules	8	42.1%
Teaching load	5	26.3%
Familiarity with the necessary digital platforms	5	26.3%
Time constraints	4	21.1%
Family duties	3	15.8%
Perceived student pedagogical and social needs	3	15.8%
Medical reasons	1	5.3%

Over half of the faculty surveyed (52.6%) considered student engagement to be a priority in the way they transitioned their language courses to ERT. Student access to digital platforms (47.4%) and institutional rules (42.1%) also played a significant role for a large number of teachers. Less important factors in teaching methodology included consideration of time constraints, family duties, student pedagogical or social needs, and medical reasons. These results mirror the emphasis placed by faculty on student experiences found in the study by Johnson, Veletsianos, and Seaman (2020), as well as overall time constraints referred to by Hodges et al. (2020). However, they introduce factors absent from previous ERT studies, including institutional rules, the teaching load, and personal medical reasons, suggesting that the factors influencing educators' transitions to ERT are dependent on institutional and personal contexts and should not be generalised.

In addition to the transition in teaching methods from face-to-face classes to an online format, ERT also required a shift in terms of the materials available to students. In the questionnaire, faculty were invited to rank from 1 (most used) to 4 (least used) their approaches to converting lesson materials so that they could be used remotely (Figure 1).

As illustrated in Figure 1, the first conversion method of choice was by transferring paper materials to online platforms such as learning management systems and Google Forms. This approach involved changing mainly the delivery format, without large changes to the content. The second and third most popular choices were the conversion of paper-based materials into a digital format, such as through PDF scan, and the creation of entirely new materials in digital

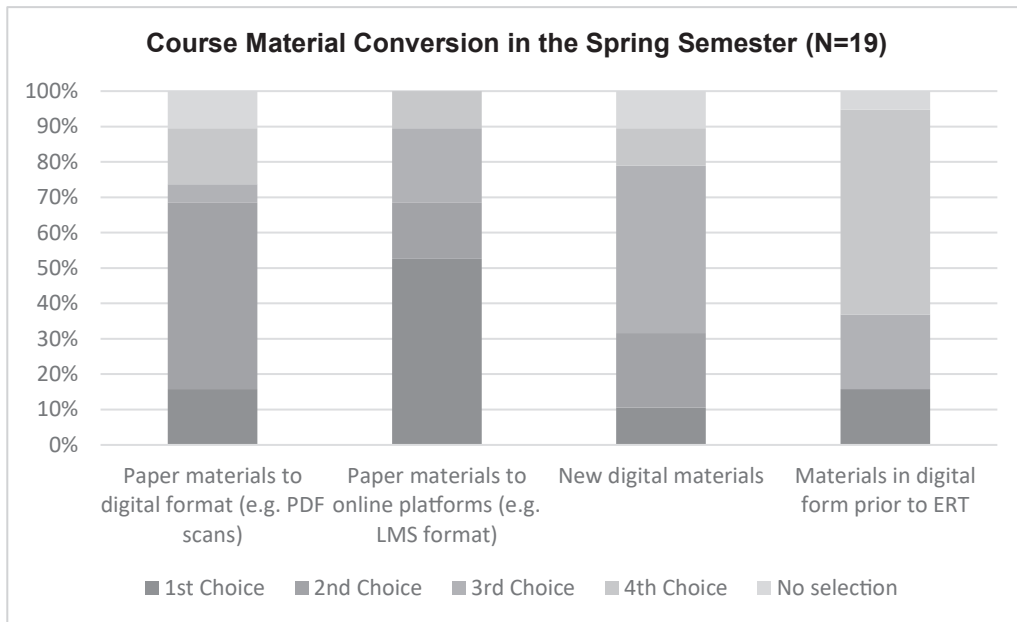


Figure 1 Course Material Conversion in the Spring Semester

form, respectively. However, only very few of the course materials had been prepared in digital format prior to the shift to ERT, reflecting teachers' lack of experience with online teaching before the pandemic.

4.2 Advantages, disadvantages, and satisfaction levels

Further to practical teaching approaches, faculty were also invited to reflect on both the advantages and the disadvantages of the sudden shift to ERT, as well as their overall satisfaction levels with the courses designed in the Spring semester (Table 2). Teachers appeared to have a generally positive attitude towards technology, with nearly 75% of participants identifying the opportunity to learn and utilise new technologies as an advantage of the shift towards ERT, and 36.8% stating they had been able to design more creative materials and lessons.

Moreover, several teachers identified advantages to their course delivery, such as the opportunity to dedicate more time to students who are usually less engaged (47.4%) and the time for more individual feedback (31.6%). Finally, faculty appeared to appreciate the flexibility in teaching time brought about by ERT with a considerable number identifying an increase in time spent at home (57%), flexibility in teaching hours (47.4%), and more personal time (31.6%) as important advantages. This is of particular interest as the literature often states lack of personal time as an overall negative effect of online education for faculty. While answers did not

Table 2 Advantages of remote teaching felt by faculty (N=19)

Rationale	Total (n)	Percent
Opportunity to learn and/or make use of new technologies	14	73.7%
More time spent at home	11	57.0%
Opportunity to give attention to students usually “sitting at the back of the classroom”	9	47.4%
Flexibility in teaching hours	9	47.4%
Greater creativity in materials and lessons design	7	36.8%
More personal time	6	31.6%
More individual student instruction / feedback	6	31.6%
Facilitated group activities	2	10.5%
Quicker set up of activities	1	5.3%
Easier to remember students' names	1	5.3%
Environmentally friendly (less paper use)	1	5.3%
Safety	1	5.3%

generally differ between contract and tenured faculty, with both emphasising the opportunity to become familiar with new technologies, contract teachers placed a greater emphasis on the time spent at home, whereas tenured faculty highlighted the opportunity to pay more attention to less engaged students.

Although the faculty members identified several advantages in terms of pedagogy and personal time, several drawbacks were also felt. As shown in Table 3, major disadvantages were largely associated with the disproportionate increase in preparation and feedback time, general feelings of frustration and stress, and overall changes to the relationship between work, family, and social spheres. Overall, these results are consistent with other literature on online education and ERT, which found preparation and delivery time to be a major point of dissatisfaction among faculty (Hodges et al., 2020; Trust & Whalen, 2020), as were feelings of isolation (Green, Burrow, & Carvalho, 2020).

Some differences in perceived drawbacks between contract and tenured faculty are noteworthy. First, contract teachers reported a disproportionate increase in stress (69% of contract faculty as opposed to only 33% of tenured faculty). In fact, several contract teachers expressed frustration with a lack of institutional support due to issues in assessing faculty needs appropriately, a lack of ongoing practice-oriented technology workshops available in English rather than in Japanese, and the absence of research funds for better computer equipment for both contract teachers and students.

Table 3 Disadvantages of remote teaching felt by faculty (N=19)

Challenge	Total (n)	Percent
More time necessary for lesson preparation	13	68.4%
Increased load of submitted assignments	11	57.0%
Increased stress	11	57.0%
Frustration coping with online teaching formats	9	47.4%
Less social time with co-workers	9	47.4%
Increased teaching load	8	42.1%
Difficulties coordinating work and family life	7	36.8%
Lack of digital access to textbooks I require	4	21.1%
Less personal time	4	21.1%
Physically taxing	2	10.5%
Deficiencies in institutional support	2	10.5%
Connection problems	1	5.3%

Tenured faculty, on the other hand, reported that enough institutional support had been provided during ERT in the Spring semester and emphasised an increase in students' willingness to participate in English as well as opportunities for professional self-development. In fact, tenured faculty's largest concern was a sense of isolation from co-workers (83%), in contrast to contract teachers (23%). These differences suggest that ERT was experienced differently by contract and tenured language faculty, even among those belonging to the same faculty, and that institutional support systems should take these factors into consideration.

The increase in stress reported by contract language teachers was also reflected in their overall negative perception of the quality of the ERT courses delivered. Eight of the 13 contract teachers stated that they felt their course quality had worsened during ERT, as opposed to only one of the six tenured participants. Among the latter, half thought their course quality was better, compared to less than a third of contract teachers. Despite the perceived quality of the ERT courses delivered, however, nearly 75% of participants reported being either satisfied or very satisfied with their choice of course delivery (Figure 2). Those who reported some level of satisfaction identified two reasons for their opinions. First, they recognised that adjusting their goals was fundamental to running the course successfully via an ERT mode. Second, they identified benefits of delivering classes online, such as better student attendance, greater ease in remembering student names, the use of the "Breakout room" function on Zoom to swiftly organise group work, the delivery of a greater variety of audio-visual content, and a general improvement to teachers' organisational skills.

On the other hand, faculty who felt more dissatisfied with their approach once again cited

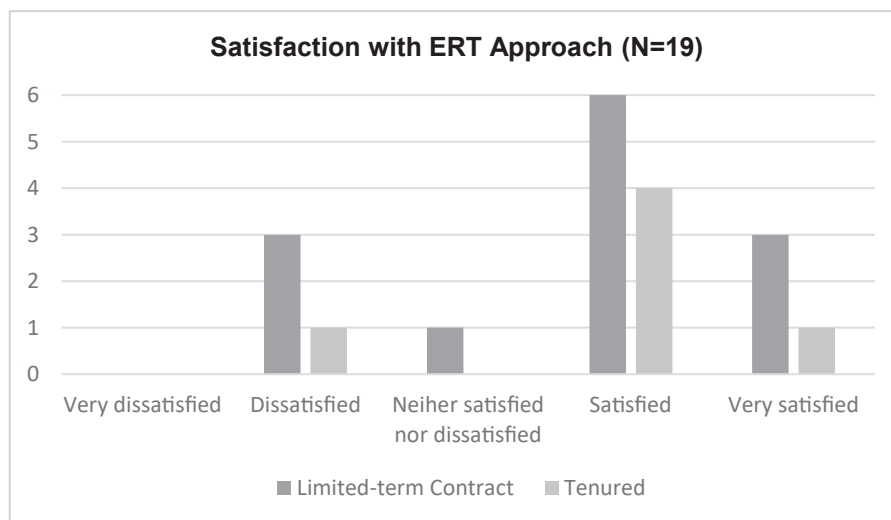


Figure 2 Satisfaction with ERT Approach

a lack of institutional support, not enough time for course conversion, difficulties in creating a good class atmosphere, video conferencing fatigue for faculty and students alike, and lack of success with an on-demand approach. All of these points have been previously identified in online education and ERT literature as key factors of concern among faculty (Hodges et al., 2020; Johnson, Veletsianos, & Seaman, 2020; Kampov-Polevoi, 2010; Russell & Murphy-Judy, 2021), thus indicating that these are common difficulties faced by online programmes in general.

4.3 Mid-term effects of ERT

A final section of the survey aimed to understand the extent to which the faculty's experiences with ERT influenced and informed their pedagogical approaches in the short- and the mid-term. Among the 19 teachers surveyed, 13 stated they planned to continue teaching remotely during the Fall semester, eight of which decided to largely maintain the approach they had originally opted for, albeit with some additional content. One participant also mentioned that while they decided to follow a similar approach, teaching on campus remains time-consuming and hindered by bad wi-fi connectivity.

Among the faculty who continued to teach remotely, a further five opted to take on a new approach, switching either from live classes to exclusively on-demand, in order to reduce the strain placed on the students and grant them more autonomy, or from on-demand to live so as to increase the perceived effectiveness of the courses. A final six teachers returned to face-to-face classes, encouraged by the institution. However, one of these commented that a shift in institutional goals to prioritise parental satisfaction rather than quality of education undermined

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the ERT efforts made in the Spring semester, suggesting that a return to in-person classes post-ERT must also be carefully considered and designed. Another teacher added that, despite returning to in-person classes, they opted to integrate on-demand and live approaches to the course in order to maintain safety standards and facilitate participation for students who were otherwise unable to physically attend the classes.

Finally, the positive attitude towards technology, evident in the answers regarding the advantages of ERT, was further reflected in the interest to continue using online or digital platforms post-ERT (Figure 3). This interest was particularly strong among tenured faculty (5 out of 6 teachers), two of which commented on the value of online assignments, quizzes, and polling software to increase efficiency in face-to-face classes.

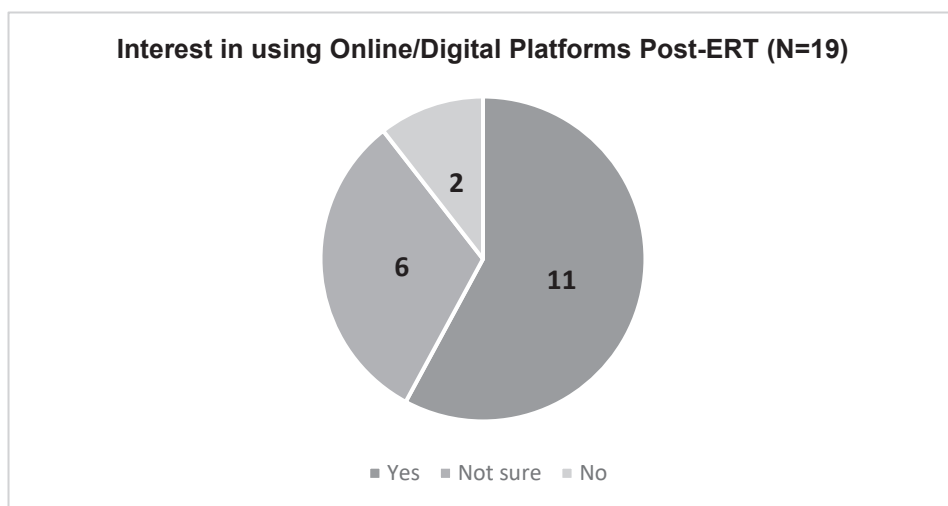


Figure 3 Interest in using Online/Digital Platforms Post-ERT

Unlike tenured faculty, contract teachers felt more reluctant to adopt online or digital platforms post-ERT. Less than half of the teachers showed a clear interest in continuing to do so, with two teachers stating that they were clearly not interested, and five remaining undecided, although the reasons were not further investigated at this stage.

5. Conclusion

The findings discussed above describe the experiences and reflections of foreign language faculty regarding the transition to ERT during a turbulent period. These results, while restricted to a single foreign studies faculty, have implications for future research and practice

on ERT and online education.

The first research question sought to explore how foreign language faculty adapted their language courses from an in-person mode of delivery to ERT. Most participants opted for either a live format or a blended approach between live and on-demand classes, guided by a variety of rationales. While student engagement and accessibility were crucial, modes of delivery were also informed by the teachers' environment and personal circumstances, thus suggesting that institutions might provide more support to faculty by keeping delivery and pedagogical approaches flexible rather than prescriptive.

The second research question investigated foreign language educators' perceptions of the benefits and drawbacks of transitioning courses to an online format in a short amount of time. While ERT has been portrayed largely as a stressful experience, most faculty welcomed the opportunity to learn about and make use of new technologies, expressing interest in continuing to do so post-pandemic. Positive feelings were, however, contrasted with the stress generated by the inability to cope with such a wide variety of digital tools and platforms in a short amount of time. These findings highlight the potential benefits of developing ongoing, long-term workshops on technology aimed at either developing new skills or staying up-to-date with familiar platforms, in preparation for future ERT situations. In addition, institutional support was further identified by participants as a key problematic area in the implementation of ERT. While this was to be expected in unprecedented circumstances, these findings provide a departure point from which to consider reforms to the support system should a similar situation occur in the future.

The final research question aimed to understand the extent to which foreign language faculty intended to continue integrating digital technologies post-ERT. Most tenured faculty members perceived the integration of technology in regular in-person classes as helpful to increased efficiency. On the other hand, contract teachers, who reported less institutional support and higher levels of stress, felt more reluctant to continue adopting digital or online platforms post-ERT, revealing a gap in teacher experiences even within the same faculty.

5.1 Limitations and further research

The generalisation of the results presented in this article is restricted by several methodological limitations. First, the study was conducted exclusively among faculty at a foreign language studies department at a private Japanese university, consequently making it unsuitable for generalisation to other departments or universities. This is further supported by the importance placed by faculty on their personal circumstances during this transition.

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Alternatively, university-wide or inter-university surveys have the potential to provide greater insight into how higher education institutions in Japan addressed the transition to ERT, best practices to be replicated and shortcoming to be addressed.

Second, the time and accessibility constraints that led the researcher to opt for a sample of convenience not only led to an imbalanced sample size between contract and tenured lecturers, it also unintentionally excluded part-time teachers from participation in the study. Part-time faculty generally divide their work among various universities and might therefore be subjected to different kinds of pressures worth exploring, such as the need to cope with diverse courses, institutional guidelines, and learning management systems. Consideration of these factors might yield significantly different answers and merits exploration.

Finally, the predominantly-male faculty environment in which data was collected limited consideration of differences in experience based on the gender of the teachers. Grey literature has suggested that the transition to remote work was experienced differently by men and women (UN Women, 2020), indicating that research literature would greatly benefit from including gendered perspectives in future research surrounding ERT.

Future research could benefit from an analysis of the specific technological gaps hindering faculty transitions to online education, concrete experiences with diverse digital platforms and tools, specific course modifications, and student perspectives of course effectiveness and quality.

While ERT is not intended to be a viable long-term solution to the increasing need for online education, institutions worldwide must nonetheless develop sustainable educational plans that incorporate technology in the modes of course delivery. Furthermore, a consideration of how faculty may be trained in order to develop both professional and emotional resilience could be greatly beneficial should they be confronted with another sudden transition to ERT.

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APPENDIX: Remote Teaching Practices Questionnaire

1. What is your employment status?
 - Full-time (tenured)
 - Full-time (limited-term contract)
 - Part-time
2. Had you ever taught online before last semester?
 - Yes
 - No
3. How did you teach the majority of your classes in the Spring semester?
 - Live (e.g. Zoom, Microsoft Teams, etc.)
 - On-demand (e.g. pre-recorded lecture/instruction videos)
 - A combination of live and on-demand
 - Assignment-based only (no pre-recorded videos or live classes)
4. Which among the following factors influenced your decision to select this approach the most? (Select up to 3 options)
 - Institutional rules
 - Familiarity with the necessary digital platforms
 - Student access to digital platforms
 - Teaching load
 - Family duties
 - Time constraints
 - Student engagement

- Other (please specify):
5. How did you convert most of your face-to-face classes into online classes in the Spring semester? Rank from most used (1) to least used method (4).
- I converted paper materials to a digital format (e.g. PDFs, textbook scans, etc.)
- I converted my materials to digital platforms (e.g. paper tests changed into LMS or Google Forms format)
- I created new digital materials from scratch.
- The majority of my materials were already in digital format prior to last semester.
6. To what extent do you feel the quality of your classes changed in the Spring semester?
- Significantly better than before
 - Better than before
 - Same as before
 - Worse than before
 - Significantly worse than before
7. What did you feel were the advantages of remote teaching for you? (Select all that apply)
- Opportunity to learn and/or make use of new technologies
- Greater creativity in materials and lessons design
- More individual student feedback
- Opportunity to give attention to students usually sitting at the back of the classroom
- Flexibility in teaching hours
- More time spent at home
- More personal time
- Other (please specify)
8. What did you feel were the disadvantages of remote teaching for you? (Select all that apply)
- Frustration coping with online teaching formats
- Increased teaching load
- Increased load of submitted assignments
- More time necessary for lesson preparation
- Lack of digital access to textbooks I require
- Increased stress
- Difficulties coordinating work and family life
- Less personal time
- Less social time with co-workers
- Other (please specify)
9. Overall, how satisfied were you with your chosen teaching approach in the Spring semester?
- Very satisfied
 - Satisfied
 - Neither satisfied nor dissatisfied
 - Dissatisfied
 - Very dissatisfied
10. Why? (optional)

11. In the Fall semester..
 - I am teaching remotely and I am generally using the same approach as last semester.
 - I am teaching remotely but I have largely changed my approach.
 - I have gone back to face-to-face teaching.
 - Other (please specify):
12. This approach to classes in the Fall semester is..
 - by personal choice.
 - mandated by the university.
 - Other (please specify):
13. If you chose to change your approach, can you please describe any significant changes you made and the rationale behind those changes? (Optional)
14. Would you like to continue using online/digital platforms and resources to teach post-pandemic?
 - Yes
 - No
 - I am not sure.
15. If there are any other comments you would like to make about your experience teaching remotely, you can add them here. (optional)