EAP Pedagogy in an Unprecedented Era:
A Dynamic Perspective

LI Yingchun

Xi'an Jiaotong-Liverpool University, Suzhou, China

This paper presents the challenges imposed by the pandemic in the past three years and the adaptations made for the design and the delivery of a large EAP module in the School of Languages at XJTLU, China. This module serves for the development of English language and study skills for a student cohort of approximately 2,000 students in the International Business School in Suzhou, one of the largest schools in the university. The eruption of the pandemic has compelled the abrupt changes in various aspects of the module; moreover, the delivery mode of the module went through several transitions. The first transition was from onsite delivery to online delivery, which has caused the drastic adaptations of curriculum materials besides unfolding the various issues ensued caused by the heavy reliance on technology; the second transition was from online delivery to blended delivery, which revealed further complexities brought about by hybrid delivery. The unsettled pandemic situation thereafter impelled another round of online delivery and additional challenges. It is demonstrated through the constant adaptations of the module in this unprecedented era that "a dynamic perspective" is needed in contemporary EAP pedagogical practice. Most importantly, the "adaptability" of EAP pedagogy may be an important goal to be achieved in preparation for the unforeseeable emergencies in the future.

Keywords: EAP pedagogy, adaptability, dynamic perspective

Introduction

Online learning has been in practice for many years; it offers flexible and interactive learning opportunities in computer-mediated environments (Moore, Dickson-Deane, & Galyen, 2011). However, it has not been put in such a prominent position before 2020, when the sudden outbreak of the pandemic compelled teaching and learning activities to be moved online worldwide. The year of 2020 witnessed the commencement of the pandemic era, which has necessitated studies on pedagogical practice that is thereafter induced in the virtual realm.

Different from the well-planned distance education, the online learning that occurred at the start of the pandemic era (2020-2022) was featured with its unpreparedness because it was a contingency strategy adopted to cope with an unforeseen emergency. Therefore, the term Emergency Remote Teaching (ERT) was introduced to describe the rapid commencement of an alternative to traditional onsite school education via virtual learning environment (Barlovits, et al., 2022). Such a coping strategy caused disruptions for teaching and learning at different levels. Further, Barlovits et al. (2022) noted, it was not surprising that teachers and learners were overwhelmed with a multitude of challenges.

LI Yingchun, Dr., Assistant Professor at the Institute for Future Excellence in the Academy of Future Education, Xi'an Jiaotong-Liverpool University, Suzhou, China.

Even for the well-designed online courses before the pandemic, they were very often questioned for their innate deficiencies due to participants' separation from the physical world. To start with, learning efficiency has been reduced to a great extent, due to the lack of teaching presence. Kanuka and Garrison (2004) stated that teaching presence could provide appropriate direction and leadership to facilitate learning. While it is possible to create teaching presence in an online environment, the nature of internet communication technologies causes unique hindrance for the effective teaching presence (Kanuka & Garrison, 2004). Although Clement, Rencewigg, and Murugavel (2021) commented on the amazing development of educational technologies after the lockdown of the countries worldwide, the very nature of internet communication and the varied levels of teachers' digital literacy have made teaching presence less than effective, particularly in the ERT period.

Moreover, students were forced to carry out learning in a virtual reality; they had to adjust themselves to an unknown territory with the aim of achieving the expected learning outcomes. With the intrinsic differences, online learning cannot duplicate face-to-face learning. Student satisfaction is significantly lower with online than with classroom learning. A main reason for this is, Hilton, Moos, and Barnes (2020) observed, that online learning does not allow teachers to modify teaching and learning activities in real time as they can do in traditional classrooms when they may make adjustments based on students' reactions. There were other studies that have described students' dissatisfactions with online learning. For example, Bezzina and Bufalino (2022) revealed that students felt the loss of connection to classmates and a sense of belonging. Lehman and Conceicao (2014) reported students were in need of better accessibility to the instructors; plus, students also felt the depersonalization in the virtual world.

ERT, as a special form of online learning, was a forced choice with the advent of the pandemic as the pandemic was an unforeseeable crisis. The impact of a crisis, be it local, national, or global, can disrupt the learning trajectory and affect students both academically and personally (Gonzelez-Ramirez, 2021). EAP pedagogical practitioners were in urgent search for creative solutions to the problems they faced while they were also facing multiple challenges in personal lives.

Against such backdrop, I am going to explicate on the design and delivery of the EAP module I was leading during the three-year pandemic era, from the beginning of 2020, till the end of the 2022, when the various restrictions imposed due to the pandemic were mostly lifted.

This module was and still is one of the largest EAP modules in the School of Languages in XJTLU, providing EAP instruction for Year Two business students studying the International Business School in Suzhou, China. In the three and a half years of teaching in the module, I acted as the Deputy Module Convenor and then Module Convenor. Initially, there were 11 teachers and over 1,000 students when I first joined, ever since, the module has expanded dramatically. By the time I was teaching my last semester in this module, there were 19 teachers and approximately 1,700 students. I am going to expound on the dynamic design and delivery of this module in the pandemic era.

Background

Named as "English Language and Study Skills for Business", this module is a 10 credit year-long module, aimed at providing English instructions to cater to business students' English language learning needs. The International Business School in Suzhou is one of the largest schools in Xi'an Jiaotong Liverpool University; therefore, this EAP module is also one of the largest modules at the university, serving students majoring in over 10 programmes including BA Accounting, BA Business Administration, BSc Economics and Finance, BSc

Economics, BA Human Resource Management, BA International Business With a Language, BSc Information and Management and Information Systems, BA Marketing, BA English and International Business, BA English and Finance. The educational aim of the module is for students to learn general and discipline-specific academic English language and study skills, with an emphasis on critical thinking and independent learning so that students will be able to perform more effectively in other university modules as well as in their overall academic career.

Prior to the pandemic era, students would follow the routine of going to classrooms to meet with their teacher and classmates and have face-to-face English language learning activities. Students would attend seminars in small groups of 20-25. Teachers and students met twice a week; each session would last for 100 minutes. The face-to-face English learning activities included teacher-student interactions, students' small group discussions (each group was comprised of 4-6 students), fun games, and individual presentations. These activities may not always have been present in each of the seminar sessions, nonetheless, the seminar sessions were featured with abundant opportunities for students to share their thoughts and opinions with the rest of the seminar group, and the classroom dynamic was mostly student-centred. For instance, students might pair up or get into small groups for research and discussion on a given topic such as "essentials for entrepreneurial success", before they would volunteer to do a presentation in front of the class.

Curriculum materials for the face-to-face classroom EAP sessions were mostly created by teaching staff in the module over non-teaching weeks during the summer or during the winter. Typical lesson materials would include PPT slides to serve as the outline of the class, video files to illustrate concepts and contents with stories of certain cases, worksheets for students to complete vocabulary, grammar exercises or essay writing on a given topic or on reflective learning. Curriculum materials were stored on the virtual learning environment, then called ICE, but were usually released soon after the sessions. Self-study materials (including videos and reading materials) were also provided on ICE to supplement classroom teaching and to motivate students' self-directed learning.

Below is a table showing the features of EAP provision in this module before the outbreak of the pandemic in 2020.

Table 1

EAP Business Provision Before 2020

Mode of delivery	Curriculum materials	Number of students	Virtual learning environment	Features of the classes
Face-to-face	• PPT slides • Videos • Worksheets	20-25 per class	• Curriculum materials • Self-study materials	• Student-centred • Pairwork • Group discussion • Presentation

However, the sudden outbreak of the epidemic towards the end of 2019, which later evolved into a global pandemic at the beginning of 2020, has led to a sudden halt of the daily routines of teaching and learning activities that teachers and students were used to. As the module leader at the time, I had to find out solutions to deal with the challenges imposed by the pandemic. Below I will exhibit the adaptive process of the module amidst the ebb and flow of the pandemic. It is my hope that such an exhibition will contribute to the development of "a dynamic perspective" for EAP pedagogy, or pedagogy in general, so that pedagogical practice will best serve for the achievement of contextualized learning.

The Adaptations of the Module During the Pandemic Era

The First Transition: Onsite to Online Education (S2, AY2019/2020)

Started from the beginning of 2020, the global pandemic caused by COVID-19 virus has caused major disruptions for many aspects of human life; the education sector was no exception. In countries all over the world, many schools including XJTLU were compelled to switch from onsite education to online education. This sudden shift has engendered the risk of exposing the higher education sector to major problems such as the possibility of lowering the quality of education (Obi & Ticha, 2021).

Indeed, the challenges for the Emergency Remote Teaching (ERT) at XJTLU were multi-faceted: It was not certain as for how long we would continue with online delivery; it was not sure how online delivery would work best to cater to students' learning needs under the circumstances; it was not foreseeable as for how well our students would react towards online delivery; it was not predictable as for how much technical issues we would need to deal with along the way. There was one certainty though, and that was we would have to carry out teaching and learning activities online. Moreover, we would have to ensure the quality of online teaching and learning activities despite of the constraining parameters.

To reduce the risk of lowering the quality of education, XJTLU issued a plethora of guidance documents for teachers and students. For example, there was "XJTLU Code of Conduct for Online Education" (2020) that has listed acceptable and prohibited conduct; there was "Pedagogical Recommendations for LC Tutors" (2020) for lectures to refer to during EAP online instructions; there was "XJTLU Online Teaching and Learning Technologies Guide" (2020) to give teachers in the university information regarding the various institutionally-supported technologies available for online education; there was "User Guide: How to Manage Users in BigBlueButton" (2020) to provide information for teachers in the university as to how to manage the newly-developed online delivery platform BigBlueButton (BBB).

Having reviewed the guidance documents consulted with the team, I proposed an online delivery pattern for the module before the start of the semester. In the initial six teaching weeks (see Table 2), asynchronous session co-existed with short synchronous sessions of 20 minutes' Q&A, when students and teachers would communicate via the institution-endorsed online platform BBB. In the remaining eight weeks (see Table 3), the short 20 minutes' synchronous session were extended to their full lengths of 100 minutes for live teaching sessions in order to maximize learning opportunities for students in the exceptional situation.

In Weeks 1-6, the usual weekly 200 minutes' (100 m*2/w) EAP contact time was realized through teaching and learning activities in different time lengths and formats. It may be considered as a trial stage as "online education" was novel to many at the time. Moreover, teachers and students did not only need to acclimatize themselves to learning in the virtual realm; they also needed to get an expeditious grasp of online tools. BBB was the institutionally-endorsed online platform for synchronous interactions, as it enabled online interactions, and prevented leakage of data for users would need to sign in with university credentials. ICE was the virtual learning environment for the storage of learning materials and other online learning activities.

At the trial stage of ERT (Weeks 1-6), teacher-student live interaction was limited to short Q&A sessions of 20 minutes, twice a week. These Q&A sessions offer students the opportunities to make queries regarding their self-monitored learning that was based on the asynchronous lesson materials available and the learning packages online. Asynchronous lesson materials included video-recordings of PPTs plus narration and worksheet.

A typical learning package included PPT, grammar and vocabulary worksheet, and reflective writing. There were also self-monitored activities including "learning diaries", "quizzes", "wiki activities", and "online discussions". Online tools included Moodle-based ICE virtual learning environment, ICE Scheduler for students to book an office hour with their teachers, ICE Forum for discussions, Wiki for collaborative editing of files, Mediasite for recording and sharing videos, Zoom for an alternative to BBB in case of technical challenges, and social media including WeChat and QQ for online communications.

The second stage of ERT (Weeks 7-14) may be considered as the stage when online teaching and learning was fully and formally launched in this module ahead of most of the other modules. The main change made at this stage was that teachers were encouraged to conduct the EAP sessions in their full lengths as in regular classes at times set by Registry. However, considerations were given to the possible difficulties caused by technical challenges and logistical issues including the fact that the 15 teachers in the module were located in five different time zones at the time. Therefore, teachers were allowed the flexibility of supplementing online interactive sessions with online office hours and online discussions should not be able to deliver the interactive sessions at full lengths. Nonetheless, it was still stressed that students would need to self-regulate their learning activities, and teachers would need to stay connected with their students remotely.

Table 2

ERT in the Trial Stage (Weeks 1-6, S2, AY2019/2020)

Online education	Materials	Self-monitored activities	T-S connection	Online tools
• 100 m/w asynchronous sessions in 3-4 episodes of video recordings • 20 m*2 (40 m/w) live Q&A • 60 m/w online office hour	• Video recordings of PPT plus narration • Worksheet • Learning package* (PPT, grammar and vocabulary exercises, and reflective writing)	• Learning diaries • Wiki activities • Vocabulary quizzes • Online discussions	• Email • Forum • Social media (e.g. WeChat, QQ)	• ICE • ICE Scheduler • ICE Forum • ICE Wiki • Mediasite • Zoom • Social media (WeChat, QQ)

Note. * A learning package is released at the beginning of the week; it serves mainly as a self-monitoring device for students.

Table 3

ERT in the Second Stage (Weeks 7-14, S2, AY2019/2020)

Online education	Materials	Self-monitored activities	T-S connection	Online tools
• 200 m/w synchronous sessions • 60 m online office hour • Supplementary online activities (e.g. forum, tutorials)	• Video recording of PPT plus narration • Audio/video materials • Worksheet	• Learning diaries • Wiki activities • Vocabulary quizzes • Online discussions	• Email • Forum • Social media (WeChat, QQ)	• ICE • ICE Scheduler • ICE Forum • ICE Wiki • Mediasite • Zoom • Social media (WeChat, QQ).

The first semester of ERT in this module culminated with the online assessment of students' speaking test and final integrated exam at the end of the semester. Students submitted their video presentations and images of handwritten essays online before their work was graded online. It was not surprising that a multitude of challenges emerged during the process, some with their immediate solutions whereas some without.

Table 4

Challenges and Solutions for ERT

ERT in S2, AY2019-2020	Challenges	Solutions
Curriculum materials	• Navigating materials online was not easy.	• Module space was presented in grid format; materials (videos & documents) were put into short episodes.
	• Materials were not interactive.	• Interactive activities were designed and embedded into virtual learning environment.
Student engagement	• There was a lack of interaction even in synchronous sessions.	• Teaching presence was recommended; groupwork was conducted in breakout rooms.
	• There was a lack of connection in the virtual world.	• Additional communication via social media was applied.
Online assessments	• There were technical challenges for mass submission.	• Technical support was sought after; alternative submission methods were provided.
	• Academic integrity issue was a major concern.	• Additional requirements were given for online submission of coursework.
Virtual learning environment (ICE)	• Staff and students were unfamiliar with the platform BBB.	• User guide was circulated promptly.
	• Instability of the online platform caused disruptions for teaching and learning activities.	• Teachers and students used alternative platform (Zoom) and social media for live sessions.

The above table lists some of the challenges imposed by ERT and their solutions for teachers and students. In terms of curriculum materials, navigating materials online was not easy for students because students were deprived of the opportunity of viewing any of them in the classroom. As a result, short episodes of video recordings and documents were preferred for students' ease of access; they were also to avoid potential technical problems that might appear when students were streaming videos or downloading documents. Interactive online activities were designed to overcome the deficiencies of online materials' lack of interactivity. In terms of student engagement, teachers would need to show their presence during live sessions and make additional communications with students via social media. In terms of online assessments, technical challenges were tackled with extra technical support from IT department, alternative submission methods were provided, and additional instructions were provided for students to avoid academic infringement. In terms of technical challenges for the virtual learning environment, teachers and students had to familiarize themselves with BBB quickly and were provided with alternatives in case of system instability.

After a whole semester's ERT, the alleviated situation of the pandemic ushered in a new phase of EAP pedagogy and pedagogy in general in XJTLU, that is, blended delivery, or HyFlex delivery. It was put into place because there were large numbers of staff and students who were stranded either in China or overseas but could not come back to campus with all the enforced travel restrictions and pandemic policies.

The Second Transition: Online to HyFlex Education (AY2020/2021-S1, AY2021/2022)

As unraveled by the ERT conducted in S2, AY2019/2020, online education posed challenges for both teachers and students although we did manage to pull through the trying time with various solutions, some of which may have only been makeshift plans to cope with the ever-changing circumstances of the pandemic. With the advent of "HyFlex" ("Hybrid" and "Flexible") education, starting from S1, AY2020/2021, EAP provision was realized via two channels being in use at the same time: face-to-face instructions conducted for one batch of

students in the classroom, and online instructions conducted for the other batch of students staying in the virtual world, no matter where their physical locations were.

It was hoped that the optimum effect of learning could be achieved through HyFlex education because students would be given the best from both worlds. Chan, Dou, Jiang, and Li (2022) explained that a HyFlex class would seek to integrate face-to-face teaching, synchronous online teaching, and asynchronous learning. After having reviewed 47 research studies, Raes, Detienne, Windey, and Depaepe (2020) argued HyFlex education could offer an engaging learning space. Miller, Risser, and Grifths (2013) and Liu and Rodriguez (2019) showed students' welcoming attitude towards this mode of education. Stein and Graham (2020) argued that blended learning and face-to-face learning could complement each other.

However, it is controversial as for whether HyFlex education is endowed with the capabilities to achieve the desired learning effects. Wright (2015) investigated the factors that contributed to the success of HyFlex education, which actually manifested the complexities involved in HyFlex teaching. Shek, Zhu, Li, and Dou (2022) pointed out that HyFlex education could be taxing for teachers as they would have to look after two groups of students located respectively in the physical world and the virtual world; meanwhile, it could be distracting for students while the teacher was making efforts to help the other group of learners' needs. Kohnke and Moorhouse (2021) also commented on teachers' increased workload. Furthermore, as Raman et al. (2021) commented, universities adopted HyFlex as a coping mechanism rather than a proactive measure to advance teaching and learning activities.

To implement HyFlex in XJTLU, the university has equipped the classrooms with facilities including webcams, microphones and document readers in order for them to be readily useable at the start of Semester 1, Academic Year 2020-2021. In each of the classrooms, there was a computer with software installed for HyFlex teaching. Specifically, Learning Mall (Moodle-based replacement of ICE virtual learning environment) and BBB could be accessible on the computer in every classroom. Besides, a webcam was installed that could be adjusted 360 degrees so that classroom activities could be viewable for online learners. 2-3 portal microphones were put in every classroom to improve the audio effect of classroom interactions for online learners. The document reader was installed to enhance the effect of document sharing for both onsite and online learners.

However, when implemented in practice, HyFlex delivery of EAP pedagogy revealed its own challenges, and we have had to find out solutions to the emerging issues. Curriculum materials were the same for the online learners and onsite learners, although due considerations were taken for their ease of accessibility for the online learners. Seminar sessions were conducted according to the timetabling information released to the students. Below is an explication of the challenges caused by HyFlex delivery of the module in its three semesters' implementation, viewed from a technological perspective and a psychological perspective.

Technologically, HyFlex delivery incurred additional complexities with its intended advantage of flexible transmission between onsite and online teaching. Teachers have found themselves in the constant juggling between looking after onsite students' needs and online students' needs while dealing with the technological challenges involved. In HyFlex delivery, technological reliance has become a dominant feature of the EAP classroom. As such, a language class, on many occasions, has become a test for language teachers' digital competency. Any instability of network connections and online tools would cause disruptions of the classroom routine, as teachers would need to engage online learners alongside the onsite learners. Language teachers' prior technological knowledge and skills might also play a part in reducing or enhancing the efficiency of the language classrooms. To deal with these challenges, the university has assigned additional IT officers to provide on-call

support for teachers, and IT department has delivered extra workshops and distributed supplementary information for staff to learn how to use HyFlex facilities.

Psychologically, it was a demanding task for teachers to create an all-inclusive classroom culture, with learners staying in two realms. Online learners might still feel somewhat secluded without the interaction with their teacher and peers in the physical classroom. The desired integration of onsite and online classrooms is hardly achievable in reality; and the boundary between the physical world and the virtual world is almost impossible to be erased. Online learners, very often, would remain reticent and invisible. Complicated by the technological issues, the creation of an inclusive classroom culture seemed an unattainable goal, not to mention the fact that the numbers for the online group and onsite group would keep changing from session to session. Nonetheless, measures were taken to mediate this division line between the physical and the virtual world. For example, IT department has enhanced online tools' interactive components; teachers would pay attention to the online group and design classroom activities that would engage both onsite and online learners (e.g. discussion and debate); online learners were encouraged to turn on their webcams in order to show everyone's presence. However, teachers could easily experience fatigue and one group of learners would feel neglected when teachers were looking after the other. What happened in the EAP classrooms corroborated with relevant research studies conducted previously (Raes et al., 2020; Leijon & Lundgren, 2019; Moorhouse & Tiet, 2021; Zydney, McKimmy, Lindberg, & Schmidt, 2019; Kirschener, 2021; Binnewies & Wang, 2019; Raman et al., 2021).

Table 5

Challenges and Solutions for HyFlex

HyFlex AY2020-2021 & S1, AY2021-2022	Challenges	Solutions
Technological perspective	• Instability of network/system might cause disruptions of classroom routine.	• On-call IT support was provided.
	• Teachers' digital competencies varied to a great extent.	• IT department delivered extra workshops on how to use HyFlex system.
Psychological perspective	• It was a demanding task to create an all-inclusive classroom culture.	• IT department has enhanced online tools' interactive components.
	• Online learners might feel secluded as they remained reticent and invisible.	• Online learners were encouraged to turn on their webcams to show their presence.

At the end of Semester 1, Academic Year 2021-2022, just as we were expecting to continue with HyFlex teaching, another dramatic rise in COVID cases has led to the next round of online delivery for the module, before the resumption of onsite teaching after this semester and the symbolic ending of the pandemic era at the beginning of 2023.

The Third Transition: HyFlex—Online (S2, AY2021/2022)—HyFlex (S1, AY2022/2023)

Like ERT that was carried out in Semester 2, Academic Year 2019-2020, the second round of online delivery, or ERT, in Semester 2 Academic Year 2020-2021 was still a contingency plan compelled by the pandemic. But the second-time ERT witnessed significant improvements in the online delivery of EAP pedagogy in XJTLU.

Unlike the first-time ERT, the second-time ERT in the module is featured with its readiness for online education as an alternative to onsite education. Technologically, BBB as the institutionally-endorsed platform for live sessions has become much more stable with enhanced interactive components. Psychologically, teachers and students were more prepared for online delivery and have become more familiar with the virtual environment.

With respect to course design, curriculum materials were made more accessible for online learning; interactive activities using Quizlet, Kahoot, Grammarly, Etherpad, H5P, and Padlet were embedded in the online platform Learning Mall. Most importantly, there was more coordinated technical support for teaching staff and students institution wide.

These significant improvements, however, could not put an end to several persistent challenges with online delivery. For example, given the nature that language is used for human interaction, the effect of online delivery for language learners' achievement of expected learning outcomes was very questionable, particularly in respect to learners' acquisition of English speaking skills. Besides, it was easy for students to gradually lose engagement in the virtual world as they rarely turned on webcams and microphones. In addition, academic integrity was still a concern in the online assessment period. Although I have led the team to pull through another difficult patch with more readiness for the uncertainties, some of the challenges remained and there were no cure-all solutions under the restraining parameters of online delivery. The main reason, apart from technical challenges, might be due to the interactive nature of the target learners were expected to achieve, and the self-limiting nature of online delivery that conflicted with this goal.
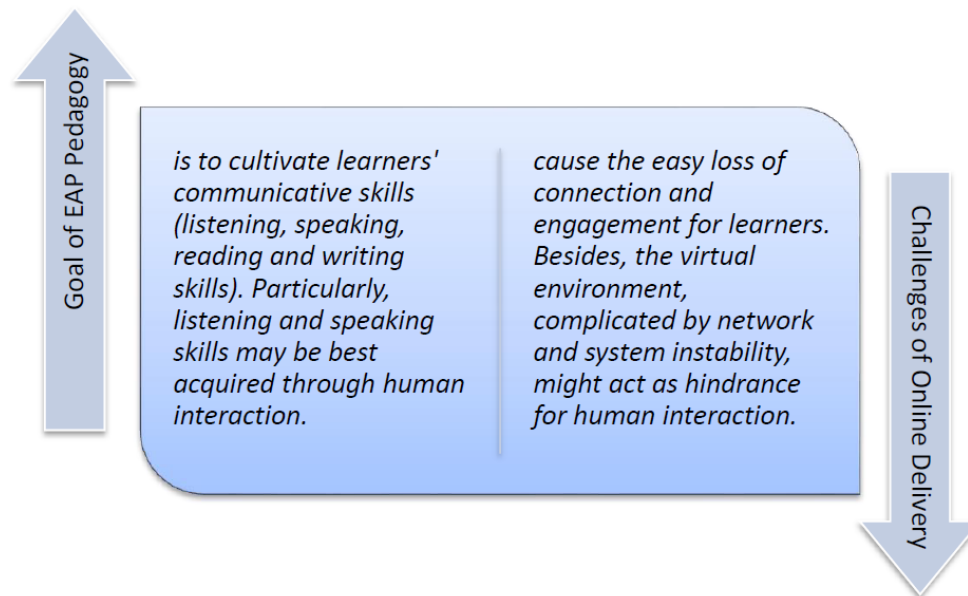
Goal of EAP Pedagogy (upward arrow) *is to cultivate learners' communicative skills (listening, speaking, reading and writing skills). Particularly, listening and speaking skills may be best acquired through human interaction.*

Challenges of Online Delivery (downward arrow) *cause the easy loss of connection and engagement for learners. Besides, the virtual environment, complicated by network and system instability, might act as hindrance for human interaction.*

Figure 1. The conflicting natures between EAP and online delivery.

Reflection and Anticipation: A Dynamic Perspective for EAP Pedagogy

The past three years experienced transitions from onsite education to online education, then online education to HyFlex education, then Hyflex education to second-time online education, before EAP pedagogy was moved wholly onsite again at the start of 2023. In the past three years, online delivery and HyFlex delivery have been the emergency modalities of EAP pedagogy imposed by the unpredictable and unsettling situations. Technology has enabled the continuity in education during the ongoing emergency (Andreolli, 2020).

Drawing on the experiences with these constant transitions in different modalities of EAP pedagogy, I would like to propose a dynamic perspective for the future of education. ERT was characterized with the unpreparedness of teachers and students, HyFlex delivery was aimed at providing a flexible learning environment, yet it has got

its own restraints. How, then, can we incorporate these contingency plans into the classroom routines may demand further exploration.

It may be necessary, therefore, for language teachers to be flexible and adaptable in their teaching approaches. As the massive potential technologies can bring for education, language teachers may need to consciously make efforts in improving their digital competency. Thus teachers can actualize technology-enhanced education for the better achievement of learning outcomes, and also for the better preparedness in the event of emergencies.

Meanwhile, the design of curriculum and assessments may also need to be flexible and adaptable. More engaging curriculum materials in the forms of videos and interactive games are needed alongside the traditional text-heavy documents and textbooks in either paper or electronic formats. Further, curriculum materials stored on the virtual learning environment need to be made more easily accessible with user-friendly interfaces that can be operated without too much difficulty on multiple mobile devices. In addition, assessment methods may be multifaceted for the better evaluation of students' achievements of learning outcomes.

Looking ahead, I perceive the past three years' challenging times as conducive to the future of EAP pedagogy, and pedagogy in all disciplinary areas. It may be the natural trend for learning to occur in the physical domain as well as the virtual domain, where more advanced technologies will be utilized, teachers will be more like facilitators for learning, and learners will assume more ownership of their learning enterprise.

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