



Original Research

TESOL Teachers' Resilience to Encounter Challenges and Explore Opportunities during COVID-19 Pandemic: A Case Study

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Abstract

The pandemic situation was not easy for teachers around the world. While they were forced to continue the learning process, many teachers did not get adequate support from the institutions such as the online learning platform and training related to the implementation of distance learning. There have been studies related to teachers' resilience such as comparing teachers' resilience in South Africa and United States, and factors affecting teachers' resilience in Fiji, India and Malaysia. This study aims to explore teachers' resilience in Indonesia to encounter challenges and take advantages from the opportunities that COVID-19 pandemic offered. This study used a qualitative case study to explore this issue in depth. Three TESOL teachers from three different universities were invited to share about their experiences through semi-structured interview. The findings of this study revealed that TESOL teachers in Indonesia were resilient to teach the students even though there were many challenges such as internet connection issues and less supports from their institutions. The teachers facilitate their students with synchronous and asynchronous online classes. They also innovated their learning using applications such as Quizziz, Kahoot, Slido and Flipgrid. Furthermore, teachers were also resilient to explore opportunities offered by the pandemic-Covid-19 such as developing their technology skills in using applications, video conferencing and social media use. They also actively investigated emerging issues in COVID-19 pandemic through conducting independent research. This research concluded that while the COVID-19 pandemic brought some difficulties for teachers in Indonesia, teachers refused to give up on the situation, rather they were resilient, developed their skills, and explore the emerging opportunities offered.

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1. Introduction

The emergence of COVID-19 outbreak disrupted the implementation of face-to-face classroom which has long been practiced by many educators around the world. This situation offered limited option and forced teachers to conduct distance education or what is commonly known as online learning. Although the advanced changes of technology made this transition feasible, online learning remained a complex endeavour which made teachers struggled and overwhelmed with the online experiences (Lederman, 2020; Pokhrel & Chhetri, 2021).

Moving face-to-face to online classroom is not as easy as transferring the material in an online platform. Teachers who have been focusing on traditional teaching before the pandemic may not be prepared for the sudden shift to online learning, especially to decide which platform suits to their teaching and gives more or

less the same learning experience as in the physical classroom. Furthermore, teachers get no training on utilizing various information and communication technologies (ICTs) that can be used for online learning (Tsegay et al., 2022). Teachers are often not supported with ICT facilities (Pham et al., 2009) from the institution such as learning management system (LMS) which is very needed due to pandemic situation. As a result, in the early pandemic, many teachers rely on free-access platform such as Whatsapp, Edmodo and Google Classroom. In the next stage of pandemic, teachers started using video-conference application such as Zoom and Google Meet to provide synchronous online learning for their students expecting that students will get better understanding and limit the information gap about the learning material explained by the teachers.

Despite the challenges, teachers also get many opportunities offered by the pandemic. Since teachers stay at home during the pandemic and teach the students online, they have more flexible time in doing other activities. One of the examples is that they can attend free educational events such as seminars, workshops, or even trainings from anywhere in the world from their home. These events often help them during the pedagogical transformation from face-to-face to online learning and develop their ICT skills to support their teaching. This opportunity is not offered before the pandemic since many of these events required teachers to travel to the venue and pay some fees for the event. Other obligations that require them to stay at the office also become one of the reasons why they have limited opportunities before the pandemic. Not only teachers, but students also get opportunities to attend online classes from anywhere in the world (Tsegay et al., 2022).

There have been some research studies related to teachers' resilience. Previous study by Crompton et al. (2023) compared teachers' resilience in shifting a face-to-face learning to online learning in South Africa (SA) and United States (US). This study found that teachers from both SA and US were able to maintain high levels of resilience during COVID-19 pandemic. This study further said that teachers in the developing country, in this case SA, had less support, resources, and greater challenges. A research study by Raghunathan et al. (2022) explored internal, interpersonal and external factors of teachers which affected teachers' resilience in Fiji, India and Malaysia. This study found that factors that affected teachers' resilience are support for teachers, strong academic leadership, trust of teachers, self-motivation, communication with stakeholders and systems that enhance student-teacher communication.

In Indonesian context, a study by Amin et al. (2022) found that 86.4% teachers in Indonesia have high and very high resilience in facing education policy changes due to Covid-19 pandemic. The teacher participants in this study are also aware that changes in education policy is something inevitable. Therefore, to help them adapting to the changes and have resilience, they expect that new policies should have clear planning, proof that they work well, adequate socialization, training and coaching, and evaluation of the effectiveness of policies being implemented. Unlike previous research studies, this study focused on how teachers develop their resilience in overcoming challenges and take advantages from the opportunities that COVID-19 pandemic offered.

In other words, this study aimed to investigate two side of coins of COVID-19 pandemic through the teachers' perspectives. This study further explored TESOL teachers' perceptions about their struggling during the online learning as well as the emerging opportunities for the teachers during the COVID-19 pandemic. The research question shaped the inquiry for this study:

- a. How do teachers develop resilience in overcoming the challenges during the COVID-19 pandemic?
- b. What are the opportunities that supports teachers to be more resilient during the pandemic?

The findings of this study captured TESOL teachers experience during COVID-19 pandemic and the opportunities that they get during the pandemic. The exploration of teachers' opportunities provide insight for academics, education policymakers, and higher education institutions in the decision making in post COVID-19 pandemic.

2. Literature Review

This section presents a review of literature relevant to this study to contextualise it within existing knowledge emerging from research. The discussion will clarify the current position of the topic area which is about teachers' challenges and opportunities during the COVID-19 pandemic.

2.1 Teacher's Challenges during COVID-19 Pandemic

Some relevant studies have investigated the challenges that teachers and students face during the COVID-19 pandemic. [Hakim \(2020\)](#) found that the integration of techno-led application still provided several challenges for the teachers such as lacking competence in using modern equipment, bad internet connection, learners' low motivation level and attention deficit. Although teachers faced many challenges, they however highly valued their experience in using technology in EFL online classes. [Mishra et al. \(2020\)](#) also revealed that the most problematic issue for students in online learning was the internet connection which resulted in having video issues in LMS due to the remoteness of their location. This research study further explained that teachers solved this problem using Whatsapp which does not require good connectivity and large data to upload and download the materials. This study also found that through online learning teachers learned to have better communication skills and computer skills in order to have a successful online learning.

[Lassoued, et al. \(2020\)](#) explored the obstacles faced by professors and students in Saudi Arabia in achieving quality in distance learning during Covid-19. They identified the emerging challenges and classified these challenges into four big categories: personal obstacles, pedagogical obstacles, technical obstacles and financial and organizational obstacles. From the professors' perspectives, the biggest obstacles to achieve the quality of distance learning were the lack of capabilities to communicate remotely, bad internet connection and the difficulty of students' understanding of some subjects in the absence of classroom interaction. Furthermore, students also had the same three obstacles but with different order. Students believed that the difficulty to understand some subjects in the absence of classroom interaction is the foremost obstacles for them. Bad internet connection is the second, and the lack of capabilities to communicate remotely is the third obstacle.

In Indonesian context, a study by [Nartiningrum and Nugroho \(2021\)](#) also found that the biggest challenge for Indonesian teachers were poor internet connection that often disrupted the teaching process. Teachers then highlighted that having a stable internet connection is a must in online learning. They further hoped that they have an easy access to applications and websites which become their sources in online teaching. Another study by [Yuliana \(2021\)](#) revealed that the challenges in the digital transformation during COVID-19 pandemic were infrastructure and skills. Infrastructure in this study referred to the availability of the gadgets and internet connections of the teachers and students. Meanwhile, skills referred to the teachers and students' competence in using applications and tools during the online learning. From the previous research studies, it can be concluded that despite the advance of technology that make everything easier, there have been many challenges that teacher experience in their classroom. In addition, the various background of the previous research studies showed that teacher in many parts of the world experience the same problem related to the online learning especially about internet connection issue and other technical problems. However, from the previous research studies, it can also be concluded that teachers and students learn several things from online learning experience such as better communication skills and computer skills.

2.2 Teacher's Opportunities during COVID-19 Pandemic

The mass rapid learning from both the teachers and students' sides have led many people saying that the pandemic is also a blessing in disguise. It brought some positive changes and developments to education institution around the world ([Martinez, 2020](#)). This pandemic has encouraged teachers to improve their technological skills as well as their pedagogical skills in online learning through reading scientific journals, watching Youtube, and joining best practices sharing. Teachers are also encouraged to learn from others and try new tools to find solutions and support their teaching and learning in a more interactive and engaging environment. This awareness is important as this supports teachers' professional development and also builds connection with other teachers in the same field who often share similar interests and face the same challenges in the classroom ([Lomicka, 2020](#)). This pandemic also explored the strength of online teaching mode of delivery that offers not only flexibility but also feasibility to be maintained in the post-pandemic era ([Lassoued et al., 2020](#)).

Furthermore, with the unforeseen and uncertain circumstances of the COVID-19 pandemic, many education institutions were forced to facilitate teachers and learners with learning platform such as LMS, Moodle, E-learning, etc. Second, the use of online platforms such as Zoom, Google Classroom, Microsoft Teams, and social media like Whatsapp, Telegram, Line are explored and used for supporting the

implementation of online learning (Lomicka, 2020). These learning platforms and applications can also be used further in post-pandemic era to offer students with flexibility in their learning and enhanced university to open extra program such as distance education. Third, since all the administration and assessment were done online, teachers have neat record of students' activities and scores.

In a study by George (2020) in which he explored students' perceptions about his teaching methodologies during the online learning, his results conveyed that students acknowledge that the modified teaching strategies in online learning improved their autonomous in learning. Furthermore, due to the lecturers' guidance, they felt more convenient in online learning than in face-to-face meeting. This is also in line with the research by Hakim (2020) which revealed that online learning gave introverted and shy students opportunity to build more confidence to interact with their peers and teachers through their own computer screens at home. Through these findings, it can be concluded that online learning, in some circumstances, gives advantages to students in terms of improved autonomous learning and confidence.

In some part of the world, online learning is indeed not a new mode of teaching delivery. Online learning has been implemented internationally since it offers students and teachers with the flexibility of setting up and accessing the learning material (White, 2008). Online learning is not only giving the students flexibility in learning, but also giving the students opportunity to associate and collaborate with other students (Krish, 2008). Online learning is further described as the internet utilization for students' learning process which include accessing learning material and interacting with the contents, teachers and peers (Ally, 2008). Through this experience, students can gain knowledge, make meaning with their peers, and make progress toward their learning process (Ally, 2008).

Online learning gives opportunity for teachers and students to explore the use of ICT. A study by Yuliana (2021) discussed the use of mobile-assisted learning, computer-assisted learning, and technology-based assessment as opportunities for teachers to explore and improve their technology skills. This study further concluded that opportunities in the COVID-19 pandemic covers wide research scopes, modifications and creativities in teaching learning process that can be explored by the use of ICT.

2.3 Teacher's Resilience during COVID-19 Pandemic

Despite many challenges coming during COVID-19 pandemic, teachers need to be resilient to continue the teaching learning process. The process of continuing the teaching learning process might be a burden for teachers which often had less support from the institution (Zhang et al., 2020). Additionally, it is important to note that different conditions might occur depending on the countries, institutions, and the students' conditions.

Concerning teachers' resilience, there have been some studies explored about this issue. Crompton et al. (2023) compared teachers' resilience in shifting to online learning in South Africa (SA) and United States (US). This study found that the major challenges for teachers in both countries were time management, students' issue, isolation, anxiety, students' needs, technology and students' engagement. This study also concluded that teachers in SA were more resilient even though they had less support, less resources but greater challenges than teachers in the US. This study further revealed that there were six factors that impacted teachers' experience during Emergency Remote Teaching (ERT) namely self-efficacy, growth, motivation, resources, support and teachers' challenges.

Raghunathan et al. (2022) explored factors that affect resilience in learning environments during the Covid-19 pandemic through a survey among educators of three countries; Malaysia, Fiji, India. The findings of this study revealed that educational system needed to focus on internal, interpersonal and external factors of teachers. Furthermore, factors that affected teachers' resilience need to be strengthened such as support for teachers, strong academic leadership, trust of teachers, increase self-motivation, enhance communication with stakeholders and emphasize systems that enhance student-teacher communication.

3. Method

This study used a qualitative case study to investigate teachers' struggle on their teaching as well as the emerging opportunities that the teachers have due to COVID-19 pandemic. Descriptive qualitative study is commonly used to investigate the participants' point of view and interpretation of certain phenomenon (Bryman, 2016). This study highly valued different perspectives of teachers toward their teaching experience. Through descriptive qualitative, this study focused on gaining comprehensive and detailed data from the participants.

This study used interview as the research method since it has been used widely in qualitative case study research. Additionally, to address the specific issue raised in this study, semi-structured interview was preferable. Semi-structured interview means that the researchers have prepared list of questions to be asked to the participants. It aims to maintain the focus on answering the research questions and refraining from unnecessary data (Creswell & Creswell, 2018). Nevertheless, semi-structured interview was still believed to be able to explore participants' point of view objectively without over limiting the participants' response (Bryman, 2016).

3.1 Sampling

This study used a qualitative case study with a non-probability sampling. Non-probability sampling such as purposive sampling was considered to be the most suitable for a research aiming to explore an issue in depth. The researcher tried to get prospective participants by sharing an online questionnaire to some colleagues. This technique is known as snowball sampling in which the researcher reached a group of people relevant to the research questions (Bryman, 2016). Four TESOL teachers from Surabaya, Bekasi, Jakarta, and Bengkalis filled out the form and stated that they were willing to do the interview. After that, the researcher followed up the participants and scheduled the interview. However, only three teachers responded and followed the interview process. Before the interview process, the participants were given information of the aims of the study, the reasons why this study was conducted including the benefits, and the qualifications of participating in the study.

Furthermore, the participants' willingness and consent had already been ensured before the data collection. The diverse institution that the participants have aims to gain various perspectives and the possibility of different challenges and opportunities that they got during the pandemic situation.

Three TESOL teachers (two males, one female), called 'Ferguso', 'Yongga', 'Shena' from different universities in Indonesia were approached and willingly participated in this study. Ferguso is a senior lecturer in a private higher education institution in Jakarta. He has been in this profession for more than 20 years. Yongga is a TESOL lecturer in Early Childhood Education Program in a private higher institution in Bekasi. He started his career as a lecturer in January 2020. Meanwhile, Shena is a TESOL lecturer in a state university in Bengkalis. She started her career as a lecturer in 2018. They were chosen to participate because they were willing to proceed the interview and fulfil the requirements for participating.

3.2 Data Generation

The data generation was conducted in July-August 2021 after we reached the participants by Whatsapp message and offered an interview schedule. We asked how they are doing, and what they are doing currently because it is important to build rapport and gain trust with the participants (Yin, 2014). Then, we talked about why we are doing this research, the aims of this research, the procedures of interview, while also asked about their consent. Additionally, we ensured that this research protects participants' confidentiality. Therefore, every participant was interviewed separately in different time. The interview was done via google meet, because this is the convenient way for both participants and us in this pandemic situation. Also, since the participants live in different city or different island from me, online interview is the most feasible.

To enhance the transcription process, the interview is video recorded upon participants' consent. The interviews were done around one hour for each participant. The transcription process was ideally done immediately after the interviews, however due to some obstacles at that time, the transcription of this research was done few weeks after the interviews.

3.3 Data Analysis

The data gathered from the interview was in the form of interview transcripts. During the transcriptions, we identified the relevant themes appeared in the interview. We further highlighted the important words from the participants by doing a thematic analysis. In other words, we put some labels to the data gathered. It enhanced us to make sense of what participants try to say in the interview and also build an initial interpretation. The sorted data was then read interpretively and reflexively. Reading the data interpretively aims to enhance the process of construction and data generation according to researcher's interpretation of what the data is presented (Mason, 2002). Furthermore, reflexive reading is also important to manage researcher's perspective during data interpretation (Mason, 2002).

The data gathered then presented in the result sections. It is important to note that the presented data were already sorted aiming to maintain the focus on answering the research questions. Then, some highlighted points were transformed into discussion in which interpretation and reflection were illustrated. At last, the data were analysed using the relevant literature.

4. Results

Each TESOL teachers has unique experiences, challenges, and opportunities during the COVID-19 pandemic due to different location, institution and students. This section explored the story of these teacher in the process of moving to online teaching due to pandemic, the challenges they encounter completed with their strategy to overcome the challenges, and opportunities they explored to be productive in teaching and conducting research.

4.1 Teachers' Resilience in Shifting to Online Learning

Before COVID-19 pandemic, many universities in Indonesia conducted their teaching learning process through face-to-face meeting. Due to the outbreak of COVID-19, Indonesian Ministry of Education, Culture, Research and Technology decided to close the schools and Higher Education Institutions (HEI) to minimize the spread of the virus. This become the early stage of online learning in Indonesia since there was no other way to continue the learning process except by conducting an online learning. As we mentioned in the introduction, this condition was not easy for teachers. Three teacher participants in this study also agreed with this statement. They had experienced the hardship to transform their teaching from face-to-face to online learning. Since these teachers are from different city and institutions, the situation that they experienced might be very different to each other. For Ferguso and Yongga who teach in capital city and around, the early pandemic was hard and challenging since they have to adjust to the situation. They had to do pedagogical transformation from face-to-face to online learning without sufficient preparation and training. Meanwhile, Shena who teaches in Bengkalis regency, Riau had more challenges since many of her students come from regions that had bad internet connection.

“The first semester that held online was the hardest moment for me. I learnt about how to use the application. I made many mistakes, and it made me sometimes needed to ask my younger colleagues or even students.” — **Ferguso**

“It was in January when I first worked as a lecturer. My university actually provided teacher training for the new lecturer. However, the pandemic came so sudden and it was challenging even for me who has done the training.” — **Yongga**

“My students come from various background and region in Bengkalis. Some of them have good internet access, meanwhile some of them are the opposite. In the first few weeks, many of them were absent, and it is because they do not have a good access to the internet.” — **Shena**

In early pandemic, these three teachers tried to use some applications for teaching such as WhatsApp, Google Classroom, Zoom, and Google Meet. These teachers had different preferences in using the application due to different students' situation and institutions. Ferguso chose to use Zoom because this is something new for him. He learnt about how to use Zoom and its features with his colleague's guidance. However, in the first semester, Ferguso only spent 40 minutes for the Zoom meeting due to the time restriction that offered by Free Zoom. For supporting the meeting, he also did the teaching learning process through WhatsApp. In the second semester of online learning, Ferguso's institution gave Premium Zoom Account to the teacher. It gave Ferguso better motivation in teaching and maximised the Zoom features such as Breakout Room.

“The zoom feature such as Breakout Room gives students opportunity to have dialogs or conversations with their peers.” — **Ferguso**

Meanwhile, Yongga used Google Classroom since it is quite similar with LMS. He said that his university had actually established LMS called e-campus to support teaching learning process. However, due to the sudden shift to online learning in which all the students and lecturers use it as the main platform, the platform needed to be expanded to fulfil the students and lecturer capacity. By the meantime, he utilised free-access platform that is Google Classroom. He further explained that after Zoom is being prominent, he also uses Free Zoom for 40 minutes for the teaching learning process.

“Even if I have used Moodle since my graduate degree, when it comes to Google Classroom, I apparently have to learn about how to use the Google Classroom. After Zoom is already well-developed, I use Zoom for 40 minutes, and give students guided assignments dan independent assignments for the rest. In mid-april, e-campus could already be used and this brought another struggle for me. Even if I used Moodle before, I used it as a student. Now that I become the lecturer, I learnt how to design the learning, set up the content, etc. And at this time, I preferred to use Google Meet for the online meeting because Zoom got privacy issues.” — **Yongga**

Shena preferred to use WhatsApp rather than other applications due to her students’ situation. She said that the use of WhatsApp can still support her teaching since she did not only give assignment but also explanation via voice note. She also emphasised that the classroom discussion was still going well through the use of WhatsApp.

“There are some moments where the students have to upload their paper, then explaining their paper via voice note. The other students also actively participate in the discussion, and my role in this case is to give confirmation if students have wrong perceptions about the concept and also explain some concepts to enhance their understanding.” — **Shena**

These descriptions confirmed that teachers got great difficulties in shifting their learning to online learning. However, these situations did not make them lose hope. Otherwise, they did trial and error and chose the best method that suit the students’ conditions so that the teaching learning process could still be implemented and gone well. In other words, teacher participants in this study were resilient to facilitate their students in the teaching learning process.

4.2 Teachers’ Resilience in Innovating Their Teaching

Besides the challenges in transforming the face-to-face learning to online learning. TESOL teachers’ in Indonesia also encountered some technical problems such as bad internet connection and the unavailability of devices for online learning. The three participants agree that this becomes the foremost problem in their classroom since online learning relied on internet connection and the availability of supportive devices.

“If the students live in small village, the connection is often not good.” — **Ferguso**

“The first, of course, technical problems. Some students got the problem because of the internet connection. This normally happened in my regular classes. However, in my evening class for workers, it is not about the internet connection, it is about the unavailability of the devices such as laptop or mobile phone to follow the learning process.” — **Yongga**

“Often in the middle of the learning process, the students did not respond to my questions. When I call the student’s name, they still did not respond me. Some students disappear in the middle of the session, but all of them was because the internet connection.” — **Shena**

Regarding the internet connection issue, teacher participants facilitated their students by giving exemption to those who had bad internet connection and giving guided assignment as well as independent assignments.

“I give my students exemption to turn off their camera in the learning process to minimize the internet data usage. But I also emphasize to my students to actively engage in the discussion and respond whenever I call their name/ask them question.” — **Ferguso**

“I use zoom for only 40 minutes. The remaining lecture hours were used for guided assignments and independent assignments.” — **Yongga**

Besides giving exemption to her students, Shena also facilitated their students by providing restricted face-to-face meeting at the campus when the pandemic had slightly subsided.

“Once in three weeks, I held a face-to-face meeting to enhance students’ understanding about the learning material.” — **Shena**

The other challenges were related to teachers’ and students’ motivation. Teacher participants acknowledged that online learning required more preparation, was more difficult and exhausting than face-to-face meeting. It sometimes influenced their motivation to teach the students.

“For me, online learning is exhausting. The preparation and how we deal with everything, which is new for us, is

extremely exhausting.” — **Ferguso**

“I try to maintain my motivation and keep my energy. Because the fact is that online learning is not that easy. It is mentally exhausting.” — **Yongga**

Teachers also felt that they hardly ensure whether the students understand the material or not because of limited interaction in online learning. Often, the students did not respond to the teachers in the classroom discussion.

“In online learning, we do not know whether the students listen to our explanation or not. It affects students’ understanding about the material. Additionally, students often do not actively engage in classroom discussion. This makes me sad and mad.” — **Shena**

“I call it ‘delay’. It is true that there is ‘delay’ for students to understand the material and get improved especially in their writing.” — **Yongga**

“The COVID-19 pandemic also limits my interaction with students which actually needed in some classes especially in writing classes. In writing class, we need intensive communication with students to give feedbacks which is done easier in face-to-face classroom instead of online class.” — **Yongga**

The teacher participants kept innovating their teaching by using application such as Google doc for writing class, Slido for quiz, and English e-Reader to support students’ extensive reading. It aimed to help students achieving the learning objectives even in the COVID-19 pandemic. Each teacher tried to maintain interaction and made their classes alive so that students were motivated to engage in the classroom activity.

“To give feedbacks in online learning, I use google doc and some other applications. The use of these applications is quite helpful to maintain intensive interaction with the students. However, for me personally it still cannot replace the interaction in face-to-face classroom.” — **Yongga**

“To make it less boring, I sometimes give my students quiz with Slido after explaining about the material to check their understanding. In extensive reading class, I ask my students to read simplified novel in Free English e-Reader to add their vocabulary. In addition, through English e-Reader they also can freely chose the topic and genre they are interested in. To check whether they read the novel or not, I sometimes ask them to tell about the content of the novel or giving them questions related to the novel.” — **Ferguso**

4.3 Teachers’ Resilience in Exploring Opportunities

The pandemic situation does not only give teachers challenges, but also give teachers some opportunities. Teachers’ opportunities will be explored in two schemes: education and teaching and research and development. In education and teaching, teacher participants believed that COVID-19 pandemic brought rapid progress for education sector. Due to the situation and the time limitation from the applications, teachers had approximately 40 minutes to explain the material. The remaining lecture hours were used for structured or guided assignment which forced students to learn more independently.

“The COVID-19 pandemic has brought a rapid progress for education in Indonesia. Students who are usually spoon-fed, due to the situation, are getting to know and are used to the concept of independent learning.” — **Ferguso**

“This is very interesting because I recently did research on self-regulated learning. I found that students have moderate self-regulation. In this case there are several aspects that I try to examine, one of which is the willingness to explore new things and to bridge their needs. In general, they have moderate levels in the context of self-regulated learning.” — **Yongga**

Further, an online learning encouraged teachers to use more technology and applications in the classroom. The teacher participants acknowledged that they have just learned to use some applications due to the implementation of online learning.

“I learn many new things in COVID-19 pandemic especially applications used in online learning such as Zoom and how to use these applications in teaching English to university students.” — **Ferguso**

“Honestly, I firstly use Google Classroom because of COVID-19 pandemic. It seems like a simple application, but it still takes some time to learn how to use it.” — **Yongga**

“The COVID-19 pandemic introduces me to Google Meet and Zoom which I have never used before.” — **Shena**

Teachers also used some applications such as Kahoot, Quizziz, Padlet and Slido for giving the students quiz. Ferguso also used an application called Flipgrid instead of Youtube as a media to upload video.

“Lately, I prefer to use Flipgrid instead of Youtube because it is easier to search the students’ video.” — **Ferguso**

“For the quiz, I use Quizziz and Kahoot. I also use Padlet sometimes for teaching writing.” — **Yongga**

In terms of education and teaching, teachers conveyed that the COVID-19 pandemic gave them many opportunities to improve their pedagogical skills through free webinars. Attending these webinars were feasible because they did not need to travel to certain place and could attend the webinars from home. Further, many institutions also freed their webinars.

“I join 30 webinars in a semester related to online teaching since there are many free webinars with interesting topics.” — **Ferguso**

“Due to pandemic, online seminars and conferences are more feasible. We do not need to travel and spend money for accommodation. There are some weaknesses, but still relatively easier to join than before. I definitely used these good opportunities to join webinars that relate to my field such as teaching writing online, etc.” — **Yongga**

“I learn many things in pedagogical context which hopefully makes me better teacher such as learning how to make clear instructions, so that students can understand it well although we are doing online learning. Further, I also learn how to use applications especially applications used for bridging interactions between lecturers and students. For me, this increased my motivation to learn and also to face the emerging challenge in online learning.” — **Yongga**

The second opportunity is related to research and development. In other word, opportunity to write and publish article related to COVID-19 pandemic situation. Furthermore, the research collaboration is more open in COVID-19 pandemic. Some administrative staff are simplified and can be done online so that it is more feasible for teachers to conduct research studies.

“Problems like students’ self-regulation made me curious, and it makes me more productive to conduct research, publish articles and join conferences, etc.” — **Yongga**

This semester we conduct research related to this pandemic situation about students’ interactions with the lecturers, with their peers, with applications which the lecturers use, and also the learning material. — **Ferguso**

5. Discussion

5.1 Teachers’ Resilience in Shifting to Online Learning

The shifting to online teaching was hard since teachers were not prepared to the COVID-19 pandemic situation. Furthermore, since the students were from various locations in Indonesia, it added challenges in the implementation of online teaching due to the availability of the internet connection. Teacher participants in this study stated that the foremost problem of online learning is the internet connection. These statements are in line with what [Lassoued et al. \(2020\)](#) and [Mishra et al. \(2020\)](#) revealed in their study about problems during online learning. Difficulty in accessing the internet was also found in the research study by [Parkes et al. \(2015\)](#). The survey data in [Parkes et al. \(2015\)](#) showed that more than half (62,7%) or 27 out of 43 students did not have a stable internet connection. Besides internet connection, one teacher participant in this study also revealed that some of his students in evening class did not have supportive device such as mobile phone or laptop to join online learning.

However, since teachers had to continue the teaching learning process, they had to deal with whatever the situation they faced. Teachers learnt to use applications that could help them facilitating their students. In early pandemic, these three teachers tried to use some applications for teaching such as WhatsApp, Google Classroom, Zoom, Google Meet and LMS. These teachers had different preferences in using the application due to different students’ situation and institutions. Ferguso used various applications including Zoom and Whatsapp, Yongga used Google Classroom and Zoom, while Shena used Whatsapp since many of her students did not have good internet connection. WhatsApp was also chosen to engage undergraduate students since it does not require either strong connection or big internet data ([Ferdiansyah et al., 2020](#)).

5.2 Teachers' Resilience in Innovating Their Teaching

Besides facilitating students with various applications to support students' online learning, teacher participants in this study also gave some guided assignments as well as independent assignments. Furthermore, there was one teacher participant that also facilitated their students with restricted face-to-face meeting at the campus when the pandemic had slightly subsided. This aimed to increase students' understanding related to the material given in online learning.

Some teacher participants admitted that they are indeed mentally and physically exhausting in conducting online learning. It is because they did not get used to it so that they need more preparation before conducting online learning. In addition, the use of some unfamiliar applications or systems also made everything more complicated than face-to-face meeting. This condition affected the teacher motivation in conducting online learning. This is in line with the research study by [Lederman \(2020\)](#) and [Pokhrel and Chhetri \(2021\)](#) which stated that although the advanced changes of technology made online learning feasible, it remained a complex endeavour which made teachers struggled and overwhelmed with the online experiences.

However, the teacher participants did not give up easily. They kept innovating their teaching in order to achieve the learning objectives. To maintain intensive interaction and give feedback in writing class, teacher participants used Google doc. They also used various applications for conducting a quiz in the classroom such as Kahoot, Quizziz and Slido. Additionally, English e-Reader was also used to support students' extensive reading. Each teacher tried to maintain interaction and made their classes alive so that students were motivated to engage in the classroom activity. This study therefore confirmed [Yuliana's study \(2021\)](#) that modifications in using the applications and creativities in conducting the classroom activities were apparent in the online learning.

5.3 Teachers' Resilience in Exploring Opportunities

COVID-19 pandemic is not always bad if teachers can take the opportunities offered by the pandemic. Teacher participants in this study believed that COVID-19 pandemic gave them many lessons. The first is about growing the concept of independent learning to their students. According to the research done by one of the teacher participants in this study, Indonesian students actually have moderate levels of self-regulated learning.

Second, the COVID-19 pandemic encouraged teachers to use more technology and applications in the classroom. The teacher participants acknowledged that they have just learned to use some applications due to the implementation of online learning. The findings of this study were therefore in line with [Yuliana \(2021\)](#) that online learning gives opportunity for teachers and students to explore the use of ICT.

Third, teachers got broader opportunity to develop their knowledge and skills through free webinars offered by many institutions. Furthermore, teachers also got opportunity to learn ELT pedagogy in online context such as learning how to make clear instructions and how to use some applications for bridging interactions between lecturers and students, provided they take the initiative ([Hutchison & Reinking, 2011](#)). This can be very valuable to improve the quality of teaching since specific teaching practice can enhance the students' performance ([Zakharov et al., 2014](#)).

In terms of research, the COVID-19 pandemic also offered many topics that are interesting to be researched. Some teacher participants in this study revealed that they became more productive in terms of research since they were interested in exploring some issues in their teaching during COVID-19 pandemic. This is in line with [Yuliana's study \(2021\)](#) that COVID-19 pandemic provided wide research scope that can be explored by the teachers.

5.4 Research Implications and Limitations

The exploration of teachers' resilience during COVID-19 pandemic has implications for academics, education policymakers, and higher education institutions in the decision making in post Covid-19 pandemic. The results of this study are witness of the teachers' struggle during the hard situation of COVID-19 pandemic which can be reference for academics in the future. This can also give advice to education policymakers and higher education institutions to support teachers more whenever there is an emergency condition such as providing sustainable platforms for online teaching. Additionally, it is hoped that good opportunities for teachers are still available in post Covid-19 pandemic such as free webinars and online

training. COVID-19 pandemic also taught us flexibility in teaching and learning which can be adopted in Indonesian learning system that tend to glorify the face-to-face learning mode.

This research is a small-scale study that is limited to the exploration of TESOL teachers' perceptions of their resilience during COVID-19 pandemic. Using a qualitative case study with a small sample of three teachers, this study aims to explore a phenomenon in depth rather than for generalisation. The findings of this study are therefore limited to the researched contexts and remain non-transferrable. Furthermore, the results of this study cannot be generalized, but it can give a portray of Indonesian teachers' resilience during pandemic-19. This study can also be used as initial research for further research or extended research. Following this study, research studies can be conducted to investigate teacher's resilience in developing their technological skills in post-Covid-19 pandemic by inviting large numbers of participants. Further studies can also explore about teachers' opportunities in post-Covid-19 pandemic: Do teachers have better opportunities now?

6. Conclusion

This study explored university teachers' resilient to overcome the emerging challenges in fulfilling their obligation to implement teaching learning process during the COVID-19 pandemic. Further, this study also investigated teachers' resilient in exploring opportunities offered by the COVID-19 pandemic such as the opportunities to develop their technological and pedagogical skills as well as research opportunity. This study invited three TESOL teachers around Indonesia to share their experience through semi-structured interview. The findings of this study revealed that TESOL teachers in Indonesia are resilient in facilitating their students in learning the material through synchronous and asynchronous online class. Teachers also innovated their learning using Quizziz, Kahoot, Slido and Flipgrid. Regarding the opportunities offered by the COVID-19 pandemic, teachers in Indonesia were fully aware and eager to take advantages from these opportunities. Teachers got opportunities to use technology more than before, use some applications they had never used before, joined online webinars and best practices which were very beneficial to support them as educators. Teachers also got opportunities to investigate emerging issues in COVID-19 pandemic through conducting independent research. It can be concluded that while the COVID-19 pandemic brought some difficulties for teachers, teachers refused to give up on the situation, rather they were resilient, developed their skills, and explore the emerging opportunities offered.

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