

Chapter 12

Emergency Online Teaching: Voices of Hong Kong CALL Lecturers



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Abstract Little attention has been given to computer-assisted language teaching (CALL) lecturers in community colleges in Hong Kong. In this chapter, we present a novel study of CALL lecturers' emotions and well-being while coping with emergency remote teaching (ERT) at a community college in Hong Kong during the COVID-19 pandemic. In addition, this study sheds light on emergency CALL teaching design and technical preparation, as well as synchronous and asynchronous online teaching and assessment in this context. We employed interviews to give vivid accounts of four CALL lecturers' inner voices. The resulting data were coded and grouped into themes, and we report the findings as narrative accounts from the representative lecturers and in-depth thematic descriptions. We found that, overall, the CALL lecturers were stressed and overworked, and their physical conditions, especially eyesight, were impaired due to long-term online activities. They were also concerned about the quality of delivery, student feedback, student learning outcomes, and privacy issues. The analysis further revealed practical strategies that the lecturers adopted to address the difficulties they faced during the pandemic. Based on these strategies and the interviews, we present a conceptual emergency adjustment (EA) model to help understand the experiences, emotions, and well-being of CALL lecturers in community colleges in Hong Kong under the impact of the COVID-19 pandemic. This research offers a significant contribution to the EA literature and

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the contextual adaptation of CALL lecturers in Hong Kong and elsewhere. In addition, the use of narrative accounts to present data could contribute to methodological developments in studying teaching and learning in an ERT environment.

Keywords Adjustment · Emergency remote teaching (ERT) · Job satisfaction · CALL teachers

1 Introduction

Many agree that 2020 is a year that is impossible to forget—not only because of COVID-19’s direct impact on millions of lives but also because of how it has reshaped every facet of humanity. Without a doubt, the unprecedented challenges arising from the pandemic have also had significant impacts on the educational sector. As Tam and El-Azar (2020) claim, the novel coronavirus pandemic has transformed education, as most universities and schools around the world had to urgently adapt to online teaching to prevent the virus’s spread. Different from planned online teaching adopted prior to the pandemic, online teaching in 2020 emerged as a type of emergency remote teaching (ERT) (Hodges et al., 2020). Similarly, Tafazoli and Meihami (2022) claim that it would be wrong to name the computer-assisted teaching in 2020 as “online teaching,” because ERT is provisional and conditional. When the notion of ERT first appeared at the start of the pandemic, nobody could have predicted that this temporary shift was not temporary at all.

This study reports the ERT experiences of four computer-assisted language teaching (CALL) lecturers from a community college in Hong Kong under the impact of the COVID-19 pandemic, particularly their adjustment process. Several studies investigate CALL teachers’ professional development (e.g., Tafazoli, 2021), their pedagogical adjustment in response to the COVID-19 crisis (e.g., Wu & Shi, 2021), or challenges that languages teachers have encountered due to the pandemic (e.g., Hashimoto, 2021), but most of these are descriptive. In addition, until now, little research has been done on emergency adjustment (EA) in post-secondary institutions, as triggered by the pandemic. Although the physical work setting and manpower remain unchanged at tertiary institutions, a crisis as impactful as the COVID-19 pandemic may force people to effectively adjust to new working conditions. Therefore, there is a need to investigate whether EA could yield benefits for CALL teachers and to what extent conceptualizing EA experiences can help these educators’ work practices.

In our study, we set out to answer three study questions:

- (1) What challenges did CALL lecturers experience from January to June 2020 in their ERT?
- (2) What strategic responses did CALL lecturers adopt in response to the challenges they faced?
- (3) What are the language lecturers’ perspectives on their EA experiences?

2 Voices Already Heard

2.1 *The Concept of Adjustment*

Many scholars have attempted to define *adjustment* in educational contexts. For example, Black and Gregersen (1991) state that “adjustment has been defined as the degree of psychological comfort a sojourner has with the various aspects of a host culture” (p. 498), while Ramsay et al. (1999) claim that adjustment describes the fit between students and their academic environment. Similarly, French et al. (1974) found that adjustment involves a working process between a person and an environment towards a fit. Another concept put forward by Searle and Ward (1990) is that there are two dimensions of adjustment. One is the psychological dimension, which refers to psychological and emotional well-being (Ward & Kennedy, 1994). The other is the sociocultural dimension, where, if the individual can “fit in” and negotiate the interactive aspect of a new culture, they feel more comfortable and more at ease. These two adjustment dimensions have been widely accepted by researchers (e.g., Spencer-Oatey & Xiong, 2006; Yang et al., 2006). Schwartz et al. (2010) add that psychological adjustment could include aspects such as life satisfaction, anxiety, and depression, while sociocultural adjustment could include academic achievement, career success, social skills, and so on.

Schwartz et al. (2010) also propose a third dimension of adjustment: health-related adjustment. This dimension includes not only low levels of somatic symptoms, such as headaches and back pain, but also high levels of psychological well-being, physical activity, and healthy diet. Given the current pandemic situation, the health-related dimension becomes even more important and relevant, as it is a concern for people globally. In the educational context, the urgent switch to online teaching was aimed at preventing a public health crisis, and rightly so. However, if such an adjustment is not made properly, new health issues could arise due to ill adjustment. For example, Macintyre et al. (2020) report that ERT puts substantial stress on teachers which caused some health issues due to the inability to adjust to the new ERT situation.

2.2 *Language Teacher Job Satisfaction*

Given this study’s focus on language lecturers’ experiences transitioning to ERT during unexpected changes in their work, it is essential to present the notion of teachers’ job satisfaction. As Nevid and Rathus (2013) state, “although work provides an important opportunity for personal growth and a sense of fulfilment, it also imposes on us many demands that require adjustment” (p. 508). A full-time job occupies much time in a person’s daily life, so high job satisfaction is an important criterion of individuals’ well-being. Saad (1999) claims that “job satisfaction is the degree to which one has a positive feeling toward one’s work or job.” Factors such as “good pay and fringe benefits, opportunities to perform personally fulfilling work

and to form social relationships with co-workers, availability of childcare services, sense of control over the work itself” are indispensable to job satisfaction (Nevid & Rathus, 2013, p. 508). Accordingly, when change occurs within the work context or individual, work adjustment is needed if one wants to have job satisfaction (Hesketh, 2017). Palthe (2001) defines work adjustment as an individual’s “adaptation to new job tasks, work roles, and the new work environment” (p. 10).

2.3 Theoretical Voices: A Conceptual EA Model

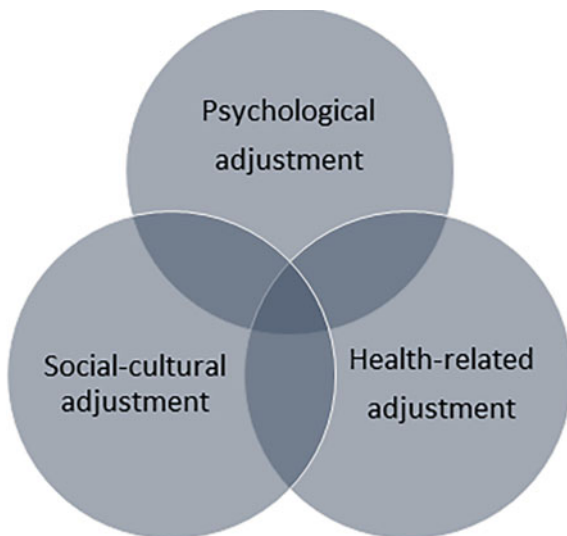
According to Ma’s (2017) application of Vygotsky’s sociocultural theory in online language learning, language is one of the most important higher-level cultural tools. It is the use of language that connects each individual to their environment and mediates the relationship between a person and the world (Lantolf & Thorne, 2007). The pandemic forced drastic changes in individuals and the environment, and frontline CALL lecturers in Hong Kong have always helped their students connect with and make sense of their environment through language. In accordance with Engestrom (1987), who states that humans’ most important cognitive activity is developed through social and material development, we propose that CALL lecturers, through interactions with tertiary students in instructional settings, are key to developing students’ L2 (second language—in this case, English)—the most fundamental medium of cognition to acquire knowledge of their subjects. In Hong Kong tertiary settings, English is the official medium of instruction. Compared to university students, students admitted to community colleges are typically weaker in academic subjects and English. Therefore, an important role of language instructors in community colleges is to boost students’ English proficiency to help them adapt to their subject courses.

Sociocultural theory and adaptation have provided guidelines for people to consider in any adjustment journey. In the context of this study, we regard EA as a fit between a language lecturer and the surrounding sociocultural environment. Our research considers a three-dimension EA model (see Fig. 1):

1. *Psychological adjustment*: considers levels of satisfaction with life, anxiety, and depression.
2. *Sociocultural adjustment*: relates to career success, job satisfaction, problem-solving, and interpersonal communications skills.
3. *Health-related adjustment*: includes physical activity and healthy eating.

What procedures are involved in an adjustment? According to Britannica Academic (2021a, 2021b), there are four parts in an adjustment process: “(a) a need or motive to change; (b) the nonfulfillment of this need; (c) activities or behaviours which are accompanied by problem solving; (d) response which removes or reduces the initial stimulus” (para. 2). Anderson (1994) echoes that adjustment is a process of overcoming and solving problems in a new situation. Furthermore, he elaborates

Fig. 1 The three-dimension model of emergency adjustment



that in the process of adjustment, an individual has four ways of reacting to the problems arising from the new environment, namely, changing oneself, changing the environment, not doing anything, or running away. For people who want to shorten the time it takes to reach the final adjustment stage of resolving problems, Lynch (1992) suggests three essential psychological preparations, also known as “adjustment engines”: taking a risk, a flexible mind, and willingness to change oneself.

3 Methods

3.1 Research Design

In this study, we adopted a qualitative approach to examine CALL teachers’ perspectives on their EA experiences of a sample of four lecturers who were teaching English as a second language in a community college in Hong Kong from January 2020 to June 2020. We adopted a case study approach because our aim was to develop an in-depth description and analysis of one case, namely, CALL teacher’s EA experiences in the year 2020 (Merriam & Tisdell, 2015).

Table 1 Participants' profiles

Participant ^a	Age group	Family background	Gender	Educational background
Paul	35–45	Married with no children	Male	Holds master's degree, in the process of pursuing doctoral degree
James	35–45	Married with no children	Male	Holds master's degree, in the process of pursuing doctoral degree
Ann	35–45	Married with one child	Female	Holds master's degree
Alice	35–45	Married with two children	Female	Holds master's degree, in the process of pursuing doctoral degree

^a All the names are pseudonyms

3.2 Context Under Investigation

The aim of this study was to explore CALL lecturers' EA experiences in Hong Kong from January to June 2020. It featured CALL lecturers who had needed to urgently adapt to ERT in a very short period of timeⁱ, and who had a clear goal of teaching the students well and getting their job done satisfactorily.

The study took place at a community college in Hong Kong with over 200 full-time academic staff. It involved English language lecturers between the ages of 35 and 45, and who had at least 10 years' full-time teaching experience by January 2020. Each lecturer was required to deliver 15 h of teaching duties per week, plus at least three hours of consultation and other administrative work. Accordingly, four participants were selected because they agreed to participate in the study. The interviewees are all ethnically Hong Kong Chinese. Table 1 provides additional participant biographical details.

3.3 Data Collection and Analysis

In this case study, we used interviews as our main data collection method to explore the nature of the lecturers' adaptations to the emergency educational context over the initial six months of ERT. Four lecturers (two males and two females) from a Hong Kong community college's English language teaching team were selected as participants, as they were well-received by their students during ERTⁱⁱ. Ethical issues were discussed with the four interviewees, and their consent to participate was obtained before the interviews.

The interviews were conducted in early 2021 and covered topics related to psychological adjustment, sociocultural adaptation, and health-related issues. The interviews were mainly conducted in Cantonese, with English as a supplementary language, to ensure the interviewees could express their exact feelings in the languages in which they felt most comfortable. The interviews lasted 60–90 min,

which allowed us to gain a deeper understanding of our participants' experiences and perceptions (Cohen et al., 2011). The first author conducted the interviews with all participants, which was advantageous because, as a researcher and lecturer of Chinese ethnicity, she is fully aware of the educational context of the community college and most aspects of Chinese culture. Hence, she adopted both "high-context" and "low-context" communication styles with the interviewees to hear the inside voice of each participant (Wood, 2017).

The interviews were initially coded and then condensed into themes. All of the codes fitted under three major categories (psychological adjustment, sociocultural environment, and health-related concerns) corresponding to the three EA dimensions. We adopted a semi-structured format, and our interview questions covered the following main themes: perceptions of the pandemic, adaptations during the class suspension, strategies adopted, difficulties encountered, and perceived well-being. The questions were developed by the researchers based on the literature (e.g., Cohen et al., 2011), and were reviewed by an expert who had rich experience in conducting research. To ensure the interview questions were clear and relevant, the first author conducted a pilot study with a colleague who had also experienced ERT in another college in Hong Kong. The interview questions were slightly revised after receiving suggestions for clarity and wording.

Our research assistant, who is a native speaker of Cantonese, helped us transcribe the interview data into English. The interview data were thick, so we hand-coded them and followed the steps commonly used in analyzing qualitative data, all while looking for themes (Creswell, 2012). Guided by the interview questions, we approached the data without prior codes. Reading the interview transcripts a few times over, we also wrote notes in the margins, such as "lecturers were given three days to learn video conferencing software." As recommended by Birt et al. (2016), all interview transcripts were sent back to the participants to see whether they wanted to correct, add or delete any information. Each participant was encouraged to examine the findings and suggest recommendations as well.

Other sources, such as post-teaching reports, college newsletters, college internal emails, meeting memos, student feedback questionnaires, and student assessment results, were used as supplementary documents to triangulate the interview data and to ensure their validity and reliability.

4 Lessons Learned

An overall analysis of the interview data and other supplementary documents reveals the following: all four lecturers had successful work adjustments during the ERT, and they received positive student evaluations. While the two participants without children were physically well and mentally satisfied with their EA, the two with children had health-related issues and were therefore not mentally satisfied with their EA experience.

4.1 *What Challenges Did CALL Lecturers Experience from January to June 2020 in Their ERT?*

The aim of this question was to identify the challenges that the CALL lecturers encountered when they faced the ERT crisis. The interview findings first suggest that all four lecturers were stimulated to make work adjustments because they were dedicated educators, and they hoped that their students were able to succeed in their studies with quality teaching. Second, all interviewees reported three categories of challenges encountered during the ERT: psychological, sociocultural (e.g., emergency online teaching and online assessments, interactions with students), and health-related. There were obvious differences between the participants who were working parents and who have no children, with the former reporting that they encountered more challenges than the latter. As full-time working parents, Ann and Alice had more family responsibilities, as their children could not go to school, and they had more childcare responsibilities than usual. Additionally, the extra time they spent on ERT deprived them of rest time and family hours, so they felt psychologically unwell, leading to less job satisfaction. This is in line with what we discussed before, as childcare services are an imperative part of job satisfaction (Nevid & Rathus, 2013).

The interview data show that all participants encountered three critical stages and strived to change, respond, and adapt to ERT. The results are presented in relation to the research questions. The specific challenges faced by the participants could be divided into three stages.

Stage one: Sociocultural and psychological challenges (January–early February 2020)

The participants reacted differently towards ERT at the beginning of the pandemic. While Paul and James closely monitored the spread of the virus in the news and proactively prepared themselves for the worst, Ann and Alice were anxious, always imagining the possibility of arranging make-up classes for students when the situation eased. When faced with uncertainties, the participants without children were positive and psychologically well-prepared. By contrast, the working parents were reluctant to recall these terrible memories because they felt powerless and traumatized by their initial experience.

Stage two: Job- and health-related challenges (mid-February–late April 2020)

The 100% online teaching yielded great challenges for all participants, among which difficulties in having meaningful *interactions with students* and the *design of online assessments* were at the top of the list. While the lecturers were eager to have simultaneous interactions with students in online classes, almost all students were unwilling to switch on their microphones to answer or ask questions in class, let alone switch on their webcams. It was also hard to check whether the students were taking the lessons online, as not many were willing to leave messages in chatrooms either.

Besides interacting with students in online classes, *setting take-home test questions* was another major challenge for the lecturers at this stage. Commonly used question formats, such as multiple choice and true/false, could not be used in online assessments due to concerns about cheating; instead, short open-ended questions were recommended by the senior management. The lecturers spent a large amount of time designing short questions within a tight schedule.

Additionally, although the lecturers felt that the online assessments went rather smoothly after working together with other lecturers who were teaching the same subject, they found that online marking was even tougher because they needed to learn new skills and buy new tools to do so. On the one hand, the lecturers had to attend pre-marking exercises to make sure the whole team's marking was fair and consistent; on the other hand, they needed to use iPads or handwritten notes to mark students' submissions online within yet another tight schedule. Ann mentioned that the challenges she encountered at this stage were the most pressing since she started her teaching career. She also worried that she could not reach the same teaching and marking standards as she did in face-to-face teaching.

Physical strain was another concern. Because of the long time spent in front of the computer, lack of physical exercise, poor diet, and extensive online marking, almost all interviewees confessed that they were not as healthy as before. Symptoms such as headaches, back pains, chest pain, and worsened eyesight were common complaints. In general, the working parents suffered more than the lecturers who had no children. Nevertheless, the lecturers remained motivated to teach well.

Stage three: Work- and health-related challenges (early May–late June 2020)

At this stage, the lecturers faced challenges mainly from online marking and plagiarism cases. All participants admitted that they were stressed and overworked for half a year, so their health conditions worsened, and they looked forward to taking a break in the summer.

4.2 What Strategic Responses Did CALL Lecturers Adopt in Response to the Challenges They Faced?

In this study, all lecturers were able to make swift work adjustments because of their passion for teaching, commitment to self-learning, and a very supportive learning environment. One common strategy among all four lecturers was that they watched tutorials on *YouTube* to discover new teaching tools and facilitate better online teaching. This helped them emphasize personal dedication and commitment. It should be added that all interviewees were full-time lecturers, so they also had pressure to improve coming from college management and their students. Although such pressure was not formally verbalized, the interviewees felt compelled to achieve excellence due to high expectations from different parties.

Another strategy adopted by the interviewees was learning the norms of work adjustment and receiving emotional support by *embracing a community*. In fact, their department offered training and sharing sessions in which colleagues exchanged ideas and offered mutual support to those who worked on the same team. Such a supportive community greatly contributed to the interviewees' completion of their tasks. Therefore, we argue that actively joining a supportive community is an important strategy in the adjustment process, as it is vital to life satisfaction and psychological well-being.

The third strategy that the lecturers employed was *receiving IT support* from the college. Shortly after the institution announced a policy of online teaching during early February 2020, all of the lecturers actively attended training sessions for synchronous and asynchronous online teaching and began to prepare for their own teaching. As it seemed necessary to switch to synchronous online teaching in just a few days, Ann and Alice spent a large amount of time learning different communication instruments (e.g., Microsoft Teams/Zoom) and other available software to cater to the new teaching demands.

All lecturers used different strategies to motivate their students to attend online lessons, such as using additional *online tools* like Poll Everywhere and Kahoot, to make online teaching more interactive. In addition to the official communication platforms recommended by the college, such as work emails and the Moodle platform, Ann and Alice also used more *personalized communication tools*, such as one-to-one phone calls and Facebook, to communicate with their students.

Other than strategies that they could adapt, the interviewees also mentioned that they had to be *proactive and flexible* if they wanted to have a satisfying job performance during the pandemic. They felt that if they wanted to receive emotional and professional support during the crisis, they must *let others know about their problems* first. They described the most important personal traits to facilitate adjustment as being (a) always ready to learn from others, (b) considerate, and (c) ready to take risks.

4.3 What Are the Language Lecturers' Perspectives on Their EA Experiences?

During the research, we constructed narrative accounts of the participants' experiences and, in most cases, discussed them with the interviewees. Paul and James were best characterized as exemplifying a more "satisfying" experience, while Ann and Alice had a hybrid experience. The examples below contrast fully satisfied and less satisfied EA.

Paul felt highly satisfied with his EA experience. Paul was a popular lecturer among students before the pandemic, and he was always thinking of using new technologies and innovative teaching pedagogy. Throughout the whole interview, he described himself as "confident" in his surroundings and, at the end of his interview,

looked back fondly on his ERT experience. Even when Paul was a child, his dream was to be a good teacher, so he has always put himself in his students' shoes and updated his teaching skills routinely by attending different training courses. Even before COVID-19 broke out in Hong Kong, Paul had started to collaborate with his teammates to design online teaching materials, so he was not worried when the college announced the switch to online teaching. As Paul and his teammates had started preparation earlier than other colleagues, they could even share their online teaching materials with those colleagues in the same discipline. Despite being a well-prepared and experienced lecturer, Paul did encounter challenges when his students were not willing to answer questions in the online lessons. He was quite disappointed when he found most of his students could not achieve the expected learning outcomes. He thus adjusted his teaching pace and showed great patience for his students' slow adaptation to the online learning mode.

Paul said that ERT provided an opportunity to adapt to quick changes, so he was sure the teaching methods he adopted were the most up to date. From Paul's perspective, the world was changing quickly, so individuals needed to prepare themselves well to embrace it. Paul also claimed that personal traits, such as being positive, proactive, and willing to take risks, are prominent features of high career achievers. Paul worked diligently and independently throughout the ERT period, but he also found that a supportive community was important for a person's well-being and job satisfaction. In addition, he looked forward to a new era in the education sector with the rise of online teaching.

Alice poses a contrasting example, one of less satisfaction with her EA. Alice was a caring lecturer, and she was popular among students even before the pandemic. She also thought of improving herself all the time, and she was working on a Doctor of Education degree on a part-time basis when the virus came to Hong Kong. As a caring and responsible educator, Alice panicked when she realized she had to switch to online teaching with her teammates. As a full-time working mother, a part-time doctoral student, and a conscientious language lecturer, Alice felt that she suddenly could not manage anything well. Her children were at home all day, so she needed to make childcare arrangements; tuition had been paid, so she had to take courses and do assignments for her EdD. She needed to design new teaching materials and online assessments in a short time, and she also spent time comforting her students and answering their questions via Facebook. Each of these tasks took time, so Alice had to sacrifice her sleep to finish them all.

Alice was popular among her colleagues as well, and she was in a supportive community during the ERT transition. In terms of work adjustment, she successfully completed her online teaching and assessment tasks. However, psychologically, she was overstressed all the time because she felt that she was not a good mother or a good student. She also commented that she paid a high price for her health in exchange for job satisfaction. Looking back, she said she wished she could rest more, as the pandemic taught her much about work-life balance.

5 Implications

From the participants' successful EA experiences, we deduced meaningful patterns to help the larger educator community adapt to any crisis-prompted changes in the future. Based on Fig. 1 and the narrative accounts we presented in the previous section, we developed a conceptual model to understand language lecturers' perspectives of their EA experiences (see Fig. 2).

The model incorporates EA as a process, starting with a motive to change (e.g., the COVID-19 pandemic), going on to the different types of activities which are involved with problem-solving, and concluding with responses which complete the EA. During the adjustment process, we consider challenges through sociocultural, psychological, and health-related dimensions. We also added personal traits, such as risk taking and willingness to change, as engines which could shorten the adjustment period.

We identified that a motive to change is the starting point of EA. All the interviewees chose to change themselves when they faced the emergent COVID-19 crisis, which partly explains why they could complete their teaching duties successfully and achieve job satisfaction.

Regarding the sociocultural dimension, we discovered that although all lecturers in this study perceived the changing social context as surprising or even annoying, after one year they realized as individuals that they had no power to change their environment, so they had to adjust themselves. All interviewees were proactive and flexible towards the new social context, and they were willing to learn and adapt, so they had more opportunities to adapt to new conventions, which helped their EA. This finding supports other studies (e.g., Church, 1982; Mendenhall & Oddou, 1985; Yu, 2021) that specify a willingness to communicate and to establish relationships

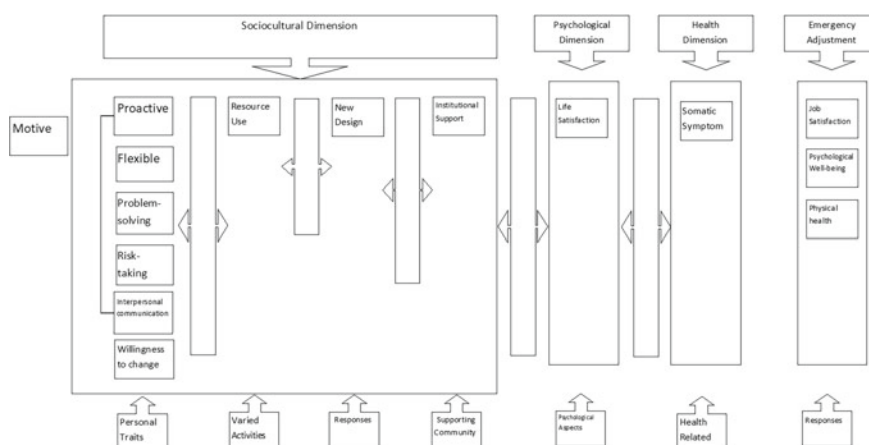


Fig. 2 A conceptual model to understand computer assisted language learning lecturers' emergency adjustment

as important variables for adjustment. These variables are categorized as “Personal Traits,” grouped together under “Adjustment Engines,” in Fig. 2.

Nowadays, nobody lives in a vacuum. Everybody is the result of a particular social, cultural, educational, and political context. As such, while people have a propensity to behave in a certain way, this can be reinforced by their environment. In contrast, the environment is perceived in different ways by different individuals. As Williams and Burden (2000) point out, “learners’ perceptions and interpretations of their environments will affect their learning rather than the actual physical characteristics of those environments” (p. 192). What appear to be physical barriers to one group may thus be regarded as acceptable norms to another. In this same line, we found that Paul embraced the new changes exceptionally smoothly, because he thought it was an opportunity for him to meet the trend of new teaching pedagogy.

If an appropriate adjustment is a sense of well-being, satisfaction, and the ability to “fit in” and negotiate the interactive aspects of a new culture/environment (Searle & Ward, 1990), then the two lecturers who had no children in this study perceived their EA experience as mostly satisfying and successful. Admittedly, these lecturers may have felt disappointed with the lack of interaction with students, but they did not feel a deep sense of disorientation. All in all, they always had hope that they would soon physically see their students, since they expected ERT to last only temporarily. On the other hand, the two lecturers who had children were less satisfied with their adjustment, because psychologically they had experienced anxiety and even depression. Physically, they had headaches, impaired eyesight, and could not perform regular psychological activities due to the extra workload from ERT and “work from home” practices.

6 Conclusion

EA is a heated topic which, in recent years, has been brought about largely by the unexpected external circumstances of 2020. Successful work adjustment is crucial for survival in any industry. The existing literature on adjustment has established a good understanding that sociocultural and psychological dimensions are two fundamental components of adjustment that we should not ignore. Since EA requires quick responses, we add a third dimension—health-related adjustment—to our conceptual EA model (Figs. 1 and 2). Our research also shows that personal traits and supportive communities are paramount to the sociocultural dimension. For CALL lecturers who want to adjust promptly when they face crises as pervasive as the pandemic, they must possess personal traits such as problem-solving and interpersonal communication skills, as displayed in Fig. 2. In addition, joining a supportive community and committing to self-study are strategies that educators can employ during EA. Our newly developed model aims to facilitate better and smoother adjustments that can bring about both job satisfaction and psychological well-being.

It must be pointed out that our research was only conducted with four lecturers from one community college, so our conceptual model should be interpreted with great caution. Despite this limitation, we believe that our model can help policymakers, lecturers, and administrative staff in post-secondary institutions better understand CALL teachers' adjustments in future emergency contexts.

End Notes

- i The announcement of the suspension of face-to-face teaching was made 2 weeks before the enactment of online teaching. However, lecturers were given only 3 days to prepare for synchronous online teaching using Microsoft Teams, which was the official online meeting tool adopted at this particular community college.
- ii To evaluate teaching, the community college exercises student feedback questionnaires at the end of each semester. The four interviewees in this study consistently secured an overall grade of 4 out of 5 or above before and during the pandemic.

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