Phenomenological Exploration of the COVID-Time English Language Education in Universities: A Thematic Review

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Abstract

Phenomenology is applied when a researcher intends to go deep into the research participants' opinions, feelings, and lived experiences to understand a phenomenon's universal nature. This paper, through an inclusion criterion, selected and explored sixteen articles (published between 2020 and 2023) that adopted phenomenology to discover the pedagogical strategies applied in English language education (ELE) in universities during the COVID emergency (2020 – 2021). It conducted thematic data analysis through the 5W1H reporting framework. It highlighted the types of phenomenology that explored English language teachers' and learners' perspectives about educational technologies (EdTechs) and related techno-pedagogies in universities. The findings categorized into six major themes highlighted that the old legacy of teaching-learning in universities was in question during the COVID time due to many new challenges the teachers and the learners faced, and the lack of infrastructural settings of educational institutes. However, the vacuum was gradually filled with the rise of new techno-pedagogies and this crisis somewhat equipped the educational stakeholders (through both synchronous and asynchronous ELE) to face any future catastrophe. The insights from this paper will help pedagogues, students, curriculum specialists, policymakers and university authorities realize the significance of the New-normal techno-pedagogies in ELE for the upcoming days or in any future emergency.

Keywords: phenomenology, techno-pedagogy, New-normal education, education in emergency, COVID-19 emergency, pandemic pedagogy

1. Introduction

1.1 Paradigmatic Shifts in Empirical Research

Empirical research in the field of social science has gone through several paradigmatic shifts - the functional or scientific approach (quantitative) before the 1960s, the interpretive or constructivist method (qualitative) after the 1960s and a blend of both (mixed method research) after the 1990s (Haq, 2015). Before the 1960s, most researchers were positivists and had an ontological belief in the objectivity of knowledge (one social phenomenon has a single reality, not at all determined by a researcher). Therefore, they applied quantitative methods of research and they held an etic perspective to find out the nature of social reality and the data mostly led to generalization. However, after the 1960s, many researchers started believing that reality did not pre-exist and that knowledge was constructed through social experiences. Hence, these constructivists tried to discover the subjective realities through qualitative research methods, embracing an emic approach, i.e., the researchers experiencing a social reality from their own perspectives. Over time, the gaps in the philosophical underpinnings (ontology, epistemology and axiology) between the two methods increased so much that it reached a sanguinary climax in 1989 when the "Paradigm Wars" (Gage, 1989, p.4) took place. Eventually, after the 1990s, another trend named mixed methods research (MMR) came into practice (Haq, 2015), and the researchers came to the realization that paradigm differences do not mean paradigm conflict. Rather, a researcher can understand the social realities better by collecting data and analyzing them through both quantitative and qualitative methods (Creswell, 2002; Caruth, 2013).

1.2 Problem Statement

In 2020, COVID-19 affected the whole world, and educational systems at all levels stopped. Soon, all types of education including English language education (ELE) adopted the ERT and ERL modes (Hodges, Moore, Lockee, Trust, & Bond, 2020). Over time, public and private universities chose educational tools like Google Classrooms, Google Meet and Zoom links. Hence, a new pedagogy called the pandemic pedagogy emerged (Milman, 2020). This was an extra-ordinary phenomenon, and its lived experiences must be carried on in the present 'Now' to tackle any further emergency in the upcoming 'Next'. To capture a kaleidoscopic picture of these lived experiences, this

review paper sorted out some original research articles that applied phenomenology in different parts of the world.

The researchers (university ELE teachers from the field of education) experienced emergency remote teaching (ERT) (Hodges et al., 2020) and their learners had diverse experiences of emergency remote learning (ERL) during the COVID-19 crisis. They faced pedagogical challenges when on-site teaching-learning shifted to on-line mode. The pedagogical legacy they carried out was in complete question, and they needed to learn from IT experts, colleagues and sometimes from their students, which was a rare scenario before. They became curious to find out if other teachers and learners in the glocal field of ELE also had the same experiences. They wanted to explore how the empirical research studies had been conducted applying phenomenology as a qualitative approach. Bonyadi (2023) mentioned that "as a mode of qualitative inquiry, phenomenology attempts to understand a phenomenon from the perspective of participants who have experienced it" (p.2) and it has been shaped from the writings of Husserl and Heidegger. Hence, they preferred to review original articles that adopted phenomenology to explore English language teachers' pedagogical strategies and learners' experiences during the COVID-19 period.

1.3 Phenomenology as a Qualitative Method

Vagle (2018) considered Edmund Husserl (1859-1938) as the father of Phenomenology although there were multifarious forms of phenomenological practices many centuries before Husserl. It is believed that Buddhist and Hindu philosophers practiced phenomenology through different reflective and contemplative states. Again, Descartes, Hume, and Kant practiced phenomenology through imagination, and thinking. Nevertheless, those philosophies (e.g., Buddhism and Hinduism) cannot be called phenomenology and the philosophers (e.g., Hume, Kant, and Descartes) cannot be considered phenomenologists. In fact, Cartesian (i.e., Descartes) thinking claims that the mind and things outside of the mind are detached from each other. Descartes' philosophy animated informed positivism as a philosophical movement in the occidental scientific inquiry for centuries. Husserl's phenomenology directly opposed the Cartesian concepts of mind–body/world dichotomy and changed the Western philosophy. Thus, eliminating the body-mind duality, Husserl's phenomenology looked for a social reality or an object 'out there' to experience, not to perceive through the mind (Laverty, 2003).

In Vagle's (2018) opinion, Husserl felt that phenomena can't be reasoned, rather, it is lived. Unlike the positivist (Cartesian) philosophy that mentions the natural world, he introduced "the lifeworld where our living and experiencing of phenomena take place" (p.30). Though the word 'phenomenon' refers to a focal point of an inquiry in many qualitative, quantitative, and mixed methods research, it has a very especial meaning to a phenomenologist. Martin Heidegger (1998 - 1927) defined a phenomenon as "brought into being through living in the world" (Vagle, 2018, p. 47). Phenomenology aims to explore what a reality is like as we relate with other members (e.g., a leader with followers, a doctor with patients) and stuff (e.g., a nice story book, bad news, and anxiety) in society.

It can't be accurately declared who coined the term 'phenomenology' but Johann Heinrich Lambert used the German term 'Phänomenologie' in 1764, as far as the record goes (Williams, 2021, p.368). However, Husserl deserves the credit for establishing the latest phenomenological tradition. The word 'phenomenon' got its root in the Greek words 'phainein' (i.e., bring to light) and 'phainesthai' (i.e., to appear). It evolves from the Latin word 'phænomenon', which came from the Greek word 'phainomenon' (i.e., that which appears). 'Logos' with an ancient Greek origin may refer to multifarious meanings like "correspondence, proportion, explanation, law, rule of conduct, thesis, hypothesis, reason, ground, inward debate of the soul, narrative, oration, and verbal expression or utterance" (Williams, 2021, p. 367). Therefore, phenomenology, etymologically a compound of phenomenon and logos, signifies providing logos (accounts) of various phenomena (the multifarious ways in which things appear). Phenomenology emerged as a philosophy first and then it was shaped into different methodological approaches for research.

1.4 Different Phenomenological Approaches: Similarities and Differences

Racher and Robinson (2003 as cited in Dowling, 2007) state that phenomenological varieties exist in "various forms in the positivist (Husserl), postpositivist (Merleau–Ponty), interpretivist (Heidegger) and constructivist (Gadamer) paradigms" (p. 132). However, two major approaches as umbrella terms can be named (i) classical/descriptive/ transcendental phenomenology and (ii) interpretive/hermeneutic/existential phenomenology. Noon (2018) considers the research participants as "experiential experts" (p.75) in phenomenology. Table-1 below shows the differences and similarities between these two approaches.

Table 1. Differences and Similarities between Two Major Approaches of Phenomenology

Classical/Descriptive/Transcendental Phenomenology	Interpretive/Hermeneutic/Existential Phenomenology	Similarities
Proponent: Edmund Husserl (1859 - 1938)	*Proponents:* Husserl's student Martin Heidegger (1889 - 1976) and Hans Georg Gadamer (1900-2002)	Arose out of German philosophies.
Ontological suppositions: A researcher finds reality (an internal aspect) in his/her consciousness.	*Ontological suppositions:* Reality is found through an individual's lived experience in his/her lifeworld.	Uncover the lived experiences in a lifeworld.
Epistemological assumptions: The researcher as an observer must keep him/herself away from the lifeworld to reach the state of the bias-free 'transcendental I' who is able to describe a phenomenon.	*Epistemological assumptions:* The researcher as an observer and an inherent part of the lifeworld is able to interpret a phenomenon with his/her biases. Constructivist or interpretivist traditions of	One similar assumption is that the lifeworld is a single world among many other worlds.

Almost like the positivistic framework of enquiry.	research.	
Data collection: No researcher subjectivity is allowed as data is objectively collected/*Etic perspective.* The researcher needs to consciously bracket his/her assumptions and biases or preconceived notions about the findings from the investigation.	*Data collection:* Subjectivity is allowed as a researcher needs to reflect on his/her own experience while collecting perceptions of the participant's experience with the phenomenon/ *Emic perspective.* Bracketing is impossible, as the researcher's preconceived notions and biases are embedded to the interpretive process.	Purposive sampling is the best option. Open interview or semi structured interview is used. In-depth interviews are applied to reach a point of data saturation.
Data analysis: Analyze a phenomenon from diverse angles; classify meaningful units and group themes to form the 'noema' (the textural description and what of the phenomenon). Apply creative variations to form the 'noesis' (the structural description and how of the phenomenon). Unify these descriptions to reach the essence of the phenomenon through the phenomenological reduction (epoche).	*Data analysis:* Iterative cycles of reflective writings are applied for a nuanced and strong analysis. Take into account how the data parts contribute to the knowledge of the phenomena (whole) through the *hermeneutic circle*. A hermeneutic circle can be applied through a reflective journal writing that will allow the researcher to move in between the parts and the whole of the text.	Thick description of the lived experience is required. Data analysis leads to the essence of the phenomenon.
Quality Standards A foundationalist approach (independent of the social, historical or biographical position of the interpreter) to find out a valid interpretation of texts. The objectivity and the validity of the interpretation are achieved through bracketing.	*Quality Standards* A non-foundationalist approach (dependent of the social, historical or biographical position of the interpreter) to find out meanings from the texts and the researcher through the interpretive interaction. Establish own criteria of trustworthiness for research.	*Ethical considerations:* No harm, informed consent, anonymity, and participant's right to withdraw from the research at any time are some ethical standards.

2. Research Questions

This paper has delved deep into reviewing the published articles to explore the answers to the following research questions (RQs):

RQ1- How did the published original research articles explore the experiences of the university English language teachers' emergency pedagogical approaches and the leaners' perceptions during the COVID-19 time?

RQ2- Why and how did those studies conduct phenomenology?

RQ3- How were the infrastructural settings of the educational institutes during the COVID-19 emergency?

3. Methodology

3.1 Sampling Procedure

To conduct this review, the researchers developed inclusion criteria (See Figure 1) to select original research articles for review.

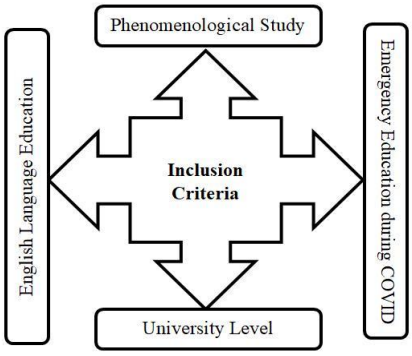

Figure 1. Inclusion Criteria

After that, five different search engines and databases from November 20 to 23, 2023 were browsed with the option *'Phenomenological study on the educational emergency during COVID in tertiary English language education.'* Among diverse write-ups (review papers, reports, original articles, book chapters, editorials, and theses), they downloaded a total of 44 articles (published between 2020 and 2023) after reading their titles. Then, they read the abstract of each downloaded document. They chose only original articles that conducted phenomenology. The articles not matching the inclusion criteria were excluded from this review. Figure 2 showcases the list of searching

databases, downloads, exclusions and inclusions.

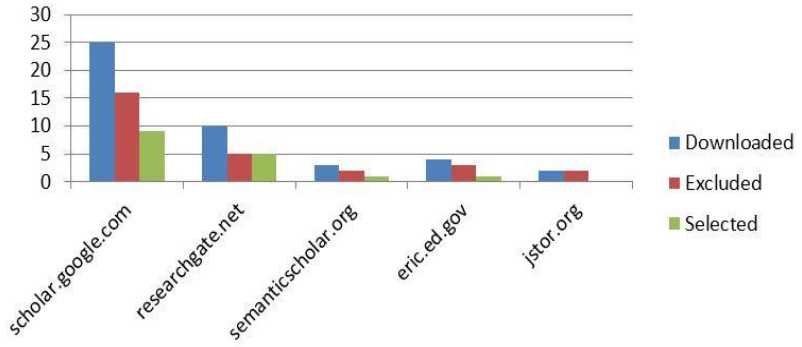

Figure 2. List of Searching Databases, Downloads, Exclusions and Inclusions

Figure 2 exhibits that out of 44 articles, 28 were excluded and 16 original research articles were selected for review. Nine articles were chosen out of twenty-five downloads from *scholar.google.com* and sixteen were screened out. The second highest downloads (10) were from *reserachgate.net* but equal numbers (5) were excluded and included for review. Only three articles were downloaded from *semanticscholar.org*, while one was selected. From *eric.ed.gov,* four articles were downloaded, but only one was kept for review. Surprisingly, not a single article was found for review from *jstor.org*, although two articles were downloaded. Only two of the sixteen articles were published in 2020, seven in 2021, three in 2022 and four in 2023.

3.2 List of the Reviewed Articles

The year-wise list of the reviewed articles is shown in Table 2.

Table 2. Year-wise List of the Reviewed Articles

Sl.	Author (s)	Year of Publication/ Search Site	Countries	Theme (s)	Methodology/Data Collection Procedure	Data Analysis Framework
1.	Soroya et al.	2020/ researchgate.net	Pakistan & UK	Emergency ELE in universities during COVID-19/ Comparing a developed and a developing country	Social constructivism/ Phenomenology/ in-depth semi-structured interviews	No specific framework mentioned
2.	Mardiah	2020/ googlescholar.com	Indonesia	ELE through E-Learning in the time of Covid-19	Descriptive qualitative design/ Phenomenology	No specific framework mentioned
3.	Ulla & Perales	2021/ googlescholar.com	Thailand	ERT during COVID-19/ Teachers' role in online community of practice (CoP)	Descriptive phenomenology/ Purposive-convenience sampling/ Semi-structured interview (online survey/ Facebook chat used as tools)	Manual coding was done following the grounded theory coding of Charmaz (2006)
4.	Ozudogru	2021/ researchgate.net	Turkey	Turkish pre-service teachers' experiences with emergency remote teaching	Phenomenological interviews	Phenomenological analysis
5.	Eroglu & Senol	2021/ googlescholar.com	Turkey	Teachers' ERT experiences during the Covid-19 Pandemic	Criterion sampling method	Descriptive & continuous comparison analysis methods
6.	Chattaraj & Vijayaraghavan	2021/ googlescholar.com	India	The mobility paradigm in higher education	Interpretative phenomenological approach (IPA)/ Online interviews	No framework
7.	Islam, Nur, & Talukder	2021/ googlescholar.com	Bangladesh and Saudi	University teachers' (from two	Qualitative phenomenology/	Hermeneutic cycle of analysis/ Data-driven,

			Arabia	countries) lived experiences of the E-learning in the time of COVID-19	purposeful, convenience, and/or opportune, or nonrandom sampling/ Auto ethnography	inductive & thematic data analysis
8.	Lim	2021/ researchgate.net	Japan	Japanese EFL learners' motivation during COVID-19	Interpretative phenomenological analysis (IPA)/ Semi-structured interviews	Interpretative phenomenological analysis (IPA)
9.	Pitogo & Ecle	2021/ researchgate.net	Philippines	Students' ERL experiences during COVID-19	Phenomenology/ In-depth FGD	Inductive thematic analysis
10.	Annamalai Ab Rashid, Saed, Al-Smadi, & Yassin	2022/ googlescholar.com	Malaysia	Educators' post-COVID teaching experiences	Phenomenology / Semi-structured interviews	Thematic analysis guided by the TPACK self-efficacy framework.
11.	Nayman & Bavli	2022/ googlescholar.com	Turkey	ERT of productive language skills (PLS) in online EFL classrooms	Hermeneutic phenomenology / semi-structured interview	Content analysis
12.	Aziz, Said, Pudin, & Kamlun	2022/ semanticscholar.org	Malaysia	Malaysian English language lecturers' lived experiences of techno-stress in distance learning	Phenomenological study	Thematic analysis / Cohen Kappa's coefficient statistic was used for inter-rater reliability measurement
13.	Aperocho, Eborda, Galman, & Maranan	2023/ researchgate.net	Philippines	Filipino students' online learning experiences during COVID pandemic	Phenomenology/ Purposive sampling/ Validated interview guide questionnaire used	Thematic analysis
14.	Bhatia & Joseph	2023/ googlescholar.com	India	Teaching during COVID- 19 pandemic in India	Interpretative phenomenology/ According to Kurt Lewin's change model (as cited in Mathew, Srinivassin, & Sasikala, 2022), an in-depth interview (IDI) protocol is created/ Open-ended questions / Face-to-face & telephonic interviews	Interpretative phenomenological analysis (Pietkiewicz & Smith, 2014)
15.	Arslan Bulut, Özcan, Fadime, & Yildirim,	2023/ eric.ed.gov	Turkey	Pre-service teachers' academic teaching experiences of the Covid-19 online education	Phenomenological study/ Purposeful sampling	Content analysis
16.	Brickhouse	2023/ googlescholar.com	USA	ESL instructors' unexpected transition to online instruction	Phenomenology/ Criterion sampling / Google Form Questionnaire	Inductive approach / Four-step data analysis (bracketing, phenomenological reduction, imaginary diversification, and a synthesis of experiences (Giorgi, 2012)

3.3 Framework for Data Analysis

The 5W1H model was applied to analyze the data. This enquiry-based and problem-solving approach dug out all the issues related to a phenomenon and envisioned ideas from different viewpoints to obtain an in-depth knowledge of a particular circumstance. The 5W1H method (also called the Kipling method) is a list of questions (what, who, when, where, why, and how) applied by Rudyard Kipling to get

broad responses to the queries and generate solutions to a problem. Business practices and journalism reporting adopted this model to reduce errors, enhance competence, and modernize developments (Reyes, 2023). Figure 3 shows how this model is applied as the data analysis framework.

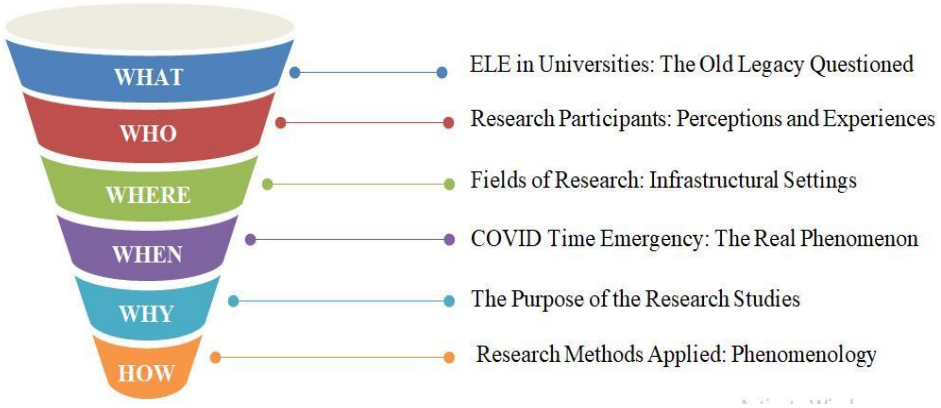

Figure 3. 5W1H Analytical Framework

4. Findings and Discussions

This study tried to find out the answers of the three research questions (RQs). Based on the 5W1H framework of data analysis, the themes categorized as per the RQs are shown in the table 3 below:

Table 3. Research Questions and Generated Themes

No.	Research Questions	Generated Themes
RQ1	How did the published original research articles explore the experiences of the university English language teachers' emergency pedagogical approaches and the leaners' perceptions during the COVID-19 time?	*4.1 ELE in Universities: The Old Legacy Questioned* *4.2 Research Participants: Perceptions and Experiences*
RQ2	Why and how did those studies conduct phenomenology?	*4.3 COVID-Time Emergency: The Real Phenomenon* *4.4 The Purpose of the Research Studies* *4.5 Research Method Applied: Phenomenology*
RQ3	How were the infrastructural settings of the educational institutes during the COVID-19 emergency?	*4.6 Fields of Research: Infrastructural Settings*

4.1 ELE in Universities: The Old Legacy Questioned

Before COVID-19 (2020), ELE in universities was conducted onsite within the four walls of a classroom except for the institutes with a distance education system. Mono-mode didactic teacher-centered teaching approach was predominant. However, Nayman and Bavli (2022) claimed that the mono-mode teaching is unaccepted after the COVID-19. Many ELT "approaches and methods such as Direct Method, Audiolingual Method, Total Physical Response, Silent Way, Suggestopedia, Community Language Learning, Natural Approach, Communicative Language Teaching, Task-based Instruction and Content-based Instruction" (p.179) evolved. However, pedagogues assumed that Problem-based Learning (PBL) could unveil student-centered learning opportunities (Annamalai et al., 2022) like making online presentations, video essays, and mind maps based on lessons.

Nayman and Bavli (2022) also reported that teaching productive English skills (speaking and writing) was challenging in Turkey because of the shortage of authentic course books and resources. Soroya et al. (2020) found a similar situation in developing countries where the libraries had no facilities for their remote users and lacked long-lasting arrangements to overcome the emergency situation and continue education smoothly. So, it can be argued that pandemic pedagogy is a short-term solution with a paucity of methods, resources and strategies and ERT/ERL cannot substitute physical classes. Rather, it may complement future education. Hence, building long-term Learning Management Systems (LMSs) in universities is essential since "social networking platforms like Zoom, Facebook Messenger, WhatsApp, and YouTube have their inadequacies and can never be substituted for LMSs" (Islam et al., 2021, p. 559). Annamalai et al. (2022) propounded that "capitalizing on various tools and resources (i.e., Kahoot, Google Classroom, Zoom, YouTube, WhatsApp) and recognizing the importance of byte size learning, the educators moved forward to the virtual environment and embraced the needs of 21st-century learning skills" (p. 2).

Nonetheless, many educators lacking online teaching experiences were likely to follow the pre-pandemic teacher-centered online teaching approaches rather than student-centered ones. Those with higher self-efficacy were determined to face challenges with an alternate way out and overcame limitations individually. Yet, this solution-finding effort by an individual is just a short-term remedy, while long-term sustainability demands networking and cooperation in gaining new knowledge. Higher education institutions need student-centered,

creative and cooperative pedagogy. In line with this, Arslan et al. (2023) clarified the five important elements of a cooperative pedagogy for online higher education, which is also applicable for face-to-face education system. Table 4 shows the elements of the cooperative pedagogy.

Table 4. Elements of the Cooperative Pedagogy and their Significance

Elements of Cooperative Pedagogy	What They Signify
Societal engagement	Developing communities with a sense of belonging, interaction, and faith among peers and instructors.
Cognitive engagement	Active learning process that incorporates critical thinking, activating metacognition, idea gathering, decision making, acquiring subject knowledge, and expertise sharing.
Behavioral engagement	Adopting positive learning behaviors like enhancing academic skills and multidisciplinary expertise, recognizing prospects and obstacles, improving agency, upholding virtual teaching-learning etiquettes, helping and inspiring peers.
Collective engagement	Developing relationships, networks and collaboration to foster learning such as learning with peers, involving teachers, availing organizational supports, and maintaining networks for professional purposes.
Affective engagement	Dealing with demands, expressing expectations, recognizing impulses, and showing commitment to education.

Source: (Arslan et al., 2023, p. 317)

Aperocho et al. (2023) concluded that the COVID-19 pandemic disturbed traditional learning paradigms as many universities had to reevaluate their methods of instruction and evaluation. Multi-modal synchronous and asynchronous teaching-learning in all academia came into force worldwide for the first time after the COVID-19 pandemic. Chattaraj and Vijayaraghavan (2021) asserted that COVID-19 imposed a sudden disruption on education and forced a transition to technology-enabled learning where a new wave of digitized education transitions the classrooms to home spaces, and later shifts back to the classrooms. This is the 'mobility paradigm' where the traditional teacher as the nucleus of education transforms into a "pedagogical weaver who in the classroom weaves the bits and pieces of knowledge provided by the learners" (Chattaraj & Vijayaraghavan, 2021, p.16). Chattaraj and Vijayaraghavan (2021) also opined that "if the pre-pandemic learning spaces and practices were primarily dominated by corporeal travel, the pandemic-induced learning context and spaces are contingent and uneven with multiple practices of mobility and immobility" (p.20). Therefore, there is no doubt that the legacy of the old teaching-learning is questioned during the COVID-19 emergency.

4.2 Research Participants: Perceptions and Experiences

The research participants of the reviewed articles are mostly university teachers and a few students. From the perspectives of Aziz et al. (2022), they meddled with 'love and hate' conflicts while sharing their perceptions of pandemic-time emergency education. That means, they shared both negative and positive perceptions and experiences and provided some recommendations which are described below:

4.2.1 Negative Perceptions and Experiences

Teachers faced many challenges when on-campus teaching shifted to pure online space and later to hybrid mode. According to Eroglu and Senol (2021), age-old teachers face more challenges in ERT than the new teachers. ERT created inequality and anxiety among them. Brickhouse (2023), in this regard, reported that anxiety and worry were common feelings. Other feelings included not getting much time for preparation, not receiving training, camera shyness, fear of losing the job and the students' inability to identify their expectations. Teachers felt secluded because the human element (interaction between teachers and students while teaching) was limited and many students switched off their cameras during synchronous virtual classes. Chattaraj and Bijayaraghavan (2023) also mentioned social interaction as the key to onsite teaching, but ERT lacks this key. Lim (2021) also articulated that teachers who lacked familiarity with e-learning and were not tech-savvy might face problems in utilizing some devices and virtual applications. In the views of Bhatia and Joseph (2023), teachers resented to comply with the job-related demands during their private time. It affected their health, freedom, and leisure breaks. Making continuous phone calls and text messages to perform job-related responsibilities also kept them under stress. Pressure to respond quickly, long working hours and having no guidelines about office hours exacerbated their psychological and physical distresses. Female teachers complained about having more stress than their male counterparts because of performing the lion's share of the household chores and professional obligations. Brickhouse (2023) noticed a similar situation in community colleges in the USA, where teachers' unexpected working hours increased, resulting in fatigue. These work pressures included online class management, sorting out technical glitches, and solving students' hitches. Teachers' technological, pedagogical, and socio-emotional constraints were a lot more than the benefits they received from the ERT (Ozudogru, 2021). Islam et al. (2021) commented that teachers found students scoring the same in most of the assignments, case studies and quizzes due to "students' excessive use of multiple devices (e.g., mobile phones) to connect with classmates (using Messenger/ WhatsApp groups) during their exams" (p. 573) in both Bangladeshi and Saudi contexts but the teachers failed to monitor because of the lack of required plagiarism checking software. The teachers felt that the free Zoom version, though a short-term rescuer was not an alternative to LMS. Policy directions are also inconsistent and fragmented.

Students were also victims of the negative impacts of ERL. Soroya et al. (2020) explored that ERL created a digital divide since all students

were not able to go online. Aperocho et al. (2023) claimed that the pandemic deteriorated students' behavioral functioning, such as attention, mood, and psychological issues due to isolation, adverse financial/health effects, and anxiety. Eroglu and Senol (2021) discovered that a lack of student impetus, inadequate infrastructure, unsuitable planning, a growing mindset of internet addiction and poor socio-economic conditions made ERL ineffective. In Indonesia, Mardiah (2020) found that most students disliked ERL because they felt "discouraged, unmotivated, and disconnected with remote learning specifically in online classes" (p.89). They preferred face-to-face on-campus learning due to social presence or social-emotional interaction, lacking in online modes. Arslan et al. (2023) detected learner drawbacks like concentration problems, stressfulness, lack of interaction, motivation, and socialization. Islam et al. (2021) showed that the student attendance rate was almost nil in Saudi Arabia. Brickhouse (2023) reported that the students did not receive any training on how to apply technological tools to participate in virtual classes. Tech-illiterate learners became extra burdens for their teachers who had never taught online. Nayman and Bavli (2022) reported that students did not get efficient scaffolding from their teachers as teachers were not with them physically.

4.2.2 Positive Perceptions and Experiences

Mardiah (2020) indicated that ERT benefitted teachers and students by reducing transportation expenses to attend on-campus classes and by giving them opportunities to work from home. E-Teachers in the new form of e-learning pedagogy are considered online facilitators who are experts in virtual interaction and the disciplines they teach. Bhatia and Joseph (2023) also opined that working from home was advantageous for some teachers as they could switch to teaching and home affairs. Aziz et al. (2022) expressed that it was a "once-a-lifetime opportunity to work at home and explore new means of teaching other than traditional face-to-face classes" (p.313). Ulla and Perales (2021) shared that migrating to ERT benefitted the teachers pedagogically as they learnt how to make their lessons suitable, how to deliver the lessons effectively, and how to become creative and resourceful teachers.

Consequently, some teachers felt working "like a new teacher again" (Ozudogru, 2021, p.7). Ozudogru (2021) highlighted that ERT taught many educators about online teaching tools and strategies as part of long-lasting and stable pedagogical aids required for learners' lifelong education. Some instructors showed pedagogic agility (i.e., making quick but meaningful pedagogic decisions) to motivate students to engage in online learning activities to make them autonomous and self-guided lifelong problem-solvers.

In the case of students, Chattaraj and Vijayaraghavan (2021) felt that ERL provided digitality that fostered collaborative peer learning, and easy access to knowledge from online resources, established different learning spaces (physical, online, and hybrid) and engaged learners in self-regulated learning (SRL). It's also claimed that while physical classes are organic, online classes boost freedom, flexibility, and adaptability. Arslan et al. (2023) and Mardiah (2020) stated that students' facilitating experiences are related to effective learning, time efficiency, and learner's access to learning resources. Chattaraj and Vijayaraghavan (2021) reported that the COVID-19 Pandemic gave an exclusive opportunity to develop knowledge-gaining student-based communities "of empathy, compassion, and shared needs of learning, emerging from the context of being in a crisis together" (p.14). Lim (2021) informed that students felt motivated to learn in a tech-based class with authentic films, videos, CDs, and it removed their boredom.

4.2.3 Recommendations

Many fruitful recommendations came up from the research participants (teachers and learners) and based on those, the researchers suggested some regarding teacher development, student welfare, the education system, and future directions. ERT requires multifarious skills, infrastructural settings, strategies, and unique content to be designed and delivered (Soroya et al., 2020). Moreover, forming online ELE policies, assessment and grading guidelines, maximizing online assessment validity, and optimizing work-life harmony is also very important (Ulla & Perales, 2021; Bhatia & Joseph, 2023). Both teachers and students need to form a community of practice (Ulla & Perales, 2021) and an in-house policy amendment cell for evaluating pedagogical strategies has to be established (Bhatia & Joseph, 2023).

Training/technical support should be ensured for service-providing teachers who are also end-users in ELE. A teacher has to offer students opportunities for alternative assessment including more formative assessment techniques (Nayman & Bavli, 2022). Moreover, s/he needs to take care of the students' psychological/physical health in emergency moments, consider their financial situation, treat them with empathy and compassion, and deal with student affairs such as late submissions, and poor attendance leniently (Mardiah, 2020; Ozudogru, 2021; Bhatia & Joseph, 2023; Aperocho et al., 2023). Keeping regular track of students' psychological conditions and building friendly relationships can save students from isolation in a stressful situation (Arslan et al., 2023; Aperocho et al., 2023). Similarly, Nayman and Bavli (2022) found out that teachers need to apply activities like webinars, discussions, TED talks, storytelling, drama performances, games, and poster presentations, and incorporate authentic materials and tools like a web 2.0 tool called Podbean for speaking activities, Padlet for writing , and other web 2.0 tools to support engaging activities for learners. Ozudogru (2021) believes that by adjusting instructional methods and materials, a teacher needs to overcome the pedagogic discomforts to embrace pedagogic competence.

Training is also necessary for the learners to enhance their class engagement (Bhatia & Joseph, 2023). The development of students' affective, cognitive and psychomotor domains through ERL technologies is significant for them to become more competitive and creative in order to survive in the era of globalization (Mardiah, 2020). ERL and distance education enhance self-directed learning skills and learner autonomy (Eroglu & Senol, 2021: Arslan et al., 2023; Aperocho et al., 2023). However, Annamalai et al. (2022) stressed that non-technological factors (subject matter teaching and pedagogical performances) help to engage learners more than technological tools.

Annamalai et al. (2022) mentioned that the COVID-19 crisis had accelerated the projected trends of university ELE through "future directions underscored by digital technology, active-based learning models, and lifelong learning" (p.2). If e-learning can complement

onsite conventional classes with an active, and creative learning environment (Mardiah, 2020); hybrid ELE may be considered as a viable option in the future (Nayman & Bavli, 2022). However, Chattaraj and Vijayaraghavan (2021) state that offline-hybrid education is more advantageous than online-hybrid; hence, only one option of either online or offline (no hybrid) is preferable. Soroya et al. (2020) opined that instead of reinventing the wheel, one of the best practices should be to contextualizing the pedagogy with a blend of viable strategies.

4.3 COVID-Time Emergency: The Real Phenomenon

COVID-19 impacted the whole world and disrupted social, economic and academic situations together with human health. Soroya et al. (2020) mentioned that the world was infected by many emergencies like "disasters, infections, and disease outbreaks mainly known as influenza A (H1N1) (1918), Ebola (1976), Hanta Virus (1993), SARS (2003), MERS (2018) viruses" (p.5). History depicts that management of emergency was exclusively confined in the activities of the law execution and fire agencies, civil and public security organizations who tried to rescue people during a calamity. However, it took a synergistic role since the 1940s and 50s encompassing the rescue mission in many sectors, including health, education and economic sectors, and doctors, teachers and businessmen also have been playing a major role with the rescue teams. In the views of Islam et al. (2021), the infectious COVID-19 caused more casualty than that of SARS and MERS and shook the globe. It paralyzed the global ELE systems and forced them to adopt ERT and ERL (Hodges et al., 2020), that ultimately became a New-normal reality.

COVID-19 brought about a significant decline in teacher's quality of life and imposed burnout related to teaching due to the long work schedule, and the workload stress (Bhatia & Joseph, 2023). As teaching without technology was unthinkable, Aziz et al. (2022) labeled techno-stress as a "disease of the modern era" (p.310) that significantly increased during the pandemic, due to some low motivation, lack of technological competencies, negative beliefs and weak resistance power. Mardiah (2020) and Brickhouse (2023) reported that teachers and students who worried about their safety and health had to turn their homes into classrooms amid the wave of pandemic lockdowns. The traditional lecture-based classes abruptly shifted to the ERT and ERL (Annamalai et al., 2022) which is the unprecedented and unplanned educational experiment ever undertaken. Brickhouse (2023) claimed that most community college instructors in the USA were not trained before the ERT situation and did not have sufficient bandwidth to conduct online classes. Ulla and Perales (2021) found that the pedagogues were allowed to choose their preferable virtual platforms for their online classes due to the lack of any established LMS. Annamalai et al. (2022) found out that educators experienced "forced readiness" (p.5), but they found some useful tools like Kahoot, Google classroom (especially for feedback of the written assignment) and YouTube while they used Webex, Zoom, Teams, Quiziz, Quizlet, and Wooclap for synchronous discussions. Hence, though there were a lot of downsides, Bhatia and Joseph (2023) felt that ERT during the pandemic also provided ample opportunities to develop effective online collaboration, conduct research studies, use AI tools, master communication skills, grow emotional intelligence, and become self-driven. The researchers considered this unprecedented situation as a phenomenon for study.

4.4 The Purpose of the Research Studies

All the reviewed papers applying phenomenology aimed to explore the viewpoints of either the English language teachers (Soroya et al., 2020; Mardiah, 2020; Ulla & Perales, 2021; Oozudogru, 2021; Eroglu & Senol, 2021; Islam et al., 2021; Annamalai et al., 2022; Nayman & Bavli, 2022; Aziz et al., 2022; Bhatia & Joseph, 2023; Arslan et al., 2023; Brickhouse, 2023) or the students (Chattaraj & Vijayaraghavan, 2021; Lim, 2021; Pitogo & Ecle, 2021; Aperocho et al., 2023) who had lived experiences of the COVID-time spatial shifts from physical to online and later hybrid education. However, the focus of investigation was different from one another. For example, Soroya et al. (2020) tried to research and develop a higher education framework for a developing country in tune with a developed nation. Lim (2021) explored how the sudden ERL affected the motivation level of the Japanese second-year university students studying English as a foreign language (EFL). Annamalai et al. (2022) looked into the Malaysian teachers' lived ERT experiences in universities. Aziz et al. (2022) explored the techno-stress of some English language lecturers in Malaysian universities during the pandemic time distance education via the lens of Technological Pedagogical and Content Knowledge (TPACK). Arslan et al. (2023) explored the pre-service teachers' academic teaching practices while Bhatia and Joseph (2023) aimed to analyze the teachers' experiences regarding pre-COVID teaching, sudden switch to ERT, and coping up with the New-normal situation. The research studies got enriched with the ERT/ERL related literature review which "has covered various dimensions, including pedagogy, andragogy, faculty, ethics, technology, support planning, assessment, readiness, management, and institution" (Aziz et al., 2022, p. 309). As per the purpose, they chose phenomenology as their method of data collection and analysis.

4.5 Research Method Applied: Phenomenology

In this study, phenomenology as a qualitative research method is grouped into two major categories – (i) transcendental/classical/descriptive phenomenology and (ii) hermeneutic or interpretive phenomenology. Some articles applied hermeneutic or interpretive phenomenology (Islam et al., 2021; Lim, 2021; Chattaraj & Vijayaraghavan, 2021; Annamalai et al., 2022; Nayman & Bavli, 2022; Bhatia & Joseph, 2023) while a few adopted transcendental phenomenology (Soroya et al., 2020; Mardiah, 2020; Ulla & Perales, 2021) and others (Ozudogru, 2021; Pitogo & Ecle, 2021; Eroglu & Senol, 2021; Aziz et al., 2022; Aperocho et al., 2023; Arslan et al., 2023; Brickhouse, 2023) just mentioned phenomenology without clarifying in detail the type of methodology they chose to find out the respondents' lived experiences. However, all of them applied many of the common techniques of data collection – semi-structured interviews through purposive/convenience/opportunistic/ nonrandom sampling, focus group discussions (FGDs), observation, document analysis, and discourse analysis. Dornyei (2007) specified that nonrandom or convenience sampling is suitable for the respondents with some conditions like topographical proximity, easy accessibility, timely availability, or the volunteering mindset. The

sample has to be information-rich individuals with experiences of the target phenomenon in order to contribute to the researcher's thorough investigation (Creswell, 2013).

Soroya et al. (2020) applied snowball sampling where and first research participant from both research fields (Pakistan and UK) was the lead to other respondents. A few researchers prepared an interview protocol (Aziz et al. 2022; Arslan et al., 2023) or an in-depth interview (IDI) guide (Bhatia & Joseph, 2023) or interview guide questionnaire (Aperocho et al., 2023) which was also verified by experts and piloted to find errors before conducting the actual interview in some cases. It's seen that interviews were taken in multiple modes - online, offline (face to face), telephonically and sometimes through Google form survey questionnaires. The tools used for data collection included interview questionnaire, field notes, documents, analytic and reflective memos, audio and video recorder, camera, email, Google Form, Zoom, Hangout App, WhatsApp group chat, Facebook chat, and Webex video conference. Aziz et al. (2022) think that data collection needs to continue till it reaches the saturation level, providing sufficient responses to the research question(s) for the replication of the research.

Another question arising in mind is the timing of each interview or FGD. Lim (2021) conducted each interview within 20-30 minutes and two FGDs in 30-60 minutes each, while Annamalai et al. (2022) completed each interview within 30 – 45 minutes. However, in case of Nayman and Bavli (2022), an interview lasted for 15-20 minutes and FGD for 90 minutes. Ozudogru (2021) interviewed a participant for 50-60 minutes. Similarly, Aziz et al. (2022) had an interview session of 40-65 minutes while Bhatia and Joseph's (2023) lasted for 1-1.5 hours. Thus, it is understandable that a one-to-one interview may continue from 30 – 90 minutes and an FGD should be a bit longer (1-1.5 hours).

It's a matter of concern how many research participants are required in a phenomenological study. Sandelowski (1995 as cited in Eroglu & Senol, 2021) favored the sample size of six participants at least while Creswell (2013) opined that in IPA the respondents' number may be within three to fifteen. Arroll (2015) suggested if at least three out of four to eight participants share a specific idea, that idea may be classified as a main theme. The researchers of the reviewed articles selected participants ranging from at least three to maximum twenty four. They also mentioned which quality standards they tried to uphold and what types of ethical considerations were taken into account. Table 5 below shows the number of research participants, quality standards and ethical considerations.

Table 5. Number of Research Participants, Quality Standards and Ethical Considerations

Author(s)	No. of Research Participants	Quality Standards	Ethical Considerations
Soroya et al. (2020)	Seven teachers (four Pakistani and three British)/ (six males and one female)	Not mentioned	Not mentioned
Mardiah (2020)	Some lecturers from different institutions (Particular number is not mentioned)	Not mentioned	Not mentioned
Ulla and Perales (2021)	Six participants (2 female and 4 male teachers)	Reliability and validity; Member checking done for accuracy.	Informed Consent, Voluntary Participation, Confidentiality
Ozudogru (2021)	Twenty four pre-service teachers	Consistency (Internal reliability), Verifiability (External reliability), Credibility (Internal validity) and transferability (External validity). Member checking. Coding verification by two experts. For high internal consistency, inter-coder reliability was calculated according to Miles and Huberman's (1994) formula (reliability = agreement/ (agreement + disagreement) x 100), which was found as .89 and .91 between experts and the researcher, and .86 between two experts.	Not mentioned
Eroglu & Senol (2021)	Twelve teachers	(Percentage of consensus = (consensus (55) / consensus+ dissidence (60))*100) expressed by Miles & Huberman (1994) applied for the consensus of the coders for reliability.	Informed consent
Chattaraj & Vijayaraghavan (2021)	Seven participants (six first year undergrad and three first year postgraduate students)	Rigor and commitment, coherence and transparency for validity and reliability. Trustworthiness was promoted through credibility, dependability, transferability, and confirmability. Comprehensive, theoretical and methodological triangulations were adopted for the study.	Ethical approval, Voluntary participation, Anonymity, Confidentiality
Islam et al. (2021)	Three researchers themselves (university teachers)	Trustworthiness, built through upholding credibility, dependability, transferability and generalizability.	Anonymity Confidentiality

Lim (2021)	Four Japanese 2nd year university students	Validity is achieved; Member checking is done.	Approval from the ethics review board; Anonymity
Pitogo & Ecle (2021)	Sixteen participants (Two FGDs, each comprising 8 students (equal representation from both genders)	Validity	Informed consent, Voluntary participation, Privacy and confidentiality
Annamalai et al. (2022)	Twenty lecturers from three universities	Peer briefing, member checking, and referential adequacy for credibility; Dependability; An audit trail for reliability; Transferability; Investigator triangulation was done.	Informed consent, Voluntary participation, Privacy and confidentiality
Nayman & Bavli (2022)	Sixteen EFL teachers	Credibility, transferability, confirmability, consistency for validity and reliability. Member-checking and data triangulation.	Informed consent, Voluntary participation, Any time withdrawal, Privacy and confidentiality
Aziz et al. (2022)	Eleven English language lecturers	To ensure the trustworthiness of the analysis, Cohen Kappa's coefficient statistic was used for inter-rater reliability measurement	Anonymity
Aperocho et al. (2023)	Seven participants (enrolled in session year 2021-2022, 18 years old and above)	A panel of experts checked the accuracy and validity	Informed consent, Anonymity
Bhatia & Joseph (2023)	Seven higher education institute teachers	Not specifically mentioned	Informed consent
Arslan et al. (2023)	Ten pre-service teachers (six female and four male)	Reliability, Validity and Trustworthiness.	Ethical approval, Informed consent, Voluntary participation
Brickhouse (2023)	Fifteen ESL teachers	Validity	Voluntary participation, Freedom of withdrawal, Informed consent, Privacy and safety, Anonymity and confidentiality

Data analysis is the meat and flesh of an empirical research. Mainly data-driven thematic analysis is done either manually or digitally through the use of software like NVivo 12 (Soroya et al., 2020). Soroya et al. (2020) applied three phase process - read the transcript for a thorough comprehension of the data, developed child and parent themes, and merged child themes into parent themes. Islam et al (2021) coded after repeated readings, and classified the narratives following the hermeneutic cycle. In inductive analysis, Pitogo and Ecle (2021) and Aziz et al. (2022) played the 'interpretative bricoleur' role, and constructed the knowledge with suppositions, manifold portrayals, outlooks, and clarifications of the phenomenon within a constructivist–interpretivist paradigm. In case of data explication by Chattaraj and Vijayaraghavan (2021), interview transcripts were (1) repeatedly read, (2) individual notes and comments were combined, (3) dominant patterns helped to form meanings, (4) meanings were categorized into a bunch of themes, and sub-themes, (5) an interconnection among the themes were established, (6) the fundamentals of the phenomenon were described and evaluated, and (7) the meanings and essence were kept. Ulla and Perales (2021) posted interview transcripts to an Excel sheet for doing manual coding based on Charmaz's (2006) grounded theory coding. Lim (2021) followed interpretive phenomenological analysis method.

Ozudogru (2021) completed content analysis following the stages suggested by Creswell (2013): (1) describing narratives of individual experiences with the phenomenon; (2) noting down noteworthy interview statements (data horizonalization) and giving all data equal importance; (3) classifying data as per small units or themes; (4) analyzing what the respondents experienced (textural description); (5) unfolding how their experiences took place (structural description); and (6) assimilating both textural and structural descriptions. Nayman and Bavlı (2022) conducted content analysis and manual data analysis in line with Saldana's (2009) prescriptions. Annamalai et al. (2022) applied further data analysis and then utilized Braun and Clarke's (2006) six steps of thematic analysis to categorize emerging themes – (i) data familiarization, (ii) primary code generation, (iii) theme searching, (iv) theme reviewing, (v) theme naming and defining and, (vi) report generating. Arslan et al. (2023) also applied content analysis. Brickhouse (2023) conducted both interview data analysis and document analysis on Blackboard use and ERL environment of the community college. Giorgi's (2012) four-step data analysis was completed - bracketing, phenomenological reduction, thought-provoking diversification, and synthesizing the experiences.

4.6 Fields of Research: Infrastructural Settings

The United Nations (UN) divided all global states into two key types (developing and developed countries) as per the economic status that includes the gross national product (GNP), gross domestic product (GDP), industrial development, per capita income, living criteria, etc. (tempo.co, 2024). Developing countries have low industrialization and human development index whereas developed countries have

advanced economies and superior technological infrastructure. The reviewed articles conducted research studies in developing (Pakistan, Malaysia, Indonesia, Thailand, Bangladesh, Philippines, and India) and developed contexts (USA, Japan, Saudi Arabia, and Turkey).

First of all, the researchers explored the context of the developing countries. Soroya et al. (2020) reported that only two universities in Pakistan were fully empowered for ERL, but the remaining 122 universities (35 private and 87 public) experienced obstacles to online education adoption. Islam et al. (2021) noted that in Bangladesh, the University Grants Commission (UGC) negated the concept of resuming online classes first. However, the attitude changed soon as the top-notch private universities expressed their interest in conducting ERT. The UGC was worried about two issues - organizational capacities and learners' socio-economic conditions, which were found a bit more fragile in public universities than in private ones. Overall, Bangladesh requires a strong ERL policy and an appropriate execution. Bhatia and Joseph (2023) observed that most (60%) of the Indian countryside higher education institutions had no IT infrastructure. They also highlighted technical difficulties like bandwidth problems, unstable internet connection, and restricted accessibility to an ERT platform (paid version). They documented the helplessness and frustration of a government teacher owing to his organization's lack of monetary investment for the purchase of the elementary ERT setting required for the pedagogical shift.

Although private universities established LMSs, they were only used for uploading course materials and assignments. However, the availability of funds, unlike the public institutes, made switching to online crisis learning (OCL) easier for them. So, we can see the similarities in infrastructural settings among all the public and private higher educational institutes in developing countries where there was a concern for the long-standing digital divide between the students of private universities (mostly coming from affluent families) and those attending public institutes (largely belonging to an under-privileged background). Only private organizations could arrange online assessments that most public universities couldn't, due to the lack of technical know-how, and finances to bear the expenditure for infrastructural settings (Bhatia & Joseph, 2023). Pitogo and Ecle (2021) sounded the same as students from remote localities in Philippines experienced "difficulties in attending synchronous and asynchronous classes/ activities because of scheduled or unexpected power interruptions and internet connectivity problems" (p. 78). Aperocho et al. (2023) depicted a deplorable condition of colleges and universities in Philippines, suffering from revenue losses, job losses and the health hazards associated with the students and their families due to the COVID-19pandemic and added costs to support on-campus and online learning modalities.

On the other hand, Chattaraj and Vijayaraghavan (2021) found out that a southern Indian university used various LMSs. Besides the university-provided platforms, the students used different video conferencing Apps like Google Suites, Microsoft Teams and Cisco WebEx to initiate peer interactions by forming learning communities. Similarly, Mardiah (2020) claimed that Indonesia, though was in panic when COVID-19 cases were announced in early March 2020, had already been applying online learning mode in several colleges with complete facilities. E-learning costs (web servers and technical support) were much lower than those for classroom facilities and instructors' and learners' travel time to attend classroom sessions. Aziz et al. (2022) noticed that the participants in Malaysia showed a great readiness towards ERT "with administrative support through a series of professional development courses and webinars, as well as good accessibility to technical support" (p.315). Chattaraj and Vijayaraghavan (2021) also claimed that institutions positively empowered teachers for ERT by arranging quality improvement programs (QIPs) and faculty development programs (FDPs) and provided autonomy to choose online platforms of their choice.

How was the condition of ELE in the developed countries? Islam et al (2021) noticed that long before the COVID-19, many Saudi Arabian universities had already established cutting-edge virtual LMSs "used as a complementary method of conducting virtual classes and assessments alongside the face-to-face classes" (p. 562). Hence, the Saudi context showed a very deterministic approach during the pandemic. However, technologically affluent Saudi Arabia has to reinforce very fruitful monitoring of ERT/ERL practices. Eroglu and Senol (2021) stated that though most of the universities in Turkey had distance education centers, the infrastructure of these centers could only serve very few students. So, Turkish ERT requires stronger infrastructure, wider access, security, better content, implementation policy, quality service, legislative, and pedagogical innovations. Lim (2021) reports that Japanese education has been "decidedly traditional" (p. 420) and LMS use is not common even at the university level. Many learners, despite being smart users of smartphones, suffered from unreliable Wi-Fi connections and their unfamiliarity with using devices as laptop computers. Brickhouse (2023) explored the context of a community college in the USA where the teachers received training on the Blackboard LMS applications during the transition to online education. Many teachers quickly achieved novel technical know-hows and got accustomed to the newly introduced platforms through ongoing collaboration, professional development, leadership building and co-arranged seminars for teacher-dialogs that strengthened them to collaboratively create class tests, midterm or final exams. A WhatsApp group was opened, and the teachers shared what approaches, devices, and tactics were helpful for ERT/ERL and what failed, as they had the liberty to choose any resources or devices they preferred. It is mentioned that "learning by trial and error was an effective problem-solving method for the participants during the transition to online teaching" (Brickhouse, 2023, p. 205). Ulla and Perales (2021) mentioned that although ERT could be run through social platforms, in absence of an LMS, it could still be taxing for those teachers who lacked online pedagogical skills.

Overall, it can be assumed that the higher education institutes in both developing and developed countries needed better infrastructural facilities during COVID emergency for all the educational stakeholders.

5. Conclusion

This article has depicted the dimensions of the phenomenological approach applied to gather abundant narratives of the research participants' lived experiences of the COVID-time emergency remote teaching and learning (ERTL). To explore the respondents' ELE

experiences of an unprecedented phenomenon like COVID-19, phenomenological study was the most appropriate research method. The reviewed articles selected both developing and developed nations as fields of study and thus, established the qualities of generalizability and transferability of the findings. The overall findings show that ERTL created initial setbacks for all the stakeholders but gradually they tried to overcome the obstacles with different strategies they could resort to. COVID-19 emergency forced technological incorporations in the traditional pedagogical legacy of ELE and transformed the educational infrastructure by adding LMSs and multi-modal education system to ensure uninterrupted teaching-learning in future crisis. Teacher and learner autonomy and collaboration, collaborative pedagogy, problem solving and lifelong learning skills, empathy and compassion-based education to consider the emotional needs, digital literacy for all, uninterrupted power supply and free WiFi or internet, cost minimization of e-learning, showing resilience and agility in crisis, and eradicating digital divide are some of the fruitful realizations during the emergency ELE. The widespread use of ERTL will have long-lasting positive effects on the global education system since the higher education institutes are now more equipped with technological devices, crisis management strategies, updated logistics, developed resources, teachers with pedagogical strengths and smart learners. This article may help the stakeholders of higher education institutes to decide on the pedagogical shifts that need to be considered in any future crisis like this and to build up a protective shield against an emergency situation to continue classes without interruption. However, it is a small scale desk-research that may not cover the wider scenario and the perspectives of the research participants. Hence, more large-scale research will add many new insights for any future educational setting and bring in an innovation in the existing pedagogies of the ELE landscape.

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Authors' contributions

The first author Prof. Md. Ziaul Karim initiated this study as part of his PhD journey. He wrote the introduction and was responsible for the study design and the rough draft preparation of this article. Prof Jai Raj Awasthi was responsible for revising and editing the whole article. Prof. Laxman Gnawali assisted in data collection and analysis. Prof. Md. Kamrul Hasan drafted and formatted the final manuscript. All authors revised and approved the final manuscript as part of a collaborative research activity.

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Obtained.

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No additional data are available.

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