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Envisioning Online English Teaching in Indonesia: A Digital Autoethnographic Account

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Abstract

The onset of the global pandemic has become a radical turn of brick-and-mortar schooling to online distance learning. In this respect, continuous dialogue, and evaluation around the issue of online learning should be nurtured, particularly from actual pedagogical practices. Drawing on a digital autoethnographic account of the author, this article explores everyday online English teaching in tertiary education. I collected data using textual, visual, and aural experiences, corroborated by Zoom auto-recorded chats and screenshots as the artefacts of my online learning and teaching activities. The data were analyzed using the Community of Inquiry (CoI) framework that focused on social, cognitive, and teaching presence of online learning. It is found that social presence, mainly caused by unstable internet connections, has been severely impacted, which was detrimental to class interactivity, learning goals, and learning assessment. The autoethnographic account in the current study depicts micro-level pedagogical activities that were then reflected to identify some concerns at meso-(institutional), and macro-level (governmental/national) that need to be addressed. The study implies that collaborative works and assessments of online learning shall be sustained by teachers and pertinent stakeholders. Eventually, the significance of this article lies beyond the explication of everyday disrupted pedagogy, as it echoes wider socio-economic-political realities in Indonesia.

Keywords

online English teaching, distance learning, digital autoethnography, educational technology

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The onset of the global pandemic has become a radical turn of brick-and-mortar schooling to online distance learning. In this respect, continuous dialogue, and evaluation around the issue of online learning should be nurtured, particularly from actual pedagogical practices. Drawing on a digital autoethnographic account of the author, this article explores everyday online English teaching in tertiary education. I collected data using textual, visual, and aural experiences, corroborated by Zoom auto-recorded chats and screenshots as the artefacts of my online learning and teaching activities. The data were analyzed using the Community of Inquiry (CoI) framework that focused on social, cognitive, and teaching presence of online learning. It is found that social presence, mainly caused by unstable internet connections, has been severely impacted, which was detrimental to class interactivity, learning goals, and learning assessment. The autoethnographic account in the current study depicts micro-level pedagogical activities that were then reflected to identify some concerns at meso- (institutional), and macro-level (governmental/national) that need to be addressed. The study implies that collaborative works and assessments of online learning shall be sustained by teachers and pertinent stakeholders. Eventually, the significance of this article lies beyond the explication of everyday disrupted pedagogy, as it echoes wider socio-economic-political realities in Indonesia.

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Introduction

In responding to the pedagogical possibilities affected by the global pandemic, many scholars in the field of education published journal articles and reports that shed light on the early adjustments, including early perceptions of teachers and students (Gao & Zhang, 2020; Rasmitadila et al., 2020), coping strategies of teachers, students and student's parents (Brom et al., 2020; Nasri et al., 2020; Shahzad et al., 2020), and the readiness of educational and technological tools (Quezada et al., 2020). Most of the data within these studies have been collected using surveys, interviews, and literature review methods. The studies have helped all educational stakeholders to give an overview of online or distance learning.

While the contribution of the studies to understand and evaluate online educational practices has been valuable, educational practices are context-dependent, especially when they impinge on local resources such as technology ones (Carrillo & Flores, 2020; Nasri et al., 2020). There should be situated balanced explorations that unfold educational practices from the ground up, as (even) national policies and local practices from different countries regarding online education vary depending on their local technological and human resources. Thus, there should be critical reflections on how our current pedagogical practices have shaped our education and have been shaped by embedded factors.

For English language educators, their teaching that combines linguistic and content focuses, development of skill and knowledge, and pedagogical knowledge and practices, online distance classes has been an upheaval. Physical space has a greater dynamicity of interactions, which is essential in the English classroom compared to that digital space (Cunningham, 2014; Ding, 2021). This means that English language educators encounter some "unique" challenges in teaching within the digital space. The current study aimed to explore this issue of how in this present disrupted pedagogy, a teacher and students in an Indonesian private university navigated their daily pedagogical activities and how they were shaped by such disruption. Further, the study also explores the reflection of daily pedagogical activities related to institutional and national policies and affordances. The findings are thus expected to depict the actualities of everyday online English teaching and envision our future online English pedagogy in Indonesia. Such depiction is important for English teachers and pertinent stakeholders to take necessary reinforcement strategies to enhance the quality of online English learning in Indonesia.

Literature Review

The global pandemic has thrust educational institutions to adjust their teaching and learning activities profoundly. It is thus conceivable that early studies in the field of education are navigated to understand the perception, attitude and coping strategies toward distance online learning (Gao & Zhang, 2020; MacIntyre et al., 2020; Rasmitadila et al., 2020; Shahzad et al., 2020) and how schools and universities adapt with the turn of such learning (for instance, Carrillo & Flores, 2020; Nasri et al., 2020; Quezada et al., 2020). Research conducted by Nasri et al. (2020) reveals that teachers and students in tertiary education in Malaysia could embrace the new normal of education but stronger online teaching and learning efficacy is required. This can be done by strengthening the teachers' Technological Pedagogical Content Knowledge (TPACK) to align the enactment of instructional technology with desirable pedagogical goals (Nasri et al., 2020). Carrillo and Flores (2020), examining online learning literature review from 2000 to 2020, maintain that the sociality of technology integration should be given equal attention alongside professional knowledge. They argue that teachers and students need to engage in collaborative work to increase the social cohesion of learning communities and actively co-produce related knowledge (Carrillo & Flores, 2020).

In the case of Indonesia, few studies have unpacked the readiness of schools, teachers, and students to cope with distance learning. A literature study conducted by Churiyah et al. (2020) reveals that digital learning infrastructure has been promising but students, teachers and parents at home are ill-informed about enacting technology in learning and teaching. Further, a survey study conducted by Rasmitadila et al. (2020) involving 67 primary teachers argues that teachers, parents, and government have to work together to develop effective instructional media and strategies in order to align with the national curriculum. They argue that to adapt to the new normal in education, a modified national curriculum based on refined online teaching strategies from the field must be carried out. The studies suggest that there should be an increased alignment between digital and technology literacies and educational objectives.

In the field of English teaching in Indonesia, most early studies have focused on the perception and the early adjustment of enacting technology through distance learning (Amin & Sundari, 2020; Asmara, 2020; Mardiah, 2020). The studies were mainly conducted using the survey method to yield some technological tools for teaching English. While these studies have helped unpack the initial adjustments of English distance teaching, there is no exploration into how everyday online or distance pedagogical practices are carried out. Understanding teaching practices from teachers' standpoints can create spaces for democratic teaching sensitive to local (technological) affordances. UNICEF (2020) reported that learning from home was constrained

by limited access to affordable internet and appropriate digital devices for most Indonesian students. Hence, inquiries into how this impediment affects teaching performances and what they mean for instructional activities are essential.

While such impediments are prevalent, teachers and other stakeholders should find ways to adapt and improvise quickly; one which is through reflective practice (Bryson & Andres, 2020). Besides the physical-digital infrastructures, inquiries should be equally concentrated on the engagement process between academics and students (Bryson & Andres, 2020). Comprehending different types of engagements in digital learning is helpful to enhance learners' experience through personalized intervention (Dewan et al., 2019). In this respect, tapping into a contextually relevant and personalized approach during learning is valuable. It may be done through teachers' "digital narrative" that unfolds the link between the embedded institutional resources and teachers' personal experiences.

Teachers' voices can have significant impacts on educational institutions' policymaking. Their reflective teaching experiences in new normal condition, which is systematically analyzed and presented as a form of teachers' research, can help teachers "to build bridges across classrooms and schools, to the academy and the larger policy community by opening up understandings of practice" (Rust & Meyers, 2006, p. 69). Nevertheless, the teachers' voices have long been marginalized in policymaking (Good et al., 2017; Gozali et al., 2017). Attempts to include the voices of teachers in policymaking thus should be continuously nurtured. They can be done through teachers' autoethnographic narratives to reveal the complexities in a digital pedagogical space. In other words, teachers' everyday experiences can be utilized to capture broader social realities in institutional and national educational contexts.

Having discussed that, this study is an attempt to investigate the author's teaching practices from the perspective of digital autoethnography. To be more exact, the study addresses the following research questions:

(1) How are English online teaching and learning enacted in everyday pedagogical practices?
(2) How are the pedagogical practices related to the broader social, economic, and political contexts in Indonesia?

Methodology

The current study took place in the English education department of a private university in Makassar, Indonesia. I did not have to get approval from an ethical review board, as ethical clearance should not be proceeded before conducting a social science study in Indonesia (Resosudarmo, 2022). To ensure ethical practice in the current study, I used pseudonyms and blurred the face of my participants.

I was an English lecturer at the university and taught several units such as Speaking, Computer Assisted Language Learning (CALL), and Syntax. The radical shift to fully online learning made me realize that I and all teachers and students need to embrace digital connectivity in the learning process and understand what it means for language learning and how we should adjust our educational practices. I came to the realization that we need to open conversations about "how to theorize personal experiences within this digital world" (Dunn & Myers, 2020, p. 57). Conducting this digital autoethnography study thus has prompted me to "consider and reflect on how we have changed over time with the influx of digital technology" (Dunn & Myers, 2020, p. 57). Hence, I deem that the current study is imperative to reflect my own teaching experiences, interactions, and meaning making, whereby such reflection shall be used to better (my) pedagogical practices.

The university is accredited B by the Ministry of Education. In terms of quality, the university is categorized as mediocre, between A and C categories. It means that the educational facilities at the university, including educational technology, are relatively sufficient but are not as developed as those from grade A universities. Most of the students are from Sulawesi who comes from non-urban regions. The diverse demography of the students in the current study was useful to understand the stability of the internet connection where the students reside. It also helped me grasp the effect of their socioeconomic backgrounds on online teaching and learning activities.

Drawing on the digital autoethnography method, the current study focused on "interactivity and digital embodiment" (Atay, 2020, p. 272) of my everyday teaching practices that had to undergo a 'radical' shift since the outbreak the Covid-19. Digital autoethnography is "an autoethnographic as well as narrative-based (textual, visual, and aural) digital method to study "the self" (both physical and digital) as well as our digital experiences within our cyberculture and this heavily digitalized media ecology" (Atay, 2020, p. 272). Thus, this method can cater to the convergences in teaching since the onset of the pandemic as they require a more durable and contextual method to self-assess our current practices within dynamic digital spaces.

My various mediated experiences supported by the artifacts were an attempt to provide evidence of verisimilitude, plausibility, and trustworthiness to maintain credibility in an autoethnographic study (Le Roux, 2017). They helped me circumvent relying exclusively on my personal experiences which might be considered too self-indulgent, narcissistic, and individualized in the autoethnographic study (Sparkes, 2000) as the artefacts from the digital space corroborated my reflective experiences. In a broader qualitative tradition, this is pertinent to the validity of the research—reflecting the alignment between my methodology and the goal of the study to seek the everyday experiences in a digital space and the reliability—proving the consistency of my narratives with the provided artifacts. Furthermore, my analysis of educational policies and theories germane to the emerging themes within my digital observation has helped offer analytical generalizability because my analysis countenanced "how much the narrative expresses reality" (Richardson, 2000, p. 254). For instance, some studies reported unequal access to internet connection and poor internet connection during digital learning (Agung et al., 2020; Katz et al., 2021; Lai & Widmar, 2021). The digital autoethnographic investigation enabled me to clarify such studies and, concomitantly, through my digital lived experiences, to get an in-depth understanding of how the problems emerge in real-life contexts and what they mean for the instructional process.

In collecting the data, I mainly employed my textual, visual, and aural experiences, coupled with some artefacts. The artefacts were Zoom auto-recorded chats from my students and screenshots of my online teaching activity. The artefacts functioned to represent students' digitalized experiences when learning and concomitantly as a reflective tool for me to study my embedded relation to my students and my digital spaces. I self-observed teaching six classes with a total duration of four months. The units that I taught cover both language and content focus in language learning. They consisted of one class for Speaking for Intermediate Learners course, two classes for ICT in Language Teaching course, one class for Sociolinguistics course, one class for Computer-Assisted Language Learning (CALL) course, and one class for Syntax course. The variety of courses has helped me to understand the challenges of teaching both linguistic and content subjects. The last, the students' names in the current study are pseudonyms, and some figures revealing the students' identities were blurred.

To understand the everyday enactment of online pedagogical practices, the Community of Inquiry (CoI) framework (Garrison & Arbaugh, 2007) was employed. In this respect, my educational experiences were navigated to understand three critical elements: social presence, cognitive presence, and teaching presence. Social presence is pertinent to communication,

group cohesion and affective expression that can encourage collaboration, risk-free expression, and emoticons (Garrison & Arbaugh, 2007). The cognitive presence, claimed to be the most challenging to research and develop in the online course, explores the participants' exploration, integration and application of lessons or learning materials (Garrison & Arbaugh, 2007). Finally, the teaching presence is "the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (Garrison & Arbaugh, p. 163). The teaching presence is important to navigate the social and cognitive presence towards intended learning outcomes. These three parameters of CoI could provide a comprehensive understanding of the complexity of digital teaching and learning.

My digital autoethnographic accounts offer a "uniquely deep and rich experience of my teaching, which, when analyzed, have social relevance and utility" (Wall, 2016, p. 7). As my teaching practices are shaped by broader institutional and national policies as well as educational infra and suprastructures, my online learning, indeed, should be viewed from wider socio-political realities. Hence, understanding the larger social events or the macro-level, i.e., governmental support for digital education, and the meso-level—social phenomena that link governmental supports and everyday teaching practice or micro-level—is needed. Therefore, the analysis of my micro-level online English teaching was directed to comprehend the meso- and macro-level realities.

My Digital Autoethnographic Reflection

My digital autoethnographic accounts critically explore how teaching and learning English at the tertiary level have shaped and been shaped by online learning. Framed through CoI framework, the following discussion is explicated through the lens of social, cognitive, and teaching presence. Moreover, as such presences (micro-level practices) are linked to broader social and political realities in Indonesia, the meso- and macro-level are further analyzed and discussed.

Social Presence

Unstable Internet Connection and Continuous Interruption

In response to the need for internet data that further burdens students and teachers, the government decided to provide an internet quota, so that teachers and students have equal opportunities for distance learning. Students and teachers received 50 gigabytes of internet data every semester, and this government initiative was applauded as it reduced the cost of online learning. While mitigating the cost of online learning has been helpful, a detrimental internet access drawback remained unresolved. I found that many students in my online class suffered from a bad internet connection, particularly those who were in rural areas. The following students' Zoom chat excerpts represent some students' and teachers' experiences when having a poor connection:

[16:09:42, 15/10/2020] From Dolli: *maaf sir jaringan saya kurang bagus* 🙏[I am sorry sir the connection is unstable 🙏]

[16:24:06, 23/11/2020] From Rifodah to Author (Direct Message): I am sorry sir, my network is getting bad.

[10:14:18, 04/12/2020] From Endong: *Mohon maaf Sir. Kadang kurang jelas suarata dan putus-putus*. [I am sorry Sir. Your voice is not clear and breaking]

Unstable and unequal distribution of internet connection had posed significant pitfalls when teaching. Most of the time, my students were in and out from the Zoom meeting due to the weak network signal. It is well known that the vast demographic area is the biggest challenge for technological infrastructure distribution in Indonesia. Many of my students are from rural areas and they suffered from poor internet connection due to deficient internet infrastructure.

There were some implications for this. The students and I could not focus on teaching because they constantly went in and out of the online meeting room. My students often inform me that I needed to readmit their friends because they left the meeting as they were experiencing a bad internet connection. This was extremely distracting for me since I needed to admit them whenever they were entering the Zoom meeting, resulting in continuous interruption. Also, to ensure that everyone attended or did not leave the class, I could not avoid checking the number of participants. Moreover, it inhibited interactive learning. On many occasions, the communication with my students was stopped because I could not hear the students' voices clearly or they suddenly left the meeting. This also means a longer time was needed to wait for them to reattend the meeting. These technical issues caused delays in achieving target learning.

Class Interactivity and Disembodied Presence

Engagement in learning language involves multimodal social cues (i.e., gaze, raised hand, etc.). These bodily expressions are important to achieve the goal of interaction in communication (Cunningham, 2014). In online learning, these cues are confined within the digital space that limits their implementation. Students and teachers can only see mostly their faces on the screens (and this only happens when all of them turn their webcam on). This was the reason why I instructed my students to display their faces because I needed their 'actual' presence when delivering the lesson. For me, a simple nod from a student has a significant impact on measuring the (in)effectiveness of the content delivery, despite being physically apart. Their nodding allows me to reflect on my practices in terms of being more aware of how to pause, engage better and simplify complex ideas. On another note, I felt more respected when my students showed themselves and were attentive during teaching. Unfortunately, keeping the webcam on all the time was impossible due to poor internet connection or unforeseen events such as severe weather. Many times, my students asked permission to turn off the webcam in order to be able to speak clearly. Therefore, students deciding to turn off the webcam was inevitable:

> [16:15:40, 19/10/2020] From Amorah: Sorry sir. *Disini hujan deras jadi putus putus suara ta sir, jadi saya matikan kameranya.* [Sorry sir. It is heavy rain now, your voice is breaking, so I turned off the webcam]

The interruption of class interaction due to the connection also occurred whenever I wanted to clarify the students' understanding or practice their speaking. In the speaking class, quite often my students could not respond properly when I asked them to speak. Consequently, most of my questions were directed to those who could speak clearly or in other words, to those who had a good internet connection. This means that I could not afford students' equal participation and fairly "assess" their knowledge and learning gains. Thus, in the speaking class, doing formative assessments were not durable. My experiences assert previous studies arguing that digital learning environment cannot optimally assess students' overall ability (Guangul et al., 2020; Kearns, 2012).

Distraction owing to unconducive learning environment was another pitfall in online learning that disrupted the online classroom interactions. Teachers and students need to realize that either online or placed-based education should be treated equally. They will afford the best learning environment with minimum distractions:

> [10:59:52, 09/10/2020] From Endong : *Mohon maaf sir banyak body language karena kujaga ki keponakanku.*🙏 [I am sorry sir for unnecessary body language because I am looking after my nephew.🙏]
>
> [10:49:55, 13/11/2020] From Rifko: *sorry sir... ponakan ku menangis, sy ambil dulu sebentar* 🙏 [sorry sir... my nephew is crying, I am taking him now]

The zoom chat above demonstrates that online learning for some people was considered as "less official" compared to that placed-based class. In another case, I found some students were riding in a car while attending my classes. Teachers and students need to agree that online learning should be conducted without doing another activity simultaneously.

Facial Expressions and the Maintenance of Moral Conduct

Facial expressions are regarded as the most commonly used non-verbal communication means in virtual classes (Sathik & Jonathan, 2013). They further argue that the expressions hold a crucial role in understanding emotion and comprehension of the students. Hence, teachers need to be more sensible in reading students' facial expressions and the other way around. As I discussed earlier, a nodding from my students could tell me whether or not my explanation was comprehensible. The same goes for the facial expressions as they gave me hints to the students' emotions and whether my lecture was easy to digest. Online learning allowed me to look closer to these aspects. In this regard, both teachers and students need to sensitize themselves. It has been maintained that online or virtual learning can be more distracting compared than face-to-face learning (Hollis & Was, 2016). That said, it is impossible and inadvisable to completely neglect human emotion as teaching is a relational activity that also encompasses affective domains. Therefore, teachers and students should exert their effort to concentrate on the lecture or teaching and learning interactions in order to minimize distractions from facial expressions.

Alongside the facial expressions, another aspect that holds a crucial role is students' behaviour. Distance online learning environment is different from schools or universities with a set of rules that need to comply. Certainly, we cannot expect to implement every school or university rule. That being said, teachers and students need to contextualize rules that fit in with their situated practices. In the first meeting in one of my classes, I caught a male student was smoking. I was really aggravated and asked him to leave my online class.

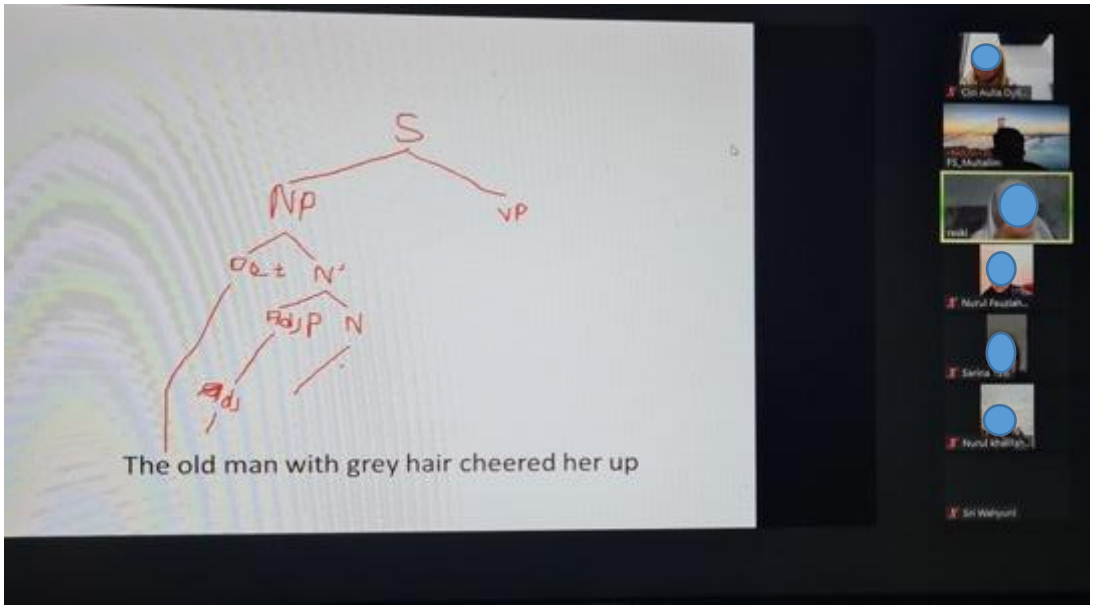
Based on the institutional norm at the university and, I believe, even our common-sense judgment, are likely to agree that the student was being disrespectful. In Indonesia, maintaining good morality and prosocial norms in education is obligatory since the Indonesian education system has emphasized the development of moral or character education (Muhalim, 2014). Teachers and students need to reach an agreement on which rules—Including classroom behaviour regulations, are required to be appropriated and neglected when online learning is being held.

Cognitive Presence

Limited Technology Resources

In regular classroom activities, most of the teaching and learning are conducted relying on a whiteboard, markers, and physical books. However, the current pandemic situation has pushed us to utilize more sophisticated technology tools. It is unfortunate that the demands of using various technology tools were not usually affordable for many of my students. While students might enjoy adequate technology at their university, it was not the case when they were studying at home.

Figure 1
An Illustration of a Tree Diagram Presentation in Online Syntax Class



Once I asked them whether they were using a personal computer or mobile phone and it turned out that most of them were using their phones. This created further complexities as some teaching activities required the use of a personal computer. Illustrative of this, in my Syntax class, I asked my students to work in a group to draw the tree diagrams of given sentences. The tree diagram is a hierarchical diagram that dissects the language structure.

In drawing such diagram, I used PowerPoint application and demonstrated how to dissect and analyse the sentences. Also, it needed to be presented using a personal computer as the presentation required a big screen. After dividing the group into three, I asked them whether every group had at least one personal computer and it turned out that only two of them had it from the total students. The only way to solve the problem was to divide the group into two and reallocate the sentence items they needed to analyse. This shows that limited technology resources can inhibit the learning process.

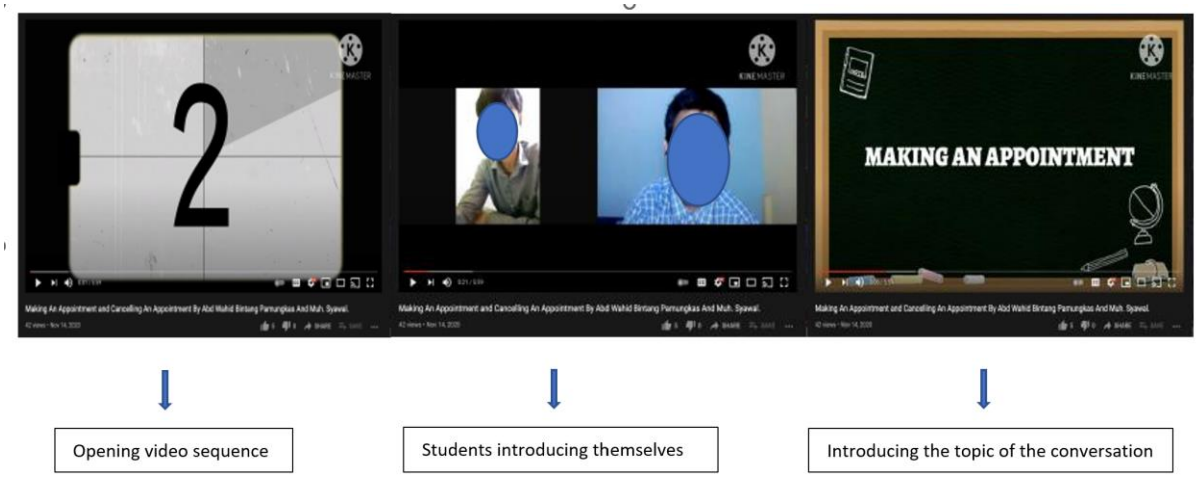
Not all activities can be done by merely relying on smartphones. Nonetheless, we cannot do much with these inadequate technology devices as it is related to the socioeconomic background of the students. In this regards, teachers and students need to be creative in managing classroom activities and selecting educational materials with their available resources.

Asynchronous Learning and Technology and Digital Exploration

Indeed, online learning has pushed the students to employ educational technology tools and applications more often. Despite limited technological resources, it was evident that the students tried to explore various educational and non-educational applications, particularly during asynchronous learning. For instance, in the CALL class, I asked my students to write collaboratively using Wikipedia. When asking about the writing process, some students said they used Grammarly software to edit their work. Many students admitted that they just heard about the application and were interested using the application when writing.

Another example of technology exploration was in my Speaking course class. In the speaking class, I asked my students to create a YouTube channel as a medium to submit their speaking tasks. Intriguingly, many students did not simply make and upload their videos, but they also created visually compelling videos.

Figure 2
An Illustration of Students' Technology Exploration in Online Speaking Class



shown in the figure, the students created their video presentation by adding few visual transitions. Several groups of students also did similar explorations in their video presentations. This means that online learning could encourage technology and digital explorations. In terms of their speaking performances, asynchronous teaching and learning provided more opportunity for them to control their grammatical accuracy and fluency as they had more time to prepare and retake the videos. This exemplifies that asynchronous English teaching could develop students' speaking skills and their technology skills. But it heavily relies on the students' initiative. Hence, teachers need to balance the composition of synchronous and asynchronous to allow more opportunities for students to learn and explore content subjects and various applications/ technology.

Teaching Presence

Personal Inadequacies and Institutional Practices

I was not familiar with online/distance teaching until the outbreak of the pandemic. My early biggest ordeal was designing a lesson plan that emphasizes student-oriented teaching activities, particularly synchronous ones. For instance, it was challenging for me to design real-time interactive speaking activities in my speaking class. In synchronous teaching, expecting

the students to engage in discussions or conversations actively are not tenable as they were geographically separated. My unfamiliarity with digital learning environment has been the main cause of my perplexity in designing effective and interactive teaching. As an "inexperienced teacher" in instructional/educational technology, I was ill-informed about the state of the art of the research in this area. I started reading about the pertinent research when my department for the first time assigned me to teach CALL (computer-assisted language learning) and ICT in Language Teaching courses.

The lack of institutional support for distance pedagogical activities was another downside. The learning management system (LMS) is called *Sistem Pembelajaran Daring* (SPADA) or Online Learning System at the university where I teach. However, the platform is limited to subject enrolment purposes. It does not enable teachers and students to access all information in one place, i.e., as a source for lesson materials, assignments, etc. It has been proven that the incorporation of LMS in higher education can motivate students to achieve the study goals and prepare them to be flexible learners in the future (Raza et al., 2020). It also can reduce the administrative hassles for teaching and administrative staff and students. In Indonesia, some of its higher education institutions, especially established ones, have long adopted LMS integration in their teaching learning. Nevertheless, perhaps the number of universities or higher education institutions in Indonesia that do not fully deploy LMS outnumbers those that maximize its potency. In the current situation, and even post-pandemic, the online turn of teaching will require an integrated virtual system such as LMS to leverage the quality of the online class. Thus, it will be beneficial for other institutions if they fully implement LMS.

There was a dearth of collegial discussion among English teachers at my university to respond to the changes. This may be imprudent because more frequent coordination among the lecturers is imperative to adjust to the radical changes. Lecturers who have long adopted blended learning as "more knowledgeable others" should be more active in helping those inexperienced lecturers implement educational technology. Educational institutions should be more responsive and build a community of practice (CoP; Lave & Wenger, 1991) to reflect, evaluate and enhance the current online learning practices and technology implementations where they are situated. Enacting CoP can link teachers with others who have similar practices and provide some shared repository of information resources (Hoadley, 2012). Institutions should facilitate the discussion as they need to evaluate their current technological infrastructures and the teaching staff's technological pedagogical content knowledge (TPACK). For the latter, the institutions are demanded to integrate technology with "optimal pedagogical approaches and concept representations" (Nasri et al., 2020, p. 547).

Drawing from Personal Stories: From Micro-, Meso-, to Macro-Levels

The critical incidents during my teaching, indeed, reflected the actual issues emerging at the micro-level. In fact, the reflection on the critical incidents is not only a provision of micro- and discursive classroom activities but it should be understood as related to broader systems that regulate, support and hinder the activities. The digital autoethnographic reflections can tell us what all pertinent stakeholders and policymakers can do to enhance the quality of online English learning, or in other words, they can inform what happens at the meso- and macro-level where the education is embedded. Micro-level refers to classroom interactions, while meso-level is related to institutional affordances. Meanwhile, macro-level is concerned with the issues at the governmental/national level. In order to envision a better online teaching and learning environment, it is necessary to map these three domains.

Table 1
Identification of Micro-, Meso-, and Macro-Level Schemes to Enhance Distance Online Education

Macro	*A comprehensive mapping of internet infrastructure*. The government needs to obtain wide-ranging reliable information regarding the distribution of internet infrastructure in Indonesia. This is needed to provide equal access to internet connection.	*Equality in technology infrastructures*. Internet/communication technology should be equally distributed. The government as well as private sectors have to accelerate the expansion of communication technology, particularly in rural areas.	*Sustained allocation of internet quotas from the government*. The government needs to sustain the allocation of internet quotas for teachers and students. This can assuage the cost burdens of online learning.
Meso	*Institutional adjustments of technology development*. Universities need to develop and sustain an integrated central educational platform such as LMS which functions as a central platform to store all information.	*Technology training*. Institutions need to conduct periodical instructional/educational technology training for teachers. This also can be done through sharing experiences by the teachers.	*Facilitating community of practice*. The purpose of the community of practice is to share other success stories. Institutions should facilitate teachers through this community in order to systematically build a shared understanding of practices. Hence, institutional contextual problems can be identified, evaluated and solved.
Micro			
Teachers			
Familiarization and exploration of educational technology. Teachers need to find tools that meet with their teaching goals. Various applications for education require teacher investments in learning and	*Reflective teaching practice*. Teachers need reflexively evaluate their online teaching and share their experiences with their colleagues. This may include listing useful educational applications, the use of their features, and how to maximize the applications in teaching English.	*Setting up a conducive teaching environment*. To deliver quality teaching, teachers need to eliminate all possible disruptions in teaching. When working from home, they need to choose the best time and space to teach.	*Aligning specific application of technologies with teaching goals*. It is essential that teachers adjust a certain application of technology with their activity goals, whether they focus on linguistic/content aspects, or meaning/form. The integration of technological and

maximizing their implementation.			pedagogical content knowledge (TPACK) should be adopted and nurtured over time.
Students			
Familiarization and exploration of educational technology. Like teachers, the students need to familiarize themselves with various educational technologies. It is also important to develop their technology literacies through self-exploration.	*Setting up a conducive learning environment*. Students need to be aware that they need to give equal weight to online learning and face-to-face learning. Hence, before online learning, they need to find a decent place where the possibilities of interruptions are at the slightest. This also means that they need to find the best place that receives the best internet connection within the area.	*Developing self-regulated learning and control*. Mind wandering and switching to different activities in online learning should be managed through sustained self-control over time. Students must find their own strategies to keep focused while studying.	*Maintaining good conduct*. Students and teachers need to contextualize and personalize institutional rules. Learning in a digital space does not mean abandoning established rules a in regular class.

Discussion

This study was set to explore the author's digital autoethnographic reflection on teaching English at a university. The reflection relative to my first-hand experience involved visual, aural, and textual mediations coupled with some evidence from Zoom auto-saved chats and a screenshot of my teaching activity were presented and analyzed. The findings were analyzed using the lens of social, cognitive, and teaching presences of CoI and from the vantage point of micro, meso and macro level social analysis. It is found that internet connection has become a major issue that has detrimental effects on the teaching process. Bad internet connection resulting in constant interruption and distraction that led to the ineffective teaching content delivery, students' (in)comprehensibility and failure to perform a formative assessment.

Despite several studies that have reported problems with learning due to poor internet connectivity (Agung et al., 2020), this study leads us to understand better what internet problems mean to the pedagogical experiences of teachers and students. For instance, language learning requires active engagement with students to scaffold their language acquisition and prompt meaning-making (Cunningham, 2014). However, because of the bad connection, active participation cannot be achieved, delaying the student-teacher's co-construction of meaning and obscuring teachers' formative assessment. For example, breaking communication in speaking class in synchronous learning prevented me from applying comprehensive scoring features in speaking, such as fluency, accuracy, coherence, functional competence, and interactiveness. Applying such features is tenable for asynchronous learning, but teachers have to pick up only some features during online learning. For example, synchronous teaching with a limited internet connection only allowed me to focus on students' fluency and coherence. But with recurring interruptions, even these two features could not be optimally assessed and given real-time feedback. This suggests that the scoring rubric in speaking class should be differentiated from that traditional face-to-face interaction.

In addition, the absence of social presence impeded overall communication in online classes using video conferencing. Students had to turn off the webcam for various reasons, which affected the productive performance and consciousness of language learning objectives. A study conducted by Yamada and Akahori (2007) reveals that "the ability of learners to see their partners' images helped them to understand each other by allowing the use of non-verbal devices" (p. 57). This implies that limited internet connections can obfuscate the negotiation of meaning in language learning mediated through video conferencing as some students chose to turn off the cam. My digital autoethnographic reflection asserts that such deteriorating effects emerge from all taught courses, both in language-related and content-related subjects. Thus, teachers and students need to commit to activating their webcam unless unavoidable external factors such as severe weather conditions and internet connection occur (see excerpt 2). The commitment should be foregrounded on the understanding that in English class, meaning-making construction is made plausible by the social presence not merely on local or institutional normative demands or regulations. Thus, it is expected that teachers and students can understand the importance of making themselves visible in online learning.

Reflecting on my experiences, teachers often get distracted, and they may not meet their teaching target as they are busy fixing technical issues when teaching. In other words, bad internet connection can deteriorate the process, output, and evaluation of teaching and learning. This finding contradicts the study conducted by Churiyah et al. (2020) who argue that Indonesia has prepared virtual learning infrastructure well. Nonetheless, it is in line with the finding of the studies investigated by Rasmitadila et al. (2020), Asmara (2020), Agung et al. (2020) who assert that unstable internet connection was one of the major obstacles and thereby deteriorating. Having said that, we need a real figure on how communication infrastructure has been equally distributed and reached rural areas. Macro-level or governmental policies supporting the acceleration of better internet connection that reach suburban or rural areas should be established immediately.

As an inexperienced online English teacher, I found that collaborative works between teachers impinge on the teaching practice evaluation, technology implementation reflections, and the alignment between technological and pedagogical practice with the teaching objectives are desirable. This is on a par with the result of the study suggested by Quezada et al. (2020) arguing that teachers need to sit together to elicit shared understanding of how courses are configured and what effective strategies work for powerful distance learning. I maintain that teachers and institutions need to start and nurture a community of practice. It is essential that the institutions manage a CoP because they must recognise what institutional affordances they already have and what they yet need to afford. As CoP focuses on the shared practices that emphasize situated theories of knowledge (Hoadley, 2012), it can build a sense of solidarity and a stronger connection among the teachers.

This study also impinges on the ethical emotional dimension of English online learning. Facial expressions are visible in zoom videoconference, but the expression's understanding of emotion has been underexplored. Online learning may encourage more boredom than face-to-face interactions, and anxiety has been identified as the most frequently experienced negative emotion in the online foreign language classroom (Yang et al., 2021). As I have contended in the finding section, students' and teachers' facial expressions can be distracting, mainly when driven by negative emotions. Along this line of thinking, teachers should design an attractive and engaging learning environment to minimize students' boredom and anxiety as they can be saliently expressed primarily through their facial expressions. Equally important is that teachers and students develop higher self-regulation ability to avoid venting subconscious negative emotions to improve information processing skills in learning (Hawkins, 2017).

In addition, the previous discussion on the moral dimension of the online classroom by arguing that institutionally established moral conduct cannot be completely detached, and

students and teachers need to be aware of their behavior. Digital education, indeed, is a challenging environment to inculcate moral or character values as people are located within and apart by digital space. Within the space, there will be a lack of control and students may consider it a "safe" zone that is different from a regular class. Therefore, teachers and their institutions need to discuss whether some institutional rules, including standard ethical codes, are retained, adjusted, or omitted.

Overall reflection of my digital learning and teaching experiences has asserted previous studies stressing the familiarization, personalization, and contextualization of technological enactment within virtual education (Brom et al., 2020; Carrillo & Flores, 2020; Nasri et al., 2020). Teachers need to seek to cultivate TPACK to gain desired educational objectives. Different focuses on teaching English such as meaning/form or linguistic/content, require knowledge of the content subject and how to deliver the content subject effectively by means of technology. Likewise, students need to cultivate ways of online learning and explore various kinds of instructional technology that can promote autonomous learning. In finding the ways, external factors such as students' family and financial background should be considered because it is related to the types of educational technology that they can afford.

Conclusion: Navigating Future Online English Learning in Indonesia

Digital everyday practices of English teaching and learning have been evident to extend our understanding of situated practices that cannot be fairly captured through large-scale studies. The reflection of the practices through the autoethnographic analysis has also been helpful to identify broader social, economic, and political factors that impacted online English learning in Indonesia. Teachers, educational institutions, and governments shall sustain collaborative work and assessment by foregrounding the actualities of everyday online English teaching. In the aftermath of the global pandemic, the current online learning shall become a radical paradigmatical and practical turn of digital education in Indonesia to envision future education. In this sense, conducting a digital autoethnography to research teachers' own educational practices is worth pursuing. Teachers may elicit further knowledge and belief regarding their teaching by collecting digital artefacts, such as recordings, pictures, or chat messages, etc.

Because the study employed digital autoethnography method, the data of the current study is obviously limited by the number of its participants. Future studies from digital autoethnographers are necessary to provide more complex and rich reflections and analyses of everyday stories. Of importance is how unstable internet connection further affects every day digital pedagogical practices and the coping strategies employed by teachers and students. It is also important to investigate how eliciting a shared understanding of online English teaching may benefit the educational process and help obtain educational goals.

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