DISCOVERING ELT LECTURERS' READINESS IN APPLYING ONLINE LEARNING IN THE POST-PANDEMIC ERA

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ABSTRACT

This research aims to identify ELT lecturers' readiness to implement online learning. This research involved 30 ELT lecturers from three different time zones in Indonesia: the western, middle, and eastern parts of Indonesia. The study employed an explanatory mixed method in which the quantitative stage was conducted prior to the qualitative stage. Drawing on data from questionnaires and Focus Group Discussions (FGD), the study found that regardless of the learning mode, lecturers' instruction remains similar except for the assessment process. However, this research also found that geographical location, learning materials, internet connection, and affordability contribute to lecturers' preference in selecting learning modes. This research implies that lecturers are ready to embrace the most of online learning; however, the utmost benefit from online learning can only be attained if the supporting systems are available for both lecturers and students.

Key Words: lecturers; online learning; readiness

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi kesiapan dosen ELT dalam melaksanakan pembelajaran online. Penelitian ini melibatkan 30 dosen ELT dari tiga zona waktu yang berbeda di Indonesia. Berdasarkan data dari kuesioner dan Diskusi Kelompok Fokus (FGD), penelitian ini menemukan bahwa tidak peduli mode pembelajarannya, instruksi dosen tetap sama kecuali dalam proses penilaian. Namun, penelitian ini juga menemukan bahwa lokasi geografis, materi pembelajaran, serta koneksi internet dan ketersediaan anggaran mempengaruhi preferensi dosen dalam memilih mode pembelajaran. Penelitian ini menyiratkan bahwa dosen siap untuk mengadopsi sebagian besar pembelajaran online; namun, manfaat maksimal dari pembelajaran online hanya dapat dicapai jika sistem pendukung tersedia baik untuk dosen maupun mahasiswa.

Kata Kunci: dosen; pembelajaran daring; kesiapan

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INTRODUCTION

At the beginning of the COVID-19 pandemic, online learning was considered to be challenging as both lecturers and students were not prepared to change learning from face-to-face to online mode; thus, it is not exaggerating that Hodges, Moore, Lockee, Trust, and Bond (2020) refer it as emergency remote teaching (ERT). However, through time, online learning has become inevitable; as Pu (2020) argued, online learning poses challenges and opportunities at the same time. Hence, it is a little surprise that in the post-pandemic, online learning in various forms, such as web-facilitated, hybrid, or blended (McNair-Crews, 2015), has become inevitable. In the Indonesian context, the situation is even more prevalent as the Ministry of Education and Culture issued *Merdeka Belajar Kampus Merdeka* (hereafter, MBKM). The policy was further explained in the MoEC decree No. 3 the Year 2020 on Higher Education National Standard; the decree in detail stipulates that (1) to achieve learning outcomes, students can study in their own learning major; (2) Students may take credits from another major within the same institution or other institutions including apprenticeship in achieving learning outcomes. Evidently, MBKM, specifically on *Program Pertukaran Mahasiswa Merdeka*

(Independent Student Exchange Program), entails online learning; as a consequence, both students and higher education institutions should be ready to apply online learning.

Seemingly, the education landscape in Indonesia is ready for online learning due to the experience during the pandemic. In addition, a report from Statista(2022) estimated that 81.87 million Indonesians are smartphone users, which implies being connected to the internet is common. Further, several studies document that there have been mixed findings about how online learning is perceived. Studies document that flexibility, abundant resources, and increased learning autonomy are considered to be the benefits of online learning (e.g., Atmojo & Nugroho, 2020; Ismatun & Sadida, 2020; Lestiyanawati & Widyantoro, 2020; Sufyan et al., 2020). Nevertheless, findings from other studies highlighted the digital divide, which includes limited supporting infrastructure as one of the prevalent challenges of online learning (Sardjuningsih & Huda MF, 2022; Syafrayani et al., 2022; Wiratman & Rahmadani, 2022). There are two conspicuous reasons behind the condition. First, about 10% of the population is still living below the poverty (World Bank, 2020); thus, having internet access is considered to

be costly. Second, as an archipelago country, internet access may only be accessible in certain parts of Indonesia while other areas remain hindered by digital technology. In fact, the government has made an effort to facilitate this by launching a project entitled Sub-district Internet and Mobile Service; however, it was unsuccessful, pointing to geographical location as one of the factors behind it (Amin, 2018). A study conducted by Astini (2020) also showed that students in rural areas are having difficulties accessing online learning.

Against this backdrop, information about readiness for online learning is quintessential as readiness is one of the contributing factors to the efficacy of online learning (Artino & Stephens, 2009; Galy et al., 2011; Kruger-Ross & Waters, 2013). Similarly, Gay (2018) pointed out that students' online learning readiness contributes to their willingness to participate in learning, and this affects students' academic success. Readiness for online learning can be traced back to Warner, Christie, and Choy's (1998) report about e-learning readiness in Australian vocational education training (VET). E-learning readiness is formulated into three measurement categories: students' preferences to study in an online context instead of a face-to-face classroom; students' confidence in using educational technology as a means of communication, which may include the use of the internet and various learning applications; and students' competence to self-regulate their learning.

Through time, the study of online learning readiness has evolved, and factors contributing to online learning readiness have developed. For example, Hung et al. (2010) viewed readiness based on five dimensions they are self-directed learning, motivation for learning, computer/internet self-efficacy, learner control, and online communication self-efficacy (Hung et al., 2010, p.1086). One of the seminal studies on online learning readiness instruments was conducted by Aydin and Tasci (2005). Their work was based on the premise that the available online learning readiness instruments at that time were not relevant to Turkey's context, specifically in terms of infrastructure. The instruments developed by Aydin and Tasci (2005) were based on four components: technology, innovation, people (human resources), and self-development.

In the Indonesian context, Saintika, Astuti, Kusuma, and Muhammad (2021) focused their study on students' and lecturers' readiness, which the researchers referred to as e-learning readiness, in public and state

universities in Indonesia. Previously, these researchers proposed four components to measure a university's e-learning readiness: lecturer's characteristics, e-learning facilities, learning environment, and learning management. Four factors were also proposed as a framework to measure students' e-learning readiness, such as self-learning, motivation, learner control, and student characteristics (Saintika et al., 2021, p.16). Findings from the survey questionnaires showed that public and state universities' readiness fell in the category of ready but needed improvement, specifically to the extent of designing interesting activities, workshop frequency, encouraging students to be more active, establishing infrastructure to support e-learning, and strengthening the role of IT in each institution.

The digital divide in Indonesia has attracted many researchers to conduct studies on online learning readiness. More recent attention has focused on measuring lecturers' and/or students' readiness for online learning as an impact of the COVID-19 pandemic. Wulanjani and Indriani (2021) focused their study on students for online learning and factors that hamper students' learning in such a context. This qualitative study involved 188 students at higher education levels in Indonesia. Data about students'

readiness was gathered through questionnaires and interviews, which focused on the following points: internet self-efficacy, self-directed learning, learner control, motivation for learning, online communication, and self-efficacy (Wulanjani & Indriani, 2021). Findings from the study showed that students have a moderate level of readiness. Interestingly, the main challenge came from themselves, as they were easily distracted by other internet-related activities during learning.

Saintika, Astuti, Kusuma, and Muhammad (2021) focused their study on students' readiness, which the researchers referred to as e-learning readiness, in public and state universities in Indonesia. Prior to measuring e-learning readiness' Saintika, Astuti, Kusuma, & Muhammad (2021) established a framework that became the basis for examining e-learning readiness. Findings from the survey questionnaires showed that public and state universities' readiness fell in the category of ready but needed improvement, specifically to the extent of designing interesting activities, workshop frequency, encouraging students to be more active, establishing infrastructure to support e-learning, and strengthening the role of IT in each institution.

Junus, Santoso, Putra, Gandhi, and Siswanting (2021) evaluated lecturers' readiness for online learning in their mixed-method research. This study involved 131 lecturers in higher education located in Jakarta, Bogor, Bekasi, and Depok who come from various majors such as engineering, education, and social sciences. Junus, Santoso, Putra, Gandhi, and Siswanting (2021) measured lecturers' readiness in terms of basic technical skills, Learning Management Systems (LMS) experience, course planning, time management, and communication. Gathering data from questionnaires, the researchers concluded that lecturers had sufficient understanding and skills in terms of basic technical skills and LMS usage. However, the study showed that lecturers had negative perceptions towards online learning as it may hamper students' learning achievement.

Although these studies have shed light on online learning readiness in Indonesia, the scope of the research is limited in terms of participants and research context. There has not been any study that addresses whether or not the diverse areas in Indonesia are ready to perform online learning. Departing from this point, this research aims to evaluate the EFL lecturer training program specifically in terms of their readiness for online learning.

Higher education is selected as the research context based on the rationale that, historically, online learning was initiated at the university level (Roblyer & Doering, 2010). Further, among various levels of education in Indonesia, several higher education institutions have adopted online learning prior to the COVID-19 outbreak (Saintika et al., 2021).

This research is crucial in several respective ways. First, studies on lecturers' and/or students' readiness have been conducted during the first few months of the Covid-19 outbreak. Hence, it may not capture both lecturers' and students' transformation concerning online learning. In addition, most of these studies employed survey research, whose data mostly relied on questionnaires. Further, this study was conducted in three Islamic higher education institutions in three different time zones in Indonesia; hence, this research represents various Islamic higher education institutions in Indonesia. Last, studies about online learning readiness in higher education context did not specify the department, which is crucial due to the fact that each discipline has its own nature that determines the level of readiness for online learning. Specifically, this study aims to seek an answer to the following question: *to what extent lecturers are ready to conduct online learning?*

METHOD

Research design

This research uses a mixed method where a combination of quantitative and qualitative approaches results in a better understanding of the research problem than if using only one approach (Creswell, 2012). Mixed methods research is advantageous in investigating research problems due to its ability to generate comprehensive facts, and researchers can use the data as needed. The current study uses an explanatory design that uses a two-phase mixed method. The sequential exploratory design will be employed in this research study and will involve two phases, quantitative and qualitative. This means that quantitative data collection and analysis should be conducted prior to the ones. The results of qualitative data will be used to refine the quantitative research design. After that, the results gained from the qualitative phase will be used to provide an in-depth description of the quantitative data.

Research site and participants

The participants consist of thirty lecturers at the English Education Department from Islamic higher education institutions in three different parts of Indonesia: west, middle, and east. The participants' profiles are as follows table 1.

Table 1. The participants' profiles

Theme	Frequency		Percentage
Gender	Female	: 22	73.3%
	Male	: 8	26.7%
Institution	West University (WU)	: 16	53,3%
	Middle University (MU)	: 10	33.3%
	East University (EU)	: 4	13.4%
Teaching experience	≤ 10 years	: 11	36.7%
	10 years <	: 11	36.7%
	Ex ≤ 20 years	: 8	26.7%
	> 20 years		
Latest Degree	Master's Degree	: 19	63.3%
	Doctorate degree	: 11	36.7%
Having experience in pre-pandemic online learning	Yes	: 14	53.3%
	No	: 16	46.7%

Data collection and analysis

Data were derived from questionnaires and Focus Group Discussions (FGD). The questionnaire was adapted from Junus et al. (2021) and Martin et al. (2019). The instruments used in this study have six indicators, namely: 1) the Basic Technical Skills, 2) LMS (Learning Management System), 3) Experience,

Delivery, Time Management and Communication, 4) Course Design, 5) Lecturers' beliefs and 6) Applying learning application skills. Three FGDs were held separately based on the university's geographical location. The FGD aimed to explore lecturers' perceptions about online learning and capture their experience during the COVID-19 Pandemic when they were forced to conduct online learning to prevent the virus from spreading.

By gaining the data from those two steps, the researchers aimed to obtain in-depth information and a holistic understanding of the overall lecturer training program. The use of multiple data resources is crucial in terms of increasing the credibility and validity of this research study. The data analysis is divided based on each methodology type. Qualitative data analysis is conducted through several stages, namely, verbatim transcription, coding, applying analytical framework, and creating and interpreting data. At the same time, quantitative data was analyzed by descriptive and inferential statistics, aided by the Statistical Package for Social Science (SPSS).

FINDINGS AND DISCUSSION

Findings

Quantitative Result

The quantitative results of the study are presented in two sections. The first section presents the gender difference in the perception of online learning. The second section presents the difference in teacher perception towards online learning based on their Degree.

The Likert scale questionnaire resulted in ordinal data. However, in this analysis, the authors converted the ordinal data into interval data. As the Likert scale was scored from 1 (strongly disagree) to 5 (strongly agree) so, the obtained data was categorized as an interval scale (Chen & Wang, 2014).

Data analysis was conducted in the structure that assures the validity and reliability of the analysis result. First, the author observed whether there was an outlier in the data and did data cleaning. The following step was testing the data normality. Drawing the data into a scatter plot showed that the data is normally distributed and, therefore, can be analyzed using a parametric data analysis. Finally, during the t-test analysis, we also tested the homogeneity of variance by using Levene's test, which showed that the variance was equal in each group.

The following section will elaborate on the analysis results

Gender difference

Due to the data cleaning, two outliers were omitted, leaving 28 data to be analyzed. The independent t-test was conducted to examine whether or not there were gender differences in lecturers' perceptions regarding online learning. The result shows that there was **no significant difference** between the female and male mean frequency of their perception regarding online learning, $t(28) = -0.56, p = .58$

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Table 2. Frequency of Lecturers' Perception by Gender
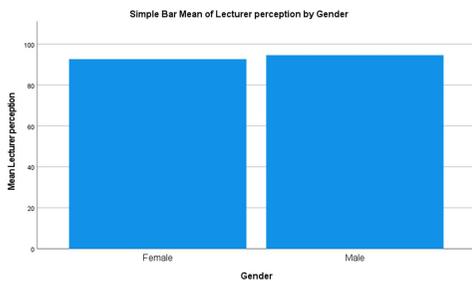
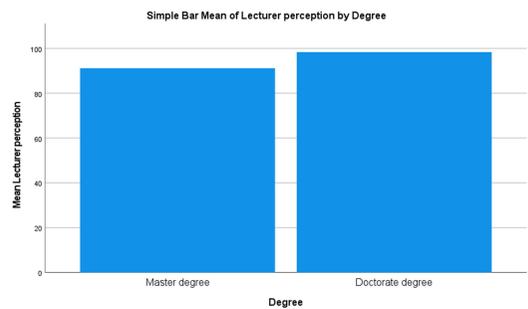Simple Bar Mean of Lecturer perception by Gender

Differences in lecturers' perception towards online learning based on their latest Degree

Due to the data cleaning, one outlier data was omitted, leaving 29 data to be analyzed. The independent t-test was conducted to examine whether or not there were significant differences in lecturers' perceptions regarding online learning based on their latest Degrees. The result shows that there was a **significant difference** between lecturers with Master's degrees and Doctorate degrees on the mean frequency of their perception regarding online learning, $t(29) = 0.12, p = .03$ $t(29) = 0.12, p = .03$. Favoring lecturers with a doctorate degree

Table 3. Frequency of Lecturers' Perception by Gender

Simple Bar Mean of Lecturer perception by Degree

Differences in lecturers' perception towards online learning based on their pre-pandemic teaching experience
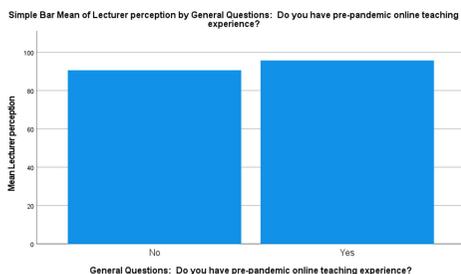
Due to the data cleaning, two outliers were omitted, leaving 28 data to be analyzed. The independent t-test was conducted to examine whether or not there were significant differences in lecturers' perceptions regarding online learning based on their pre-pandemic teaching experience. The result shows that there was **no significant difference**

between lecturers with or without pre-pandemic teaching experience,

$t(28) = -1.92, p = .069$
$t(28) = -1.92, p = .069$.

Table 4. Frequency of Lecturers' Perception by Pre-Pandemic Teaching Experience

Differences in lecturers' perception towards online learning based on their teaching experience

Due to the data cleaning, two outliers were omitted, leaving 28 data to be analyzed. The one-way ANOVA was conducted to examine whether or not there were significant differences in lecturers' perceptions regarding online learning based on their teaching experience. The result shows that there was **no significant difference** among lecturers with Master's degrees and Doctorate degrees on the mean frequency of their perception regarding online learning, as shown in Table 5.
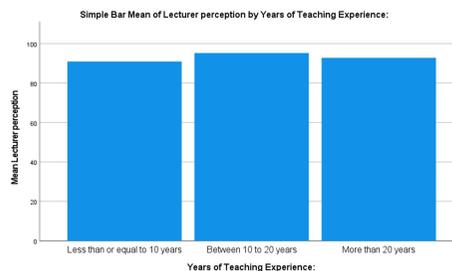
$F(2,25) = 0.788, p = .466$
$F(2,25) = 0.788, p = .466$

Table 5. One-way ANCOVA Result for Lecturers Perceptions

ANOVA

Lecturer perception

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	92.964	2	46.482	.788	.466
Within Groups	1474.000	25	58.960		
Total	1566.964	27			

Table 6. Frequency of Lecturers' Perception by Teaching Experience

Qualitative Result

This study aims to uncover lecturer readiness to conduct online learning. This study commenced in the second year of the pandemic. Three themes emerged from the FGD: lecturers' perceptions of online learning, the impacts of online learning on lecturers' perceptions, and the future of online learning in the past pandemic period. Previous experience with online learning, perceptions towards online

learning, and impacts of online learning during the pandemic.

Data from the FGD revealed that the majority of the participants from across cases had experience with online learning. These participants claimed that they had used Google Classroom and WhatsApp for classroom purposes. As one participant from WU said:

Actually, I also remember that once ... Even though the learning is offline, like collecting assignments, we used to make Google Classroom for collecting assignments. Then, we had discussions outside the classroom. (Lecturer A1, WU)

Although most of the participants had had online learning experiences prior to the pandemic, their perceptions of online learning concerning the impacts and future implementation were varied.

Theme 1: Perceptions about online learning

A variety of perspectives were expressed about the experience of online learning during the pandemic. A common view amongst participants was that online learning provides opportunities and drawbacks at the same time.

In all three cases, a number of opportunities emerging from online learning were identified by the participants. For example, all

participants agreed that online learning has forced lecturers to use educational technology in their instruction. One of the participants from the EU also claimed that online learning during the pandemic has made her realize that many educational technologies are worth implementing. As she said in the FGD:

We are getting more tech-savvy, of course, and there are more and more new applications that are actually amazing and really can be used in online learning. Like the Quick app, Kinemaster, and there's also S-Screen, which is really cool (Lecturer B1, EU).

In a similar way, one of two participants from the EU said –that students changed their mindset and developed their learning awareness. They realized that due to the changing mode, they needed to be more proactive in learning.

Students can also improve their autonomous learning. They can automatically learn by themselves, even without further explanation from us, because they can find information from many places, from many things. They can download PDFs, watch on YouTube, or open other things that can increase their knowledge. (Lecturer C1, MU)

Uncover students' competence

Especially for speaking courses, for example, in the context of online classes, I

do not know. We say that pandemic conditions like this actually bring positives for me, in my personal opinion. Because students are much more confident. In my class, students are more confident. Yes, regardless of whether students' ability is good or not. But in terms of confidence, it is there compared to offline classes. (Lecturer B2, EU)

Interestingly, although students were producing better writing drafts, one of the lecturers was unhappy.

Yes, it was hard for me to control. Meanwhile, I know the actual situation. In offline, sometimes they still ask for just one word. Eh, what is this English? Sometimes, there are moments where I do not want them to open the dictionary. I want them to describe the word using another word like that. So, let them mention the word and how they describe it, and the reader understands. But if it is like this online, ouch, writing is very difficult to control. How do they... obviously their writing is very productive, Miss. (Lecturer B3, EU)

Besides imposing lecturers to be more technology-savvy, the participants also believed that online learning in the ERT context provides flexibility and efficiency, specifically in terms of time and cost.

So, they (students) have more opportunities to watch native speakers through YouTube. Compared to the online

ones, they only have to deal with us (Lecturer C2, MU).

Negative

Besides a number of opportunities, the participants also stated that several drawbacks were also present in this learning mode. The participants mentioned the lack of human interaction as one of the challenges in online learning. Lecturer A2 from WU elaborates on the minimum human interaction in the online mode of learning, as he said in the interview:

First, a more personal relationship with students. There is a personal touch in the offline class. I can have eye contact, for example. That will make it easier, including being emotionally connected because we are face to face (Lecturer A2, WU).

Besides the lack of human interaction, the participants in all three cases also claimed that for most of their students, online learning is costly. Lecturer A2 from WU claimed that he needed to limit his online teaching sessions as several students could not afford the cost of internet transportation.

Two out of three cases claimed that getting an internet connection is one of the barriers to online learning. One of the participants described how challenging it was to get an internet connection as follows:

Yes, one of our students had to ride a motorcycle down the mountain to find a network before he could attend classes. (Lecturer C3, MU).

Theme 2: The impacts of online learning

Interestingly, one of the participants in WU perceived this differently. She said that online learning is, in fact, making things more economical because she could cut the cost of transportation as she needed not to travel anywhere.

Therefore, Lecturer C2 MU said that most of them go to campus to utilize the Wi-Fi in the buildings. Like that. Sometimes, during lectures, why are you all here? Are we not on Zoom? Well, if it is like this, why don't we just stay indoors? If I am in the office, it turns out that outside, under the stairs, all the students are using the Wi-Fi for lectures like that.

Despite the changes in learning mode from onsite to online learning, participants in all cases claimed that they did not make any significant changes to their instruction.

For myself, learning outcomes and learning objectives remain the same. What I want to achieve, what ... what the learning objectives are remains the same. ...(Lecturer B4, EU)

For me, it is the same, so the expected outcome has not changed. The assignments

also do not change. The reading material that they have to read also does not change. (Lecturer A3, WU)

However, further findings from the research revealed that the participants made significant changes to their assessment practice, from pencil and paper tests to project-based and/or portfolio assessments. One participant stated

YouTube and sent to Google Classroom that I can see. And the last thing is that in Google Classroom, they still collect all the assignments that have been given. So, their portfolio is still collected. Well, it is collected in Google Classroom. But it is complete from the first, second, third assignment, and so on. Like that for me. (Lecturer B4, EU)

One participant from MU said that she changed her assessment practice to avoid cheating among students.

Interestingly, this study found that the participants perceived online learning demanded certain characteristics and traits, such as being more patient and wiser.

There are many obstacles to online learning, especially for our students who are in the regions. They have to be patient to get good internet access so that they can attend lectures. Well, the lecturers also need patience because deadlines, for example, assignment deadlines, that we give are not always met by our students. So here, our

wisdom is needed as lecturers to address the problems faced by students. (Lecturer 6, MU)

Theme 3: The future of online learning

The last question in the FGD asked the participants' preference whether they would continue implementing online learning or return to onsite mode. The majority of the participants preferred to apply blended learning. Only a small number of participants

In my opinion, I definitely prefer offline or face-to-face learning. We, as lecturers or lecturers in teaching students, are not only teaching but instilling moral values, in this case, educating. And the instillation of these moral values, in my opinion, cannot be maximally obtained online, although it can. But in my opinion, it is even more optimal if we are offline or face-to-face in the classroom. In addition, if we are face-to-face in the classroom, we can also observe the activities of students and their shortcomings (Lecturer C1, MU).

Two participants from WU had different reasons. They prefer onsite learning if they have to teach speaking skills.

This pandemic has trained, including proving that lecturers have a very good survival power with their adaptability adjustability. Very strong, right?

Including, well, what the name is and the need to change. For example, I have to learn Zoom and Google Classroom. (Lecturer A2, WU)

The interesting findings from quantitative and qualitative data indicate that in online learning, it was hard to teach the skills because the skills needed to elaborate with practice and engagement. Yet, this study highlights that lecturers become more patient and wise in dealing with students, challenges, and technological advancement. Also, it needs future desire to conduct online learning and for them to become ready to join the activities well. Most of the participants concurred with conducting the blended learning process, and only a few wanted offline activities.

Discussion

The study found that online learning presents several learning potentials and challenges at the same time. Online learning forced both lecturers and students to reap the benefits of educational technology, which was often overlooked prior to the pandemic. Conducting online learning directs lecturers to be more patient since they need to encounter unexpected situations for online situations. It is in line with the study conducted by Fallah et al. (2021), which

discovered lecturers' professional identity in Iranian English lecturers' context during COVID-19 online learning. They highlight that in online learning, the lecturer's role becomes necessary for being patient and also getting appreciation since lecturers need to control themselves and get the motivation to do better, which can influence their readiness in the teaching process. In addition, lecturers' instruction can indicate their readiness for online learning. The study conducted by Bolliger and Halupa (2022) showed that lecturers who are confident can conduct online learning better. They emphasize that the concept of online teaching readiness refers to the Degree of proficiency or preparation to fulfill essential responsibilities in the facilitation of online learning.

This study highlights that there are barriers to conducting online learning that are mostly derived from external factors: the digital divide (those in the eastern part encountered more difficulties due to internet connection). The study conducted by Safitri et al. (2022) supported that in the Indonesian context, lecturers at the senior high school level face difficulties in accessing online learning platforms since the area has poor internet quality, which impacts lecturers' readiness in online activities. Regrettably, there exists a

significant disparity in the level of preparedness among pre-service lecturers in the Philippine setting when it comes to online teaching, as indicated by Malabanan et al. (2022). The study discovered that pre-service lecturers have been strengthened by the concept of using technology and other skills such as creativity, problem-solving, and life-long learning. Their study highlights lecturers' readiness to collaborate with 21st-century pedagogy, as this is one of the aspects that contribute to determining readiness for online learning.

Online learning has enhanced learning opportunities as learning materials can be accessed at any time, and the content is more varied and diverse. This is different from onsite learning, in which students' learning materials are confined to lecturers' materials. In addition, both lecturers and students were forced to learn several learning applications that might have been overlooked prior to the pandemic. In the ELT landscape, several attempts to include technology in education, namely CALL and MALL, have been conceptualized for several decades, yet these methods have not reached pervasive impacts in ELT. Further, lecturers' creativity was also challenged because they needed to make learning accessible.

This study found that lecturers were able to adapt themselves to online learning. Pitriani and Wedhanti (2021) conducted a study on lecturers' adaptation to online learning, focusing on their readiness to engage in various activities such as pre-activity, primary activity, and post-activity. The readiness of lecturers can be assessed based on their proficiency in utilizing technology tools in online learning as well as their responsiveness in addressing various aspects of the classroom process. According to Ates-Cobanoglu and Cobanoglu (2021), a study conducted in Turkey revealed that the preparedness of student lecturers is deemed adequate. The study highlighted the necessity of adapting to online learning in order to address the changes in the learning process resulting from the outbreak of the Covid-19 situation. Student lecturers need to be equipped with the knowledge and skills to operate the technology in online learning comprehensively.

This study found that lecturers perceived their experience during the COVID-19 Pandemic presented opportunities and challenges at the same time. Online learning provides more opportunities for students because learning is more accessible and abundant. In addition, both lecturers and students were forced to be digitally literate. Challenges came from external factors such as internet connection, which may not be accessible nor affordable for students, and thus, it created learning boundaries. This finding is in line with Pu's (2020), who stated that online learning presents challenges and opportunities.

Overall, the study revealed that lecturers were able to adapt themselves to online learning. Presumably, lecturers' previous experience in applying educational technology prepared them for online learning. At this point, it is clear that lecturers' experience during the pandemic has encouraged lecturers that online learning can be an alternative to teaching; this includes learning modes and applications used for teaching.

An interesting finding from the study is that online learning during the pandemic has subconsciously forced lecturers to leave behind what Brown and Abeywickrama (2010) referred to as traditional assessment, which relied heavily on pencil and paper tests. In fact, lecturers began to explore other instruments of assessment, such as portfolio or project-based assessment. One logical rationale for the lecturers' action was to avoid cheating. As documented by a number of studies, online learning has opened opportunities for cheating. Hence, it can

be assumed that online learning has subconsciously imposed formative assessment practice in language learning.

CONCLUSIONS AND SUGGESTION

The purpose of the current study was to identify ELT lecturers' readiness to conduct online learning. This research has found that lecturers generally could adjust their teaching from onsite to online mode; a significant change in the instruction was only in the assessment stage. Barriers to conducting online learning mostly come from external factors such as difficult internet connection due to geographic location and affordability. Further, the research also revealed that learning mode can be determined by the nature of the learning materials. Overall, these findings suggest it is pivotal to decrease the digital divide so that students can get the potential benefits from online learning.

Acknowledgments

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