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Synchronous Model in Teaching ESP during Emergency Remote Teaching: A Portrait from Indonesia

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ABSTRACT

Finding out what a group of ESP lecturers thought, felt, and preferred about teaching ESP during Emergency Remote Teaching (ERT) was the goal of the current study. This study used a survey approach with a qualitative design, and it involved 20 ESP lecturers who were chosen through the use of purposive sampling. A twenty-item statement-based online survey was distributed through WhatsApp Group (WAG). Eighteen assertions were found to be valid based on the results of statistical analysis tests conducted using SPSS 26. Reliability tests using Cronbach Alpha demonstrate that r11 > rtable = 0.860 > 0.7, showing that the instrument used in this study had a very good reliability value. ESP lecturers face a great difficulty when using synchronous and asynchronous ESP teaching during ERT—they have to step outside of their comfort zone. Another method for teaching languages is called ESP. It bases every decision and action on the requirements of the students, implying that meeting those needs comes before instruction and learning. Furthermore, it is demonstrated that the implementation of both synchronous and asynchronous ESP instruction during ERT was necessary in order to achieve the students' learning objectives. All parties involved must provide their utmost support and participation in order to create a better learning environment during a crisis and assist students in meeting their learning objectives.

Keywords: Synchronous; Asynchronous; Teaching ESP; Emergency Remote Teaching

INTRODUCTION

As a direct consequence of the progress that has been made in technology over the course of the previous few decades, the field of education has been subjected to a significant transformation. Because of these improvements, students now have the opportunity to pursue academic excellence in virtually any topic that interests them (Shelke, 2018). The emergence of digital technology brings about significant shifts in the educational system. These shifts increase the level of adaptability that is made available to students, which means that in their involvement and implementation, the contribution of students in online learning environments that feature considerable heterogeneity in access to technology becomes the primary focus in terms of meeting academic expectations (Whittle et al., 2020). This is done in response to the shifting environment that educators are currently confronted with. Unlike pre-planned online learning, Emergency Distance Teaching (ERT) is a response to the current situation. ERT provides instantaneous instructional support that can be generated quickly in a crisis without pre-planned resources or infrastructure. Therefore, ERT was developed as a solution to this problem (Hodges, C. Moore, S. Lockee, B. Trust, T. and Bond, 2020).

Distance learning (DL), a form of ERT, allows for education to take place at any time and in any location; it also provides the leeway, in the event of an unexpected circumstance, to establish routine daily schedules for students that incorporate meaningful and creative activities (Burde, D., Kapit, A., Wahl, R. L., Guven, O., & Skarpeteig, 2017). Maintaining learning in the context of global

upheaval, such as the impact of the Covid-19 pandemic, in order to improve the welfare of students has emerged as a major problem for the entire global education community. This challenge is meant to be fulfilled (Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, 2020). The "Synchronous and Asynchronous" learning style emerged as a natural next step as the "Hybrid Pedagogy" educational approach became more and more prevalent (Perveen, 2016). As a result, the solution offered, ERT, may be implemented in either a synchronous or an asynchronous learning model, and can be accessed from any internet-enabled device (Shamir-Inbal & Blau, 2021; Whittle et al., 2020).

In synchronous mode, the educator communicates with the class in real time through some kind of teleconferencing medium (audio or video). During asynchronous learning, educators create course material, place it online, and make it accessible to learners so they can learn when and where it's most convenient for them (Kunin, M.; Julliard, K.; Rodriguez, 2014; Watts, 2016). Educator assignments and assignment completion rates are higher in synchronous mode than in asynchronous mode (Hrastinski, 2010; Öztok, M.; Zingaro, D.; Brett, C.; Hewitt, 2013). Synchronous online learning increases student engagement since students may observe the responses of their peers to various themes (Francescucci, A.; Rohani, 2018) and because they feel closer to the educator and to each other (Paulus & Phipps, 2008; Watts, 2016). However, a stable and fast Internet connection is required for this technique because the timing and design of the lesson are fixed, and the speed of teaching is determined solely by the educator. Asynchronous mode, on the other hand, allows learners to study whenever and wherever they like without being tied to a specific online time. In addition, asynchronous mode has been shown to promote greater immersive participation of learners (Watts, 2016).

Real-time interpersonal communication, use of natural language, and prompt feedback are the three main advantages of synchronous online learning (Blau et al., 2017). Participation in these types of activities can help close the gap between conventional classroom teaching and online learning by giving the latter a more personalized feel. It has been discovered, however, that live chat is often ineffective when it comes to discussing more intricate ideas and deep reflection (Hrastinski, 2010). These three factors are key in how students learn, how well they do, and what kind of work they produce is important. Cognitive achievement, such as making important contributions and stimulating thought, is higher in asynchronous settings (Ogbonna et al., 2019), but learners learn more practically in an asynchronous environment (Garrison, 2011; Hrastinski, 2008; Moorhouse & Kohnke, 2021).
Various studies have compared synchronous versus asynchronous classrooms, with varying results. Researchers have found that students with better cognitive capacities are equally autonomous whether they participate in live or recorded versions of virtual classes (Nieuwoudt, 2020), so that they assume greater responsibility for their education and actively participate in both synchronous and asynchronous learning processes, as found by (Offir et al., 2008a). Cognitive presence in online learning was found to be well correlated with social presence in both modes, as reported by (Lee, 2014). The amount of interaction between students is a direct reflection of how they feel about their social presence. This is crucial because it promotes two-way communication between students and teachers, which in turn sparks more interest and curiosity amongst the former and makes for a more enriching classroom experience for everyone involved. Synchronous learning is commonly related with increased social presence since it allows for faster connections than asynchronous mode.

At the same time, comparable to face-to-face situations, the risks of detached engagement in the classroom (e.g., passively listening to or watching an educator lecture, silently reading peer statements in chat) need to be considered (Smith dan Smith, 2014). According to the findings of an interview study with professionals in the field of online teaching conducted by Rapanta et al. (2020), the use of video conferencing instead of traditional teaching results in reduced interaction fluency, as well as slower interaction and lower attention levels. Another challenge of synchronous learning is the technical infrastructure that must be in place to allow participation in live remote settings in adequate quality in this case internet bandwidth. Xie et al., 2018). This is a challenge as the infrastructure must allow participation in live remote arrangements. Learners may not pay attention in class, and some of

them may stop attending sessions altogether because they have to focus on other things. This is one of the disadvantages of asynchronous mode (Becker et al., 2021; Fabriz et al., 2021).

Educators' and students' resiliency is still being tested almost two years into the COVID19 pandemic, particularly in terms of their linguistic abilities. Despite the difficulties, institutions of higher education and ESL teachers alike have a responsibility to provide students with the language skills they need to succeed in today's global economy. To address the crisis brought on by the COVID-19 pandemic, ESP instructors will need to develop lessons that pay close attention to students' requirements, goals, learning models, activities, resources, and feedback. Teaching ESP is already a challenging endeavour that needs a great deal of time and energy on the part of the lecturer, but the present pandemic situation makes it even more so. When compared to having to make last-minute adjustments to courses offered on campus to make them accessible, developing a distance learning or hybrid course is a far more time-consuming and involved process (Kultsum, U., & Arsadani, 2014). ESP teaching must use specific topics that are relevant to the student's study area occupied (le Cor & Coutherut, 2020). Analysis of student needs is the first step that ESP educators should take as an important consideration when designing new materials and selecting the most effective teaching methods or techniques, especially when choosing the most effective methods or techniques for teaching ESP during learning (Prabandari, C. S., Aji, G. P., & Yulia, 2016).

Teaching ESP, particularly at Nadhlatul Ulama University (UNU) Blitar, is undoubtedly fraught with difficulties, especially in the emergency situation caused by the COVID-19 virus outbreak which requires the education system to shift from face-to-face learning to distance learning. for instructions. For this reason, it is very important to provide references on best practices of the ESP teaching approach so that ESP lecturers can appear very effective during online lessons and assist students in achieving their educational goals. According to several studies that consider the scope and limitations of the pandemic situation, ESP educators have developed and implemented various teaching techniques strategies that are in accordance with the needs and goals of students (Purwanto & Nurhamidah, 2021). These strategies include flipped classroom, problem-based learning, project-based learning, synchronous and asynchronous mixing techniques, and WhatsApp-based learning (Betaubun, 2021; Kusumawati, 2020). According to (Nimasari et al., 2019), salah satu faktor terpenting dalam mencapai tujuan pembelajaran secara efektif adalah pengembangan bahan dan metode pengajaran bahasa Inggris yang cermat dan tepat, serta kegiatan untuk ESP.

In discussing teaching and learning approaches to facilitate communication in synchronous and asynchronous educational environments, the researcher emphasizes the need for student activation, interaction, and involvement as more important for study success than the way the course is delivered. The researchers highlight the need for student activation, interaction, and engagement as more important for successful learning than course delivery when considering teaching and learning approaches that facilitate communication in synchronous and asynchronous educational contexts.

This approach is discussed in the context of synchronous and asynchronous educational environments. The current study analyzes how synchronous and asynchronous teaching and learning arrangements during the Covid-19 pandemic affect student learning experiences. This includes student learning motivation, as well as general satisfaction, learning behavior, and reported learning outcomes. This study uses qualitative research, some of which have been presented in the previous studies mentioned above. This gives rise to originality, which is an urgent need to explore current ESPs in response to the Covid-19 pandemic. Due to this outbreak, all forms of education must now be delivered online through the use of LMS. The previous research on synchronous and asynchronous online learning presented emphasized the potential and challenges of both settings, which led us to take a partially exploratory approach in this study in order to provide an overview of how the synchronous and asynchronous teaching and learning process of ESP lectures during Emergency Remote Teaching (ERT) in UNU Blitar can interact with each other. Furthermore, in the context of ESP teaching, the main discussion is on the material of the General Introductory for ESP.

METHODS

This research is a type of qualitative research regarding the teaching of ESP during the emergency distance learning period due to the COVID-19 outbreak. Therefore, a survey research design was designed to be used in this study. Survey research is usually used for the purpose of characterizing the perspectives, attitudes, preferences, and perceptions of a large population of interest to the researcher (Latief, 2011). Researchers obtain typical data from a broad population and are relatively easy to tabulate and evaluate if they conduct surveys as part of their research. The population of this study were all lecturers at Nahdlatul Ulama University Blitar, Cipta Wacana Christian University, STKIP PGRI Sidoarjo, and Bakti Indonesia University Banyuwangi for the 2021/2022 academic year, totaling 20 ESP lecturers. Respondents are a group of ESP lecturers, and the number of lecturers in this group is 20 lecturers who were selected by purposive sampling technique.

Data collection in this study was carried out systematically which can be used as a guide for this research so as not to deviate from the objectives. The dataset collected is in the form of a questionnaire which is distributed to all lecturers electronically via WhatsApp Group (WAG). After the results of the questionnaires were collected, the researcher conducted a statistical analysis based on the results of these responses. The following is a Likert scale that will be used to calculate each question item:

Table 1

Likert Scale Measurement Criteria

Statement	Scale	Category
Strongly Agree (SA)	4	High
Agree (A)	3	Medium
Disagree (D)	2	Low
Strongly Disagree (SD)	1	

The following is a grid of questionnaire instruments related to positive and negative perceptions of ESP lecturers' perceptions of synchronous and asynchronous teaching during Emergency Remote Teaching (ERT).

Table 2

Questionnaire Grid

Indicator	**No. of Item**	
	Positive	**Negative**
Benefits of synchronous and asynchronous teaching during ERT	1, 2, 4 and 5	3
Implementation of synchronous and asynchronous teaching during ERT	6, 7, and 10	8 and 9
Attitudes and responses to synchronous and asynchronous teaching during ERT	11, 12, 13, 15, 16, 18, and 19	14, 17, and 20

The survey results went through multiple phases of data processing in order to generate reliable results. The SPSS 26 program is used to do the Pearson Product Moment Correlation validity test. Meanwhile, the Cronbach Alpha technique in SPSS 26 was used to conduct the reliability test, which demonstrated the degree to which the measurement results remain constant of validity (rtable > rcount) From the results of the responses to the 20 statement items on the questionnaire, 18 statements were declared valid and 2 statements were declared invalid. Valid statement items consist of 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19 statements. On points no 4, and 20 were invalid. After testing the validity of the results of the questionnaire, the next step is to test the reliability of the instrument. In

this case, the reliability test aims to determine the level or degree of consistency of the instrument used as a research measuring instrument, thus the instrument can be trusted. The instrument reliability test based on the results of the questionnaire responses was carried out using SPSS 26 software and was determined using the model Cronbach Alpha (r11 > rtabel (0.7)) with significance level 5%. The results of the reliability test based on Cronbach Alpha show that r11 > rtable = 0.860 > 0.7. With these results it can be concluded that the instrument used in this study has a very high value or level of reliability (high reliable), meaning that the instrument is feasible and declared good because it has a very high confidence value.

RESULTS AND DISCUSSION

The findings of this study describe the main issues related to teaching English for Specific Purposes (ESP) in various departments in universities (PT) such as Nahdlatul Ulama University Blitar, Cipta Wacana Christian University, STKIP PGRI Sidoarjo, and Bakti Indonesia University Banyuwangi for the academic year 2021/2022 during the COVID-19 outbreak. These issues include lecturers' strategies to optimize synchronous and asynchronous lesson delivery and student participation in ESP classes, as well as overcoming difficulties that participants face when teaching ESP. Survey analysis with SPSS 26 on reliability through Cronbach Alpha shows a value of 0.860. The coefficient shows a value higher than 0.7, which is the threshold that is considered satisfactory. The results of the questionnaire can be presented in the following way:

Table 4

Results of Questionnaire on Potentials Identified by Lecturers at ERL

No.	Statement	SA	A	D	SD
	Benefits of synchronous and asynchronous teaching during ERT				
1	Capacity to modify techniques for this type of instruction	80% (16)	20% (4)	0% (0)	0% (0)
2	Make learning interesting with various activities	70% (14)	30% (6)	0% (0)	0% (0)
3	Difficulty in controlling the class	30% (6)	40% (8)	20% (4)	10% (2)
4	Increase student independence in carrying out tasks	75% (15)	25% (5)	0% (0)	0% (0)
5	Knowledge of ICT	75% (15)	20% (4)	5% (1)	0% (0)
	Implementation of synchronous and asynchronous teaching during ERT				
6	Challenged to get out of comfort zone	75% (15)	25% (5)	0% (0)	0% (0)
7	Engage in discussion forums	70% (14)	30% (6)	0% (0)	0% (0)
8	Less effective	20% (4)	45% (9)	10% (2)	25% (5)
9	Can't motivate students	30% (6)	30% (6)	40% (8)	10% (2)
10	Easy to attract students' attention	75% (15)	25% (5)	0% (0)	0% (0)
	Attitudes and responses to synchronous and asynchronous teaching during ERT				
11	Use of applications that facilitate lecturer-student interactions	70% (14)	15% (3)	15% (3)	0% (0)
12	Student interaction in ESP lecture activities	40% (8)	30% (6)	20% (4)	10% (2)
13	Efficiency in ESP teaching	60% (12)	25% (5)	15% (3)	0% (0)
14	Lack of motivation to work	25% (5)	40% (8)	20% (4)	15% (3)
15	Availability to provide student feedback	65% (13)	30% (6)	5% (1)	0% (0)
16	Easy to communicate with each other	65% (13)	35% (7)	0% (0)	0% (0)
17	Lack of space to work	40%	40%	15%	5%

		(8)	(8)	(3)	(1)
18	Daily learning support	60%	25%	15%	0%
		(12)	(5)	(3)	(0)
19	Better student monitoring	70%	25%	5%	0%
		(14)	(5)	(1)	(0)
20	Technical equipment failure	65%	30%	5%	0%
		(13)	(6)	(1)	(0)

SA: Strongly Agree, A: Agree, D: Disagree, and SD: Strongly Disagree

Due to the need for widespread adoption of emergency distance learning due to the COVID-19 pandemic and the entire academic community has begun to examine the benefits and challenges of this teaching style. Most lecturers believe that distance education has various advantages for both students and educators. Based on the table above, it can be explained that when examined according to the advantages of synchronous and asynchronous teaching during ERT for ESP courses, all respondents agree (100%) that the model can increase the capacity of educators to modify techniques for types of instruction in ESP teaching activities. Another benefit is that in this model, lecturers can make learning in MK ESP interesting with various activities (100% agree with the statement). However, in terms of classroom control, in teaching ESP synchronously and asynchronously during ERT, some lecturers (30%) have difficulty. ESP learning conducted by lecturers using synchronous and asynchronous models, according to the survey results, shows positive things in terms of increasing student independence and of course related to knowledge about ICT both from lecturers and students. From the survey results obtained 100% that the lecturers agree that the model can increase student independence. Very high percentage in terms of ICT knowledge for lecturers and students who show a positive tendency (96%).

The implementation of synchronous and asynchronous ESP teaching during ERT is a very complex challenge for lecturers. Based on the results of the questionnaire that has been analyzed, positive and negative responses are obtained. All respondents (100%) agreed that ESP teaching that was implemented synchronously and asynchronously could provide a foothold for lecturers where they were challenged to get out of their comfort zone in this case the traditional teaching model that was previously carried out. In addition, in terms of the effectiveness and efficiency of ESP teaching activities, it can be said that all respondents (100%) also agree with the statement. However, some lecturers do not agree that synchronous and asynchronous models during ERT can increase student motivation in learning. It is evident that in the statement the respondents agreed (65%) that teaching ESP synchronously and asynchronously during ERT does not motivate students in learning.

In the third part, there are 10 statement items related to attitudes and responses to synchronous and asynchronous teaching during ERT at MK ESP. Most of the respondents stated 'strongly agree' (70%) or about 14 lecturers, 15% (3 lecturers) stated 'agree', and 15% (3 lecturers) stated 'disagree' on the statement 'Use of applications that facilitate lecturer-teacher interaction'. student'. This means that although most respondents agree that teaching is carried out synchronously and asynchronously at MK ESP during ERT, there are still lecturers who state that this model cannot facilitate direct interaction or discussion forums for students and lecturers.

Statements number 12 and 13 have a direct relationship with student interactions in lecture activities and the efficiency of classroom management in teaching ESP which is carried out synchronously and asynchronously. Where, the survey results show a very high level of agreement, 14 lecturers (70%) agree on the interaction point of lecture activities and about 75% (17 lecturers) agree that teaching ESP through synchronous and asynchronous models during ERT is very appropriate to do. Furthermore, a negative response was obtained where most (65%) lecturers stated that the lack of motivation in work was realized when teaching activities during ERT were carried out synchronously and asynchronously. This happens due to lack of space to work (80% agree on the statement) and lack of preparation/failure in technical preparation (95% agree on the statement).

According to the findings of this study, there is a significant lack of student-lecturer interaction that takes place during ESP instruction that takes place during ERT. This finding is supported by the findings of previous researchers who stated that students participating in emergency

distance learning are physically separated from one another, and as a result, it is extremely important to consider and implement instructional strategies that involve students in challenging and problem-solving situations (Bento, 2022). Additionally, several of the educators who were interviewed stated that increased autonomy for students, as well as increased monitoring of students who were engaged in more active learning activities, were crucial.(Ogbonna et al., 2019). These educators believe that students should have daily assistance from their tutors to help them seek intimacy, motivate learners, and challenge students to leave their comfort zones in order to build pedagogies that support communication, interaction between students, and outputs that enhance learning (Hrastinski, 2010; Moorhouse & Kohnke, 2021; Watts, 2016).

In addition, the typical success factors designed for traditional classrooms have influence and are mostly made practical in synchronous sessions. Relationships between students and lecturers are fostered, positive and negative feedback is offered, relationships are highlighted, and social interaction between students is achieved during the meeting. Structures and routines that can be embedded in meetings but are not always present independently in the home environment are also beneficial for students. The findings of this study and other studies suggest that, while computer-based learning programs are carefully designed and can have a significant impact on learning, they require some level of human interaction in person or in an online environment to produce the best results (Alhazbi & Hasan, 2021; Hope, 2014; Perveen, 2016).

Similarly, self-reported student learning improvements in content-related skills and vocational skills were not significantly different. Students who received mostly asynchronous instruction, on the other hand, reported greater gains in autonomous learning and smaller gains in social skills, both of which immediately make sense given that asynchronous settings are characterized by a high degree of autonomy and fewer opportunities for social exchange (Whittle et al., 2020). Learners who experienced mostly synchronous teaching, on the other hand, reported a greater increase in interest in course content than those who experienced mostly asynchronous teaching, implying that content-related exchanges with others supported the evolution of interest for a given topic (Paulus & Phipps, 2008). Furthermore, learners in particularly synchronous contexts reported greater progress in methodological skills. This finding supports the findings (Nguyen, 2015; Schlesselman, 2020), who reported that students preferred synchronous situations.

There are different ways to understand and understand synchronous and asynchronous learning; tools such as threaded discussions, blogs, and instant messages help in the creation of classroom experiences where communication occurs not only between instructors and learners, but also among learners themselves (Blau et al., 2017; Offir et al., 2008b). According to the conclusion of this study, balanced learning is a knowledge exploration process by utilizing digital devices, technology, and instructor-based face-to-face learning, as well as instructor-led learning without face-to-face learning. As a result of the COVID-19 epidemic, balanced learning is the result of synchronous and asynchronous learning. The same applies to the new normal after the COVID-19 pandemic. It is very important to determine whether students are able to enjoy balanced learning (Moorhouse & Kohnke, 2021; Öztok, M.; Zingaro, D.; Brett, C.; Hewitt, 2013).

Pedagogical problems arise as a result of the rapid need for a transition from traditional face-to-face classes to distance learning (Hrastinski, 2008; Moorhouse, 2020). According to the findings, the difficulties faced by lecturers were because they had to adapt their teaching approach to the new media and the level of students' abilities. In mixed learning mode, they need to properly combine synchronous and asynchronous activities. During that time, they are also required to maintain regular personal contact with their students (Blau et al., 2017), promote their learning, and meet their emotional needs. Learners, on the other hand, are challenged by the requirement to define learning objectives, measure progress, choose learning approaches, regulate emotions and behaviour during the learning process, and conduct self-assessments (Johnson, G. M., & Davies, 2014).

English for Specific Purposes (ESP) deals with the creation of English words and activities related to a particular field. This strategy helps a group of learners meet their English language requirements, which often match the demands of the workplace (Nimasari et al., 2019). In this case,

the use of authenticity would be highly recommended (Jendrych, 2013; Wulandari, 2017), as well as the statement that ESP educators must provide effective course designs that match the learner's reasons for learning (Hüttner et al., 2009; Iswati, 2021; le Cor & Coutherut, 2020). Based on these considerations, providing contextual reading texts to ESP students is the right idea to help them learn the real world of their work in their future careers. (Betaubun, 2021). In addition to the findings stated above, other studies have found that flipped learning is suitable for ESP because it has the capacity to combine conceptual abilities and learning behaviors related to language learning themes (Becker et al., 2021; Kusumawati, 2020).

In teaching ESP, lecturers use several online learning platforms to offer courses; five participants stated that they used PowerPoint Presentation, Google Classroom, Google Drive, Google Form, Google Meet, WhatsApp, and Zoom. Study (Purwanto & Nurhamidah, 2021) also reported on the use of various learning platforms to facilitate distance learning. It is advantageous to use more than one learning platform to support ESP content and assignments (Nieuwoudt, 2020; Prabandari, C. S., Aji, G. P., & Yulia, 2016). The use of more than one learning platform may imply that no single digital learning medium is optimal (Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, 2020; Parslow, 2012; Shamir-Inbal & Blau, 2021).

The difficulty in providing feedback during ESP online education, especially to students, confirms previous research conducted by (Wulandari, 2017). Feedback in ESP teaching is useful because it informs students of practical skills and competencies, they still need to improve (Jendrych, 2013; le Cor & Coutherut, 2020). The results reveal that ESP instructors aim to develop engagement through two-way conversation rather than top-down instruction. It can also represent the responsibility of the educator to provide students with a meaningful learning experience, even if it requires extra time (Becker et al., 2021). On the other hand, the shift in teaching mode to online has resulted in an increase in the workload for students, which can jeopardize their well-being. As a result, institutions must regulate ESP distance learning practices in such a way that it is effective and does not burden ESP lecturers and students.

CONCLUSION

When establishing a curriculum for ESP, there are a number of considerations that need to be considered. The pandemic caused by COVID-19 has led to unanticipated shifts and an increased level of resiliency among students, instructors, and stakeholders. The education system that needs to be run in the middle of a crisis demands lecturers, particularly ESP instructors, to provide prompt responses to students' questions. The ESP instructors are expected to be flexible in terms of preparing online lessons, learning from home with the help of web-based instructions, and even teaching synchronously and asynchronously during emergency remote teaching situations (ERT). To begin, all of us who are lecturers need to be familiar with different methods of instruction. In this particular situation, all of the instructional materials will be made available online during and, most likely, after the COVID-19 pandemic. Reading materials, which are currently preferred by students through internet browsing while being supervised and instructed by lecturers, require that we choose subjects that are pertinent to the study program, level of English language proficiency, and level of digital literacy. We must adhere to these guidelines when selecting reading materials. ESP is another method of teaching a language, and it is a method in which all processes depend on the needs of the student. This suggests that it is necessary to consider the student's needs prior to the beginning of the teaching and learning process, especially during the distance learning emergency caused by the COVID-19 pandemic. As a consequence of this, all parties involved need to lend their support and participate to the fullest extent of their capabilities in order to improve the learning environment in the midst of a crisis and better aid students in successfully achieving their educational objectives.

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