Teaching English Listening Online during the Covid-19 Pandemic at a Public University in Indonesia: The Tears and the Tea[1]

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Abstract

Previous studies conducted in traditional classroom contexts have indicated that teaching listening is challenging for many teachers and might be more complicated when it is taught online. Therefore, this qualitative inquiry, using a case study design, aimed at elaborating on two English lecturers' experiences in teaching listening online during the Covid-19 pandemic, that is, the tears and tea at a public university in Indonesia. A questionnaire, a semi-structured interview using the *Zoom* application and online observations were the research tools we applied to gather the data. The findings from the thematic analysis (Braun & Clarke, 2006) revealed that the lecturers mainly experienced the 'tears' of teaching online listening. Those were caused by many problems they encountered while carrying out the online listening instruction. The problems included technical (internet connections, electricity supply, internet cost, environment) and pedagogical aspects (students' characteristics, online assessments, listening pedagogy, and digital literacy). The only 'tea' they had was the flexibility of online teaching. These findings can inform educational institutions that accessibility, pedagogical and digital competencies are critical elements for successful online learning and teaching experiences. The lecturers' experiences may contribute to students' online learning experiences. Finally, this paper ends with a recommendation for the betterment of the online teaching and learning process.

Resumen

Estudios previos realizados en aulas tradicionales han indicado que enseñar comprensión auditiva supone un reto para muchos docentes y podría ser más complejo cuando se imparte en línea. Por lo tanto, esta investigación cualitativa, con un diseño de estudio de caso, tuvo como objetivo profundizar en las experiencias de dos profesores de inglés en la enseñanza de comprensión auditiva en línea durante la pandemia de COVID-19, es decir, las dificultades en una universidad pública de Indonesia. Utilizamos un cuestionario, una entrevista semiestructurada mediante la aplicación *Zoom* y observaciones en línea como herramientas de investigación para recopilar los datos. Los hallazgos del análisis temático (Braun y Clarke, 2006) revelaron que los profesores experimentaron principalmente dificultades al enseñar comprensión auditiva en línea. Estas dificultades se debieron a los numerosos problemas que encontraron al impartir la instrucción. Estos problemas incluían aspectos técnicos (conexión a internet, suministro eléctrico, coste de internet, entorno) y pedagógicos (características de los estudiantes, evaluaciones en línea, pedagogía de la comprensión auditiva y alfabetización digital). La única dificultad que tuvieron fue la flexibilidad de la enseñanza en línea. Estos hallazgos pueden informar a las instituciones educativas sobre la importancia de la accesibilidad y las competencias pedagógicas y digitales para el éxito de las experiencias de aprendizaje y enseñanza en línea. Las experiencias de los profesores pueden contribuir a la experiencia de aprendizaje en línea de los estudiantes. Finalmente, este artículo concluye con una recomendación para mejorar el proceso de enseñanza y aprendizaje en línea.

Introduction

At the end of January 2020, the World Health Organization (WHO) Emergency Committee declared a global health emergency because the spread of the COVID-19 disease had increased drastically in almost all countries (McAleer, 2020; Velavan & Meyer, 2020). Many sectors of life around the globe changed dramatically in response to the widespread Covid-19 pandemic, including educational sectors. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) reported that nationwide closures of educational institutions had been executed by over 100 countries, affecting the education of millions of students as most countries changed their educational policies (Crawford et al., 2020; Ramírez-Hurtado et al., 2021). The teaching and learning process commonly occurring in face-to-face classrooms had to be suspended to prevent the widespread COVID-19 (Bashir et al., 2021; Moorhouse, 2020). As a result, online teaching was conducted. In Indonesia, this was also true. On March 17, 2020, the Minister of Education and Culture of the Republic of Indonesia instructed educational institutions at all levels in Covid-19 affected

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areas to carry out online learning (Ministry of Education and Culture, 2020a). This policy transformed traditional face-to-face classrooms into online classrooms.

Now, even though the the health crisis has subsided, the demand for using online platforms in education in Indonesia has continued (for instance, through blended learning). In fact, the use of technology in education is one of the initiatives that must be implemented soon based on the *Peta Jalan Pendidikan Indonesia 2020-2035 (*Indonesian Education Road Map 2020-2035) issued by the Ministry of Education and Culture (2020b). Moreover, this Education Road Map tells that Indonesians should be encouraged to be more technologically literate. It means that the education sector needs to give opportunities to students as members of society to be familiar with technology by teaching them to use digital tools.

However, teaching online is not easy. The sudden change to platforms for teaching and learning brings many challenges for all parties, specifically teachers as the main players in educational settings (Coombe, 2019). This issue is supported by the World Bank's (2020) claim that education in Indonesia still has many problems. These include teachers' quality, a large geographic diversity, and inadequate teaching and learning facilities among others. The World Bank argued that teacher quality needs improvement even more when they are demanded to teach online. They need to acquire more competencies, not only in the pedagogy of subject matters, but also in digital literacy, as argued by Hampel (2015) that "using digital environments in the language classroom has an impact on how students learn and should also influence our understanding of how we teach" (p. 137).

Moreover, the large geographic diversity in Indonesia, inadequate teaching and learning facilities also have affected the implementation of online education. The geographical conditions also influence internet connectivity. Rural areas commonly experience more challenges than urban areas since internet connectivity in those areas is usually not good.

The challenges might become more complicated when teaching listening online since, even in face-to-face (f2f) teaching, listening has been considered difficult (Aryana & Apsari, 2018; Utomo et al., 2019). For example, Utomo et al. showed that teachers reported that they could not teach listening well because of inadequate facilities and time availability for listening instruction. Besides, Alrawashdeh and Al-Zayed (2017), who investigated English teachers' difficulties while carrying out listening instruction in Iran schools, reported that teachers' difficulties when teaching listening were caused by listening teachers' negative attitude, inconducive learning environment (sound and electricity supply distraction, big class size), inadequate teaching aids and listening facilities, and lack of teachers' competencies regarding listening pedagogy.

Considering issues regarding the situation in the Covid-19 pandemic, online teaching, and teaching listening, we were interested in investigating the tears (problems) and tea (successes) university teachers had when teaching online listening. Understanding online listening teachers' tears and tea can contribute theoretically, practically, and pedagogically. Theoretically, these research findings could become a basis for a theory synthesis regarding teachers' experience when teaching listening online in an English as a foreign language (EFL) context at a university level. Practically, this research serves a reflective practice for the teacher participants in this research. Pedagogically, the research findings might contribute to other teachers and policymakers/educational institutions. The research participants' experience can be used as a lesson for other teachers to see the brightness of online teaching and anticipate the tears they might experience when implementing online listening teaching. It also might be helpful for them to design effective online English listening teaching. Finally, for policymakers/educational institutions, the information from this study would help them determine suitable professional development programs to support teachers in teaching online.

Method

This study employed a qualitative research approach with a case study design. This research design was chosen since this study aimed at examining English lecturers' experiences in teaching listening online during the Covid-19 pandemic. In addition, this study was conducted using multiple research tools to get a depth understanding of the case being investigated. Yin (2018) states that a case study design can be employed by a researcher when the main research questions of the study are the 'how' and 'why' questions, participants' behaviours are not under the control of the researchers, and the focus of the study is on current phenomena.

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Research site and participants

This study was conducted in an English language education program at a public university in Indonesia. The participants were selected using a purposive sampling technique. They were two English lecturers teaching English listening online. Both lecturers used to teach listening offline. Nevertheless, it was their first experience teaching listening fully online. For their academic backgrounds, all participants majored in English education, but the first lecturer, Ms. Ann, was interested more with teaching policy, while the second lecturer, Ms Betty, focused her teaching on grammar. The participants' personal information is not included as we decided it as an ethical issue. Yin (2018) emphasized that the ethical issue must be addressed since it can influence the result of the study. Therefore, we used pseudonyms for the participants' names. When asked to be participants in this study, they were sent an informed consent form to ensure their involvement was confidential and make them feel free to express their experiences.

Data collection

The data were collected using a questionnaire, observations, and a semi-structured interview. The questionnaire was distributed via email to obtain information about the participants' personal and academic backgrounds. Online observations of listening classes were carried out for fourteen meetings during one semester, seven for each lecturer when they were teaching. The observations aimed to find an authentic portrait of the teaching and learning process, including what tears and tea they experienced while carrying out online teaching. The observations were conducted by joining all the lecturers' online platforms (*WhatsApp, Zoom*, and an LMS). Data from the observations via *Zoom* were recorded automatically through the application and transcribed verbatim by one of the researchers. Data from *WhatsApp* and the LMS were saved with screenshots.

The semi-structured interview was conducted via *Zoom* to get information about the participants' opinions about teaching listening online. This application was used because it seemed to be effective for an interview (Gray et al., 2020). The interview protocol was designed based on the Interview Protocol Refinement (IPR) framework proposed by Castillo-Montoya (2016).

Data analysis

All data were analysed qualitatively using a thematic analysis proposed by Braun and Clarke (2006). In this analysis, six stages are used: "familiarising oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report" (pp. 16-23). The first stage, familiarising with the data, was carried out while transcribing the audio data, followed by reading all the written data several times. The audio data were transcribed manually by listening to the recordings several times to check the accuracy of the transcription. After familiarization with the data, the second stage, generating the key ideas, and producing initial codes was done. Different codes were sorted into potential themes, and all related extracts of the coded data were organised into identified themes in a table. In the third stage, the created themes were reviewed and refined. After the expected thematic map of the data was obtained, we did the fourth stage, defining and naming the themes. This means that the 'essence' of each theme and the whole themes were identified and the data that each theme captured was determined. In the fifth stage, the data were analysed in detail to avoid overlapped themes. The last stage was producing the report which presents adequate proof of the themes by showing data extracts that can capture the substance of our arguments regarding the research topic.

Findings and Discussion

The tears (problems)

Data from the interview and observations revealed that both of the participants in this study had negative feelings about teaching listening online. In the interview, both Ms. Ann. and Ms. Betty stated that teaching listening online was stressful.

> *I do feel stressful* [sic]. *Teaching listening online really burdens me because I don't feel that I have served my students well. But I can do nothing. That's the best way we can do in this situation. I think I have prepared about 80% well* [sic] *for teaching online, but the fact was* [sic] *only 40%, or 50%, of the plans could be implemented*. (Ms. Ann, Interview)

> *Yeah, I feel stressed. In online teaching, we sometimes miss activities we used to do in offline learning. Sometimes, I just write them on the whiteboard to emphasise the key points of the lessons, but in online teaching, I cannot do*

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> *that. I cannot write the main points on the whiteboard. Offline learning will be easy. Well, I'm also not satisfied with teaching online because I have limited time.* (Ms. Betty, Interview)

Furthermore, data from the observations showed that, in general, Ms. Ann and Ms. Betty also did not enjoy teaching listening online. Unlike the participants in a study by Manegre & Sabiri (2020), who mostly felt pleasure in teaching online, both participants of this current study felt uncomfortable carrying out online teaching. This feeling contributed to the teachers' teaching experience and affected their beliefs, motivation, and judgement. The negative emotions the participants experienced in this study decreased the use of student-centred approaches to their online teaching. The lecturers were the centre of the class. In other words, they focused more on transmitting knowledge and teaching by concentrating more on the product of listening. This situation is not surprising since a study by Chen (2018) investigating the effect of teachers' emotions on their teaching approaches found that "positive emotions increased the more student-centred approaches to teaching and negative emotions increased Knowledge Transmission by contrast" (p. 12).

The use of a teacher-centred approach, as adopted by both participants, contradicts the principles of online teaching. Tobin et al. (2015) suggest that teachers should adopt a student-centred approach for effective teaching in traditional conventional classrooms and online classes. Students' active engagement should be encouraged. Moreover, Dunlap and Lowenthal (2018) emphasised that online teachers need to have various strategies for supporting students in online learning by establishing interactive interactions between a teacher and students, and students with their peers.

Furthermore, Naylor and Nyanjom (2020), examining teachers' emotions while teaching online, found that the transition to online teaching might lead to teachers' negative feelings. The emergence of negative feelings participants had when teaching listening online is not surprising since teaching listening offline has been considered difficult (Alrawashdeh & Al-Zayed, 2017; Aryana & Hapsari, 2018; Hwaider, 2017; Utomo et al., 2019), it becomes more complicated when teaching online. The complexity of teaching online happens because it does not merely transfer traditional conventional classrooms to the virtual classrooms. It needs comprehensive competencies regarding not only pedagogy but also digital literacy (Baker et al., 2020). In other words, teachers need to adjust their teaching strategies to the nature of online learning and upgrade their digital competencies to carry out online instruction smoothly.

The findings revealed that the problems of online listening instruction experienced by the lecturers were caused by many problems that occurred while teaching listening online. They covered technical and pedagogical aspects, such as the instability of internet connection, electricity supply disturbance, internet cost, environment, students' characteristics, carrying out online listening assessments, and lack of pedagogical and digital competencies. The elaboration of each aspect is below.

The instability of the internet connection and electricity supply

Data from the interview and observations found that the internet connection became one of the major problems for the two participants while carrying out online listening instruction.

> *There are many problems I found during online teaching. Usually, the problems are technical; for example, the internet connection is sometimes unstable and makes students unable to hear the voice.* (Ms. Ann, Interview)

> *Okay, guys. Thank you so much for joining this room for tonight. I am really sorry that I could not teach you well. Maybe many of you were in and out of this Zoom room. So, this is one of the difficulties in online learning. Please just enjoy it, okay.* (Ms. Ann, Observation, 1st meeting)

Meanwhile, the other participant, Ms. Betty, also found that internet connection instability disturbed her online listening teaching. From the observation transcript, it was found that she and her students sometimes experienced problems with the internet connection.

> *Well, students…I will use this windows media player. Does it work? Can you hear this clearly? Hello…oh no, the internet signal is stuck. Okay, you can hear me now, can't you? The internet connection did not run smoothly. It's unstable. It's freezed* [sic]*. Okay, can I start now? Please get ready.* (Ms. Betty, Observation transcript, 6th meeting)

Another problem that sometimes distracted the participants' online listening teaching and learning process was related to electricity. Even though they lived in quite a big city, a steady source of electricity sometimes became a challenge. When teaching online, Ms. Betty's class once stopped suddenly because the electricity was off.

> *Oh, my God. Is the electricity off? I'm inputting your scores. Oh no.* [Zoom ended]

> *Okay, meet you again in the second session of the Zoom meeting. I hope the electricity will not be off again.* (Ms. Betty, Observation transcript, 2nd meeting)

Meanwhile, Ms. Ann once had to dismiss her class soon because her battery ran out.

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> *Okay, well, my battery is running out. Please take a look one more time at the video because I'm sure that you still keep the video to make sure the real job of the woman, okay? I have to say that I'm sorry I have to dismiss our class so later I will share another video for tomorrow's meeting, at eight pm. So, thank you so much for your participation.* (Ms. Ann, Observation transcript, 5th meeting)

A good internet connection and lack of electrical problems are the basic requirements for carrying out online teaching. No matter how well teachers prepare their teaching materials and strategies, if the technology fails, the teaching and learning process will be in jeopardy. Indeed, these two problems are very common issues in many other contexts, mainly in the developing countries (Bashir et al., 2021). In addition, many previous studies also have reported that the instability of internet connection and electricity became the most common difficulties faced by online teachers (Atmojo & Nugroho, 2020; Kunwar et al., 2020; Mishra et al., 2020; Syafryadin et al., 2022).

Internet cost

The research participants realised that teaching listening should include the pre-listening, while-listening, and post-listening activities (Goh & Vandergrift, 2012). Nevertheless, they could not follow these completely. They mostly went directly to the while-listening activities and did not do post-listening.

They stated that following all teaching procedures could not be done because they just used *Zoom* with a limited license (40 minutes) Moreover, they said that the longer they used the internet, the more internet data were required and the more money they would have to spend. The observation data confirmed that they were often hurried in carrying out the online listening class, and sometimes the *Zoom* meetings ended before the lecturers ended the lessons. This finding showed that internet cost was one aspect that hindered the effectiveness of the online teaching and learning process. Affording internet costs are not only a challenge for students, as revealed in studies by Bashir et al. (2021) and Adedoyin and Soykan (2020), but also for the lecturers of this study.

Environment

The widespread Covid-19 pandemic forced lecturers to teach online from home. This condition was not comfortable for one of the participants in this study. Ms. Ann reported that her house did not have a satisfactory environment to carry out online teaching. She has children who often distracted her from teaching.

> *Teaching from home is not conducive. The condition in my house sometimes does not support me to teach online. I have many kids at home. Sometimes they are sick, and sometimes they cry while I am teaching.* (Ms. Ann, Interview)

Data from observations also confirmed her statements. The following extract represents what happened while she was teaching listening online from home.

> *Okay, wait a moment. My daughter is crying. Now, please just watch the video. I will share it again. Wait a moment!* (Observation transcript, 1st meeting)

> *Okay, it's not conducive in here. We should end this meeting now. I will try to share the video again later on…hopefully, it will work. Thank you so much for participating today.* (Observation transcript, 6th meeting)

The extracts showed that Ms. Ann complained about the environment for teaching listening online since it was difficult for her to teach without disturbance from her children. Other studies (Adedoyin & Soykan, 2020; Aguilera-Hermida, 2020; Bao, 2020) also revealed that an improper environment at home could become a challenge to remote teaching. The intrusions could be from humans, pets, and other noises.

Students' characteristics

In the interview, Ms. Ann reported that she had difficulties in encouraging students to be active in the online class. Besides, many of them disobeyed the classroom rules. In the first meeting of the online listening class via *Zoom*, she made an agreement with the students about what they should and should not do during the teaching and learning process. For instance, they had to turn on their camera while having a listening lesson via *Zoom.* However, many of them just turned off their camera even though she had repeatedly reminded them. Hence, she was unsure whether or not the students really followed the lessons.

The observation data confirmed her statements. It was found that most of the students did not turn on their cameras. Moreover, the lecturer had to call on them several times when inviting them to answer questions or give opinions about the listening texts they had listened to. In addition, Ms. Ann stated that the students often made excuses when asked to answer questions or give opinions regarding the listening texts they had just heard and about the reasons why they joined the Zoom meeting late (such as having no internet access, not listen to the lecturer well, running out of internet data, or a problem with the electricity). In the same

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case as Ms. Ann, Ms. Betty also found that her students were passive. She often had to ask the students many times about their understanding of the instructions or wait for a long time for the students' responses to questions she asked. Besides, she felt difficult to control and monitor students' activities in the online listening classroom. These findings are similar to those of several previous studies. For example, Atmojo and Nugroho (2020) and Moorhouse (2020) also found that students, as reported by their teachers as the study participants, were disobedient and reluctant to engage actively in online learning. This evidence was also pointed out by Kebritchi et al. (2017) in which the students' characteristics were one of the main challenges in carrying out the remote teaching.

Carrying out online listening assessments and evaluation

In the interview, the participants reported that assessing and evaluating students' listening ability online was challenging. Ms. Ann said that it was hard for her to detect whether the students were actually doing the assignments or whether or not they really followed her instructions. On the other hand, Ms. Betty emphasised that it was hard to assess and evaluate students' listening ability. In an offline class, she could ask students one by one to come to the front of the class to retell a video they had watched before coming to the class or check students' listening comprehension directly in the class by discussing answers to questions regarding the given listening texts. Nevertheless, for the online listening evaluation, she only depended on the students' answers to the questions about the listening texts they had listened to. To determine students' listening ability, she just counted the number of correct answers.

Issues related to the instability of internet connection and electricity supply, cheating, and lecturers' unpreparedness for online teaching were also reported to be some of the causes of the difficulty of conducting an online listening assessment and evaluation. This is in line with what has been discussed by Hamied and Muslim (2020), that evaluation and assessment were one of the critical issues in online teaching. In addition, Akimov and Malin (2020) asserted that "the online environment has created new demands and emphasis on the development of content appropriate to the medium" (p.1). They emphasised that in addition to validity, reliability and fairness, teachers must involve multiple assessments and consider aspects relating to accessibility, identity security, legality, and academic integrity. To overcome some of the challenges regarding online learning assessments, they suggested teachers use oral examinations designed very carefully. However, according to lecturers in this study, oral examination was not effective. They thought that it took much time to carry it out and spent much more internet data to call their students one by one.

Lack of pedagogical and digital competencies

The observation and interview data revealed that some of the technical and pedagogical problems reported by the participants in the interview were caused by a lack of knowledge about listening pedagogy and digital literacy. When asked about the concept of listening pedagogy in the interview, the two participants did not seem to understand the ideas. They did not know even about different approaches towards teaching listening. What they did was mostly was based on what they had done in listening classes when they were university students. When asked about approaches for teaching listening, Ms. Ann said,

> *Approach… mmm… what is the term for this? Is it Cooperative learning? Maybe it is cooperative learning. We had a discussion, and then…mmm…yeah, that's it. Or am I wrong? What is the term? I think I should read the theory again…ha ha…so sorry.*

Meanwhile, Ms. Betty answered,

> *I only know humanities and a psychological approach. For humanities, we have to make sure that they are also human, that we must respect them. That's a common approach that I know. I don't really know the others.*

Furthermore, data from the observation showed that they were not familiar enough with the online applications they used for teaching listening online. For example, even though they said in the interview that they were familiar with Zoom, their teaching practices did not show it. They did not use many features of that application to engage students' interaction. They only relied on the use of the microphone, video, and screen sharing. Moreover, sometimes it took a lot of time for them to share screens since they were confused about how to integrate the documents and videos on their computer into Zoom.

> *Ms. Ann: Wait a moment. All right, I'll share the screen. Hopefully, you can watch and listen to it clearly. Can you see the video?*
>
> *Students: No, Ma'am.*
>
> *Ms. Ann: No? How come? How to fix it? What about this one? Can you hear?*
>
> *Students: Not yet, Ma'am.*

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Ms. Ann: Well, if I set this off, the computer sound will mmm…what should I do now? [Trying to fix her computer). Can you hear?

Students: Clear, Ma'am. (Observation transcript, 1st meeting)

Furthermore, Ms. Betty also experienced a problem when teaching listening using *Zoom*.

Oh, my goodness. It's very complicated. Should I have a choice? I would prefer teaching this skill offline to online. Using this Zoom is complicated. Can you see this? Is something wrong here? Well, it's trouble again. Oh, no…How should I fix this? I think I have to leave from here, and I have to join from here. There's a problem with this. (Observation transcript, 5th meeting)

In addition, they also seldom used the *ChatBox* and emojis to make the interactions run smoothly and interesting. When asking students to participate in classroom interactions, students were still encouraged to mention their names instead of using the raise hand feature, as can be seen in the following extract.

Ms. Ann: I assume that all of you have watched it. Let's answer this one. Can you see [sharing screen the worksheet and playing the video]*. Okay, let's see dialogue one, name, age, personality. Who can answer questions of dialogue one?*

Student: Dinda, Ma'am.

Ms. Ann: Who? Indah Kirana.

Student: Dinda, Ma'am.

Ms. Ann: Okay. Please, Dinda!

The interview revealed that the lecturers knew the framework of teaching listening, but they did not understand the concept of listening and the different approaches for effective listening instruction. It is not surprising that other studies also reported the same problems (Santos & Graham, 2018; Siegel & Siegel, 2015). For example, listening pedagogy was neglected by teachers as listening was considered a natural skill that could be naturally possessed (Milliner & Dimoski, 2019; Goh & Vandergrift, 2012). Meanwhile, Boettcher and Conrad (2016) emphasised that whatever platforms teachers used for teaching, the pedagogy of subject matters must be mastered well. The failure to master it can lead to many other failures. Eventually, regarding the lecturers' digital illiteracy, our study corroborated the findings of studies by Kunwar et al. (2020), Mishra et al. (2020), and Rasheed et al. (2020). Those studies also reported that integrating online technology in instructional practices was a big challenge for their research participants due to their digital illiteracy and incompetency in applying technology for remote teaching.

The lack of competencies regarding the subject matter and the technology the lecturers had in this study could be understood since data from the questionnaire about their educational background confirmed that their teaching focuses were more on teaching policy and grammar. Moreover, in this case, teaching listening online was their first experience, and they had no training yet in how to teach it online. Comas-Quinn (2011) emphasised that "both the teachers and the institution need to make a great investment in terms of time, effort, and commitment to provide adequate training for teachers and to ensure a high level of competence, pedagogical understanding, and teaching effectiveness" (p. 221). In addition, Vlachopoulos (2020) stated that a pleasant and effective teaching and learning process can not depend only on technology. Systematic teacher training needs to be carried out. Well-designed teacher training has been proven effective in helping teachers create teaching and learning processes (Zou et al., 2021), so that it finally contributes to facilitating students to obtain better learning outcomes (Yang et al., 2018).

The tea (successes)

In spite of the many problems the lecturers encountered while teaching listening online, there was one thing that they enjoyed from doing this activity. They thought that teaching online was positive in terms of its flexibility. In the interview, Ms. Ann said,

On our campus, there was a policy that the courses should end at the end of the year. It means that we had to have more than one meeting a week. Teaching online helped us to cover all meetings because we could teach anytime as long as all agreed on the time. By teaching online, we could add extra meetings in a week, and we even could have a class at night. So, regarding the teaching policy on our campus, it was not problem. It was stressful from pedagogical aspects.

Ms. Ann's statement in the interview was supported by the observation data.

Lecturer: Okay, guys, so I think that's enough for tonight. We will meet again Insyaa Allah (God willing), and we can have the extra class this week or next week…well, we can have it anytime, at noon or at night. That's the advantage of having online learning. (Observation transcript, meeting 3)

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The same as Ms. Ann, Ms. Betty also pointed out that teaching online is good administratively, for example when taking attendance and turning in tasks.

> *For the administration, it's very simple. It's easy to detect students' attendance and manage students' assignments. I mean, I can see when exactly they submit their assignment to the LMS. It's easy to check whether they were late or did not submit their assignment.*

In addition, unlike Ms. Ann, who stated that teaching online from home was not efficient, Ms. Betty said she enjoyed teaching online from home. She said that carrying out online teaching from home was more comfortable since she could do several things while teaching.

> *I think I feel comfortable having a class at home because I can go back, go to do something and can drink or something like that.*

This research finding corroborates what has been expressed by Davis et al. (2019) and Rai and Rajeshwari (2021). They stated that flexibility was one of the advantages that students and teachers had in online education. When there was heavy rain or the teacher was travelling to conferences or other commitments out of the campus, for example, the course is not suspended or postponed. Teachers will undoubtedly require time each week to administrate an online course; however, work on asynchronous courses can be done at any time during the week that is most convenient for the teachers' schedule, and synchronous courses can be carried out according to the most convenient time of teachers and students.

Conclusion

This study explored two lecturers' experiences when teaching listening online during the Covid-19 pandemic. The findings revealed that both participants experienced tears and tea (positive and negative experiences), but the tears dominated. Data from the interview and observations showed that the lecturers' challenges were caused by many technical and pedagogical problems they encountered, such as internet connection instability, electricity shortages, internet cost, inconducive environment, students' characteristics, evaluation of students' listening comprehension, and the lack of digital and pedagogical competency on the part of the teachers.

These findings would be useful for educational institutions who need to consider that accessibility, pedagogical and digital competencies are critical for successful online learning and teaching experiences. The lecturers' experiences contribute to students' learning experiences. The findings imply that educational institutions need to support online teachers by providing adequate facilities and training to upgrade their knowledge regarding listening pedagogy and online teaching.

Finally, the findings of this study cannot be generalised to other university settings since a case study design with limited participants was used. Nevertheless, these findings can shed light on understanding the lecturers' experiences in carrying out online listening teaching and can be used for a reflection on what has happened in online teaching in other settings and for evaluating the design of online teaching that can facilitate successful instruction.

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