

Building a Language Talent Training Model for English Emergency Response Systems: A Philosophical Methodological Study

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Abstract: Due to the increased frequency of international trade, cooperation and the urgent need for emergency language service professionals to respond the emergencies occurring worldwide, the topic of building an emergency language service. In this paper, we have emphasized the importance of building a talent pool focusing on college foreign language teachers. We selected college English professors from 2500 various colleges by conducting emergency language translation test questionnaires about travel as well as tourism, public health and environmental emergency language for 30 to 50 minutes using SPSS 24.0 for data analysis. Most English instructors can provide emergency language services up to a certain standard, but they lack the necessary training and experience. The lack of focus on emergency languages and the rising demand for emergency language services are the two main causes of the current issues. This report offers some recommendations for the development of a talent pool for an emergency language service and outlines its characteristics.

Keywords: Foreign Language, English, Talent Training

1. INTRODUCTION

Language can be the link between disorder, order, life, loss, in the fields of response to emergencies and catastrophe control. To respond situations of crisis, regardless of whether they are catastrophic events, emergencies in public health, or humanitarian crises, communicating in a variety of linguistic situations is a must (Kamisli & Akinlar, 2023). Therefore, in

modern times, it is vital to have a talent pool for delivering urgent services in languages. Language limitations won't prevent the prompt and effective distribution of aid and support to individuals in this talent pool, which is seen as a dynamic and varied resource (Mohamad et al., 2023). The pool of candidates for urgent language assistance is a vast and adaptable effort that seeks to unite people with various spoken languages as well as backgrounds. It understands that emergencies and catastrophes do not respect national boundaries or language distinctions, yet efficient communication with those impacted, first responders and various other parties is crucial. The people in the talent pool will be the key to facilitating interaction and comprehension during emergencies, whether it is by translating important data, analyzing in high-stress circumstances, or bridging cultural gaps (AKKUŞ & ALTAY, 2023; Keskin et al., 2022; Mohamad et al., 2023).

Building this talent pool demonstrates an innovative approach to disaster response. To guarantee that no neighborhood remains without people in moments of disaster, it will look and hire people with a wide range of linguistic abilities, including lesser-used dialects and languages (Gruber et al., 2023). To make certain that the people in the talent pool are prepared and conversant with the most recent rules for responding to emergencies and language specifics, this effort will place an important focus on education and continuing education for professionals (Can & Silman-Karanfil, 2022). The talent pool's flexibility and scalability are two of its distinctive qualities. The plan will be created to address the requirements of different emergency response groups and agencies, ranging from regional firefighters to global humanitarian groups. It intends to be a useful asset in normal emergency planning and quick reaction circumstances by providing an adaptable and available resource (Allen, 2022). In the field of crisis management, building a workforce for crisis language assistance is a bold and essential task (Corrales & Rey-Paba, 2022). It recognizes the crucial role that language and cultural awareness play an efficient response to emergencies and seeks to develop a pool of knowledgeable people who are prepared to cross linguistic barriers and promote communications in urgent situations. With the overarching goal of saving lives and lessening the effects of catastrophes around the world, this effort demonstrates a dedication to inclusivity, effectiveness and compassion in the face of tragedy (Meskill et al., 2023). When attempting to establish a pool of talent for emergency language services, it is important to cultivate a group of people who are linguistically skilled as well as attentive to other people's

cultures and have empathy (Xu et al., 2022). Understanding the particular customs and sensitivities of the impacted communities during a disaster can have a big impact on how a disaster response goes. Individuals from the talent pool will go through extensive instruction in cultural competency to make sure they can manage the challenges of varied societies. They will be invaluable assets because of their fluency in multiple languages and understanding of other cultures, which will promote cooperation and trust in difficult situations (Huertas-Abril & Haikal, 2023). The purpose of this article is to draw attention to the necessity for creating an emergency language talent pool to meet the growing demands from worldwide trade and global emergencies. The remaining portion of this article is as follows: In Part 2 of this article, we provide the related work. Part 3 discusses the methodology. Part 4 presents the results and discussion. The concluding segment of this article, Part 5, summarizes the key findings and contributions of our research.

2. RELATED WORK

Study (Idoiaga Mondragon et al., 2022) investigated the way Finnish general secondary school pupils perceived teacher evaluation procedures used in emergency remote teaching (ERT) of foreign languages. An online survey was completed by 251 learners in total and quantitative as well as qualitative methodologies were employed to analyze the results. The findings reveal that listening comprehension examinations and evaluations were judged by students to be the best ERT methods, while training diaries, peer evaluations and presentations were thought to be the least effective. There were discrepancies in the way that students perceived their prior course grades. Study (Zain, 2023) proposed that the English foreign language was early childhood education (ECE), which represents one of the subjects in the nation of Indonesia that was digitally provided in the scenario of remote guidance during a crisis. Considering COVID-19's negative consequences on ECE in Indonesia, experiment has been done to analyze English foreign language (EFL) instructors' perceptions of their performance during the pandemic. Study (Jatobá, 2023) examined whether graduate EFL instructors in preservice were impacted by the urgent distance learning strategy throughout the worldwide epidemic of English. The exploration of phenomenology investigated their preparation to begin their career as EFL teachers used the social-cognitive careers theories (SCCT) as the starting point. It looked into the participants' confidence in

their abilities as prospective teachers. It was mentioned how crucial outside assistance was to finish studies and prepared for a profession. Study (Estrella, 2023) was created as a case investigation on university-level English-speaking learners' (ELL) viewpoints over written comments provided by their teacher on their writing projects through the college's online educational structure in emergency remote teaching. Eight pupils from an English preparation class were questioned and the instructor's project journal was used to gather the data. The data that was gathered underwent thematic analysis. The results indicated that the interviews had favorable opinions of the instructor's written comments. They mentioned that the feedback from the teacher had an emotional component, provided them with emotional assistance and enabled them to become proficient in their chosen languages.

English professors at a public institution in Mexico were given access to the investigation through a website in study (Safriyani et al., 2022). It was created based on the concepts of task-based teaching (TBT). The courses on the site were designed to assist instructors who have varying levels of technological proficiency when they use a variety of teaching platforms for emergency remote education (ERE). An open-ended survey was used to get the opinions of sixty-two students about lessons that were created and implemented using Moodle. Study (Ulla & Perales, 2021) examined the way language instructors adjusted and viewed their methods of instruction, such as building relationships and autonomy for learners, throughout emergency remote teaching (ERT) in educational institutions. There were 118 language educators who participated in the internet-based survey most of them were from Europe, but there were a few representing New Zealand, as well as America and the United Kingdom. According to the results, ERT have provided opportunities for teachers to grow and they make recommendations for improving educational programs in light of these outcomes. Study (Nomnian, 2022) investigated whether parents in Indonesia influence their acquisition of English and Arabic as foreign languages. Online surveys were used to gather quantitative data, which SPSS 25 was used to analyze. 42 families of children between the ages of 6 and 18 who were chosen using a procedure for the polls that involves snowball sampling. The findings point to a few parenting techniques used to help their kids acquire the two foreign languages. There were suggestions for teachers and schools on how to maximize involvement from parents in distant languages. Study (Jin et al., 2021) determined the way teachers' perceptions of their duties as educators have an impact on their

autonomous use of technology on the internet during and after COVID-19. The research they conducted shows a complicated link between instructors' instructional concepts and their online teaching practices by following four EFL instructors in a last-minute distance learning setting and a restored face-to-face classroom environment. The investigation was important for the advancement of educational technologies and preparing teachers for distant emergency instruction after the pandemic. Study (Juárez-Díaz & Perales, 2021) examined the changes in young people's usage of the regional minority language of Basque, the foreign language of English and the regional dominant speech of Spanish throughout the emergency education era, as well as any relations that can occurred between these languages. Participants in the experiment included 410 families and 484 instructors. The findings showed that instructional staff saw a noticeable reduction in Basque usage, which was associated with a rise in Spanish usage. The findings were presented as a matter of presumptions about language acquisition and use with regard to the inquiry's setting. Study (Gao & Cui, 2024) developed an in-depth comprehension of the daily lives of EFL students. Educators and learners used an emergency distance learning program in the aftermath of the COVID-19 pandemic through the perspective of the Technological Pedagogical Content Knowledge (TPACK) paradigm.

A questionnaire with open-ended inquiries and a number of deep conversations with students from a large public institution were used to gather the data. The information evaluation technique employed was an analysis of content. Concerns, including a slow connection to the internet, a lack of colleague and pupil contact and inadequate facilities and accessibility because of the digital divide, were found to have an impact on both teachers' and students' drive to learn. Study (TAYŞI & ALAGÖZLÜ, 2023) attempted to conduct an in-depth analysis of Emergency Distance Education (EDE) from a societal viewpoint in the context of Turkish institutions during the epidemic. To accomplish this, the internet pages of state institutions were examined using the 27 criteria that were chosen to describe the level of EDE preparation of each institution. The findings showed that, because of the quick shift, higher education institutions had trouble offered enough instructional and technological support to teachers. Study (Solares-Altamirano, 2023) determined that EFL teachers were comfortable with their knowledge of specific technology utilized for remote instruction, both during COVID-19 and in the years to come. It explored instructional methods and opinions on teaching online during

COVID-19's remote instruction emergency using a mixed-method methodology. Through the use of a web-based poll, 119 individuals were attracted. SPSS version 25 was used for analyses. Non-parametric tests and data gathered through classification were employed. Data-driven thematic analysis was used to examine the qualitative information from the free-of-constraints concern. Study (Mäkipää, 2023) investigated the methods used by 34 English teachers from nine different institutions in Indonesia, Maldives and Malaysia as a way to deal with difficulties that arose during emergency remote teaching and learning. Targeted interviews with groups, personal open-ended replies submitted via Google sheets and whatsapp conversation threads were employed to gather the data. To find the recurring categories and themes, the original transcriptions of the sessions recorded were analyzed using NVIVO software. The research revealed that English teachers who sought assistance from their peers attended educational events, webinars and courses to improve their technology proficiency.

They conducted more effective online tests. Study (Karataş & Tuncer, 2020) attempted to follow the impacts of emergency remote learning brought by COVID-19 on research publications and reports that discuss teaching foreign and second languages. The data show that higher education was the most addressed context in the experiment and a sizable portion of publishing reports was given by professionals, such as schools, government departments and educational nonprofits. The works that were analyzed show that instructors have more opportunities because of ERT than limitations and they imply that educators as well as pupils can turn ERT difficulties into possibilities with enough support from others, schools, or the government, as well as by utilizing acquired digital abilities and technological resources. The immediate remote instruction reactions and emotions of 32 beginning EFL teachers and 26 English-speaking faculty members were analyzed in the study (Tarchi et al., 2022). A semi-directed analysis of content was used to examine the verbal responses obtained from an online survey with open-ended questions. The majority of professors and students expressed dissatisfaction, which was linked to some staff employees' emphasis on lecturing without engagement and with inadequate internet access.

The independence of a few kids helped them get through the very initial of these obstacles. Study (Akbana et al., 2021) investigated the data regarding the benefits and drawbacks of EDE for developing language abilities acquired from 118 initial EFL teachers. Nine topics for benefits

and drawbacks came from the thematic analysis that was employed as the study design. The subject matter and delivery of online courses were the most crucial themes for both groups. The respondents claimed that writing was a necessary ability for schoolwork, tasks and projects, which was given the most attention. The ability to speak was disregarded in online classes and writing took the place of talking as the preferred method of interaction. The findings of the current study support EDE in case an additional wave occurs. Study (Hnatyshena et al., 2023) examined the influence of 662 American college foreign language instructors intending to offer language classes on the internet in post-epidemic situations, as a result of emergency remote language teaching (ERLT) in the first three months of 2020, a mixed methods technique was used.

An online survey and follow-up interviews were used to gather qualitative as well as quantitative information. The findings show that American college-level foreign language teachers were supportive of implementing online language instruction following the ERLT experience, even if many would have chosen hybrid instruction. Purposive convenient sampling was used in the study (Ulla & Perales, 2021) along with a person's virtual inquiry to collect qualitative information. Results showed that while teacher-participants emphasized the absence of student communication, the lack of time for evaluation, suggestions and the absence of focus on students in online instruction, they understood the significance of the teaching profession community of practice (CoP) in traversing the demands and difficulties of online instruction during the global epidemic. The instructors' CoP is expected to play a variety of roles during distance teaching, such as support groups, resources for difficulties related to internet instruction and the educational community. Future research ideas are provided and consequences are considered.

3. METHODOLOGY

The methodology outlined in your description involves data selected from a pool of 2500 college English professors. Participants were provided with individual questionnaires on travel, tourism, public health and environmental emergency topics. Each participant was given a time window of 30 to 50 minutes to complete the questionnaires and the collected data was analyzed using SPSS software. Figure 1 displays the methodological efficiency.

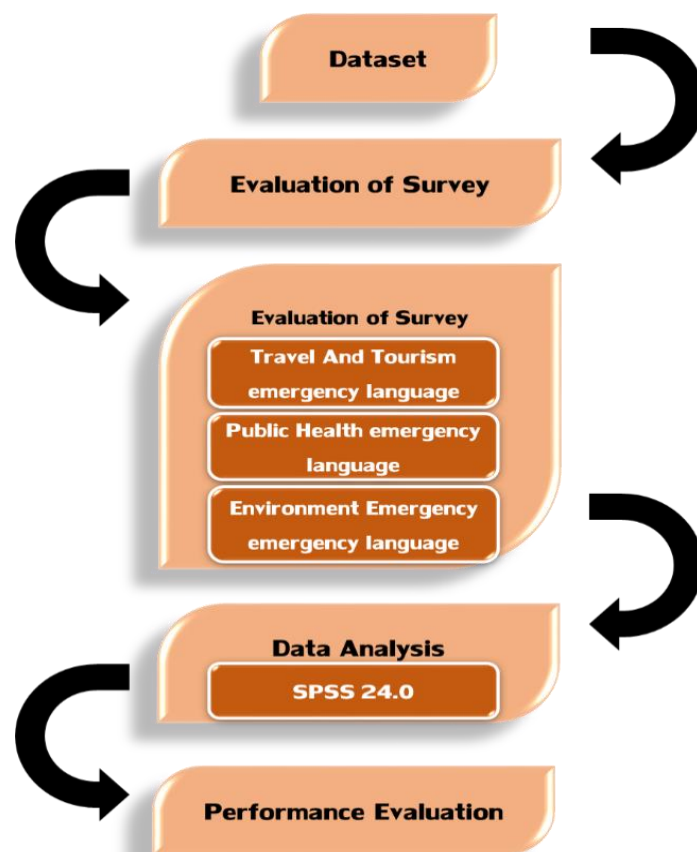


Figure 1: Methodological efficiency

3.1. Data Set

Research conducted a cross-sectional, private survey of college English professors. Between March 2021 and January 2022, data was gathered. If they accepted the invitation, they would be given a description of the investigation and its goals before sent an email containing an electronic version of the questionnaire and requested to fill it out on their own. The survey's anonymity and the fact that the results weren't going to be shared with the respondents' superiors stressed to the participants. It took between 30 and 50 minutes to complete the survey.

3.2. Evolution of Surveys

We created our own survey because there aren't any approved polling tools on the market for this subject. To gauge their familiarity with urgent translation and urgent translation services, we first performed unstructured conversations with a range of college English instructors. We produced a preliminary survey based on these concepts. Three themes emerged: travel and tourism emergency language, public health emergency language and environmental emergency language. A smaller group of college English

professors were asked to test the draft survey and provide feedback on its substance and comprehension. This criticism was taken into account while we created the last survey.

3.3. Procedure

We looked into whether these university English teachers had done any practice exercises or research on emergency language prior to the three subject tests. If they replied, we would look into their chosen study topic, particular practice projects, as well as their development and accomplishments. We polled them to see if they had done any on-site interpreting work. Some academics believe that emergency service professionals and those in the fields of public health, maritime, aviation, public security and diplomacy should be more fluent in a foreign language than a native speaker. They believe that English-speaking medical and maritime professionals should be the primary emergency service professionals. There is logic to this assertion. Foreign language experts can't possibly learn everything in a short amount of time, including expertise in many specialized sectors. For instance, many medical or legal interpretations are performed by interpreters with credentials in these fields, yet these particular fields cannot always have sufficient skills to handle emergency language translation. In contrast to emergency subject knowledge competence, which can be paid by tool ability, multilingual ability to communicate in the field of interpretation, is difficult for one to make up. As a result, multilingual interpersonal skills cannot be enhanced in a brief amount of time. If they respond in the affirmative, we will compile more data on the amount and length of translation actions. The first part is the travel and tourism emergency language investigation. At resilience to disaster in travel and tourism, traveler safety measurements, people's livelihood, tourist well-being vocabulary, specific travel terms and collaborative efforts in emergency response, we tested touristic words that had received a lot of focus first. The second part is the public health emergency language investigation.

The vocabulary used in the text, which focuses on public health emergencies, includes terms for safety and health precautions, legal requirements, intergovernmental collaboration and emergency response tactics. This language covers terms for disease outbreaks, containment techniques, health and safety standards, global cooperation and legal frameworks. We evaluate how laws and rules related to public health emergencies have been translated. The third part is the environmental

emergency language investigation. We assessed the ecosystem words that have garnered a lot of attention at resistance to ecological security protocols, environmental disaster reaction measurements, the livelihoods of individuals, ecosystem preservation vocabulary, specialized environmental conditions and environmental risk identification.

3.4. Data Analysis

First of all, this study determines the state of college English teachers' proficiency with emergency language using the investigation method of quantitative analysis. The count data, test, $P < 0.06$ and statistical significance of the variation was determined using SPSS 24.0 software. For analysis, descriptive statistics were employed. Interquartile ranges (IQRs), which represent medians, were used to summarize continuous variables.

4. RESULT AND DISCUSSION

In this study, we reached out to 2500 college individuals and identified 1950 English professors. Among these 1950 professors, 1600 expressed their willingness to participate in our experiment, resulting in a consent rate of 85% (1050/1600).

4.1. Comparative Knowledge

In total, 17% (160/1050) have engaged in studies and activities pertaining to emergency language. The majority of the responders have experience translating. 80% (890/1050) of the participants have engaged in on-site interpreting activities in Table 1. The duration of the interpretation for individuals with prior interpreting expertise was 45 hours. The statistics show that while English professors in colleges have extensive translating experience, they lack research and practice in providing emergency language services. Table 1 and Figures 2 & 3 show the evaluation of relevant investigation, execution and interpretation expertise.

Table 1: Relevant investigation, execution and interpretation expertise

Variable	P Value
Had Engaged in Study and Application of Emergency Language	
Yes	<0.0001
No	
Had Performed Local Translation Tasks	
No	
Yes	0.1097

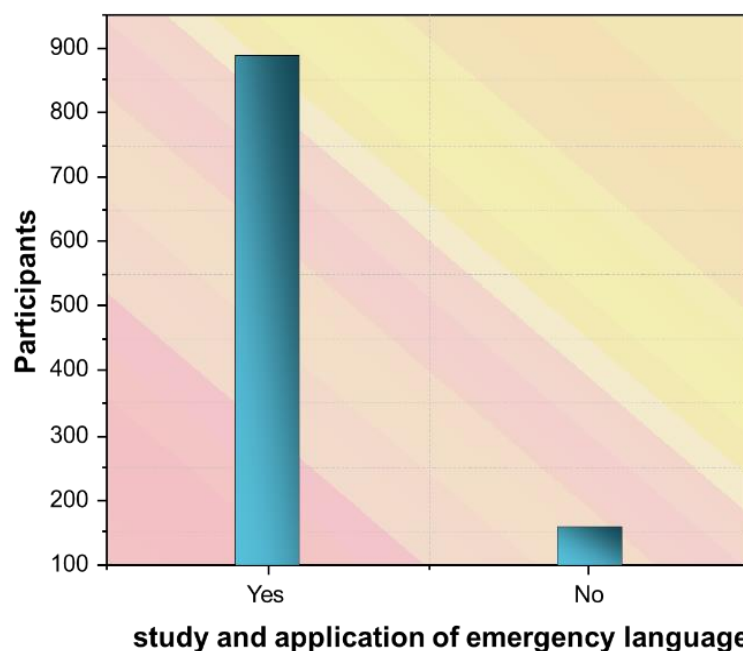


Figure 2: Engaged in study and application of emergency language

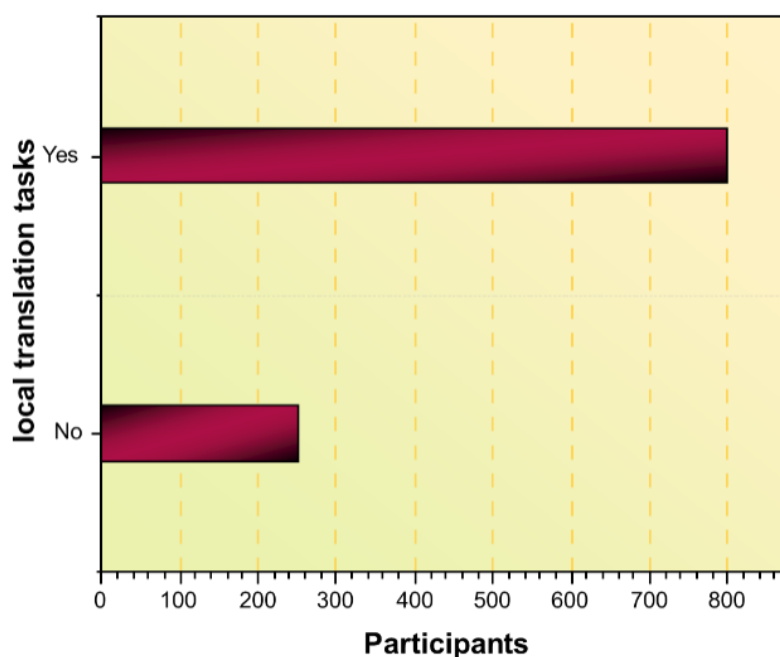


Figure 3: Performed local translation tasks

4.2. Emergency Acquisition of Languages

Participants performed well on the initial section of the test, getting 98% of the responses right. In conclusion, the travel and tourism emergency language test had an accuracy rate of 90%. The survey participants demonstrated a high level of proficiency in the second section on public health emergency language. The overall rate for the 50 questions was 85%. With 71% accuracy, the translation of international health law received a

low score. To further comprehend the respondents' translating quality for the final section of the environmental emergency language, the data revealed that this section's accuracy was 83%. The literal translation was improperly coupled with a free translation in the low-scoring questions, which caused the problem. Table 2 and Figure 4 display the accuracy of three languages.

Table 2: Values of accuracy for three emergency languages

Emergency Language Service	Accuracy (%)
Travel and Tourism	90
Public Health	85
Environmental Emergencies	83

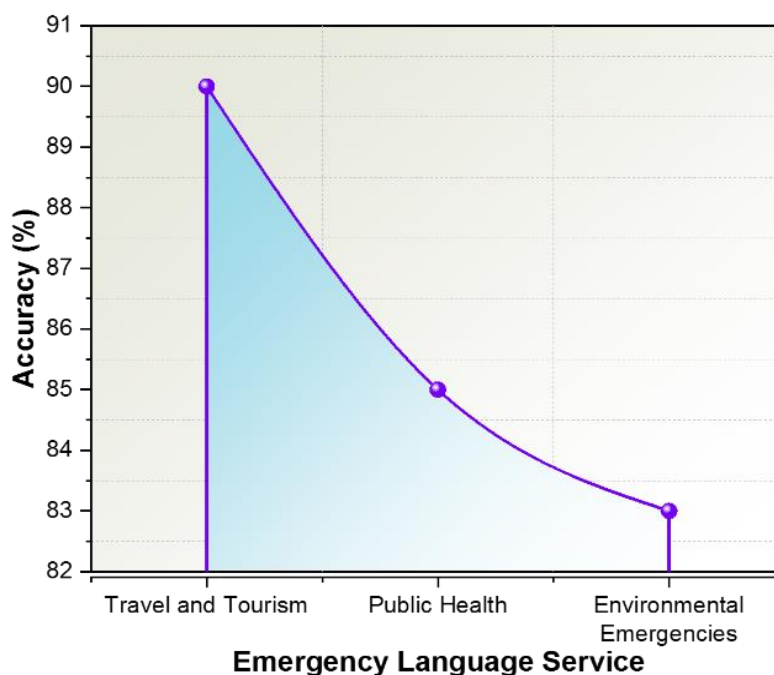


Figure 4: Performance of accuracy level

We calculated the response times for travel as well as tourism, public health and environmental emergency languages. The results indicated that participants took less time to respond to the questionnaires related to travel and tourism emergency language, with response times of 2 minutes, compared to 5 minutes for public health and 7 minutes for environmental emergencies. Table 3 and Figure 5 show the response timing of the three languages.

Table 3: Response time

Emergency Language Service	Response Time (min)
Travel and Tourism	2
Public Health	5
Environmental Emergencies	7

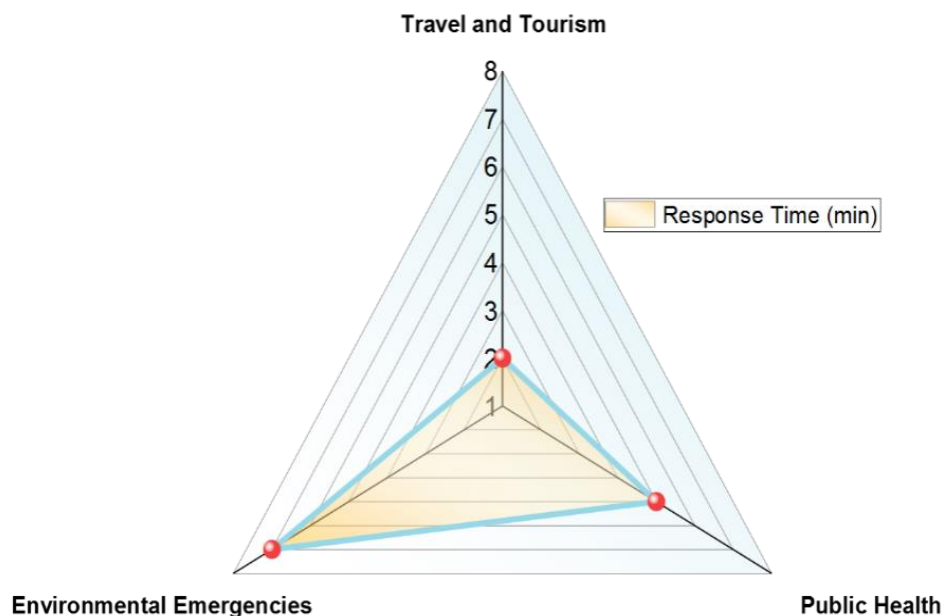


Figure 5: Evaluation of response time

5. CONCLUSION

Creating a pool of multilingual language experts to use in emergency situations is the strategic goal of the emergency language service. In times of crisis, such as natural catastrophes or public health situations, it guarantees a prompt and efficient response to linguistic needs. It entails finding, educating and supporting a varied collection of linguists that can promote communication and assist impacted populations. In this paper, we selected college English professors from a total of 2500 colleges by administering emergency language translation test questionnaires on topics related to travel as well as tourism, public health and environmental emergencies. The tests were completed within a timeframe of 30 to 50 minutes and data analysis was conducted using SPSS 24.0. As a result, we achieved accuracy levels of 90% for travel and tourism, 85% for public health and 83% for environmental emergencies. When comparing, it was evident that the majority of the teachers provided more accurate answers in the field of travel and tourism. The majority of English teachers, to a certain extent, offer emergency language assistance, but most lacked the essential education and expertise. The two primary causes of the problems at the time, according to this assessment, were the lack of emphasis on emergency language and the growing demand for emergency language services. The research concluded by outlining the main features of an emergency language service and making some suggestions for growth as a talent pool. It's possible that the instruction process by itself is insufficient

to evaluate the model's performance in high-stress emergency scenarios in the actual world. To improve the efficacy of emergency language response systems around the world, the future scope of this project can involve extending the training model to encompass a wider variety of dialects and languages.

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