

THE IMPLEMENTATION OF ENGLISH ONLINE LEARNING IN TOURISM SCHOOLS IN BALI

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Abstract

During the Covid-19 pandemic, there was a shifting in education system leading to some pros and cons due to the unfamiliarity of it. This study aimed to analyze the implementation of online English learning in tourism schools in Bali, focusing on the strengths, weaknesses, opportunities, and threats associated with its execution. Employing a qualitative research approach, the study involved four English lecturers from four different tourism schools in Bali. Data were collected through observations, interviews, and literature reviews. The analysis revealed that online English learning was conducted using the English for Specific Purposes (ESP) framework, tailored to the tourism and hospitality sectors. The implementation involved various platforms, including Zoom Meeting, WhatsApp, and other digital tools. Strengths identified included the flexibility of time and space, allowing both lecturers and students to access learning materials from any location at any time. The availability of diverse online platforms provided lecturers with the ability to customize their teaching methods effectively. However, weaknesses covered technical issues, including inadequate devices and unstable internet connections, posed significant challenges. The study also highlighted the opportunities presented by the increasing digital literacy of students and the proliferation of online learning platforms, which facilitated a more interactive and engaging learning experience. Nonetheless, threats included low public awareness, particularly among parents, and varying levels of digital proficiency among lecturers, which impacted the overall effectiveness of online instruction. The findings underscore the need for enhanced support structures and training to optimize online English learning in tourism education.

Keywords : English as Foreign Language, Online Learning, English E-learning, English for Specific Purposes

Introduction

The COVID-19 pandemic has left an indelible mark on human history, profoundly impacting every aspect of people's lives worldwide. From public health and healthcare systems to economies, education, and social interactions, its effects have been far-reaching and enduring. Governments around the globe implemented unprecedented measures such as lockdowns, travel restrictions, and vaccination campaigns to mitigate its spread and impact. The pandemic underscored vulnerabilities in global health infrastructure while accelerating trends towards remote work, online education, and digital connectivity. As societies continue to navigate the pandemic's aftermath, its lessons in resilience, adaptability, and the interconnectedness of global health have reshaped our understanding of public health preparedness and crisis response.

The COVID-19 pandemic significantly disrupted the education systems worldwide, necessitating widespread closures of schools to prevent the spread of the virus in crowded settings. This unprecedented measure forced educators to swiftly adapt to remote learning solutions, leveraging digital platforms and online tools to continue delivering educational

content to students. The shift highlighted existing disparities in access to technology and internet connectivity, affecting students differently based on socioeconomic status and geographic location. It also prompted innovations in educational technology and teaching methodologies as educators grappled with maintaining engagement and learning outcomes in virtual classrooms. As countries navigated varying levels of restrictions and phased reopening plans, the pandemic underscored the importance of flexible and resilient education systems capable of adapting to unforeseen challenges while ensuring equitable access to quality education for all students. The developing countries should also need to adjust the way they run the education system by adopting online learning and teaching (Willies, 2023).

The COVID-19 pandemic had a profound impact on Indonesia's education system, leading to the closure of all schools, including universities, and necessitating a shift to online learning (Kurniawati, 2021). This sudden transition posed significant challenges as educators and students alike had to quickly adapt to virtual classrooms and digital platforms for continuing education. The move highlighted existing disparities in internet access and technological infrastructure across different regions of Indonesia, affecting the ability of some students to participate fully in online classes. Despite these challenges, the pandemic also spurred innovations in educational technology and pedagogical approaches, as teachers explored new methods to engage students remotely and ensure continued learning. As the situation evolved, Indonesia's education sector faced ongoing adjustments and considerations to balance health safety with educational continuity, reflecting broader global trends towards digital learning transformations in response to crises.

This shift to online learning also affected English language education in tourism schools across Bali. As part of the broader adaptation to pandemic restrictions, English language courses traditionally taught in physical classrooms had to be restructured for virtual delivery. This transition presented unique challenges and opportunities, requiring educators to innovate in delivering language skills effectively through digital platforms. It underscored the importance of digital literacy among both teachers and students, as well as the need for inclusive approaches to ensure all learners could access and engage with English learning content remotely. Despite initial hurdles, the experience prompted the exploration of new teaching methods and interactive tools that could potentially enhance the overall learning experience for English language learners in Bali's tourism schools.

Before the COVID-19 pandemic, English language learning in tourism schools in Bali primarily took place through traditional face-to-face meetings. This approach was favored for its emphasis on practical learning, which is crucial in preparing students for real-world interactions in the tourism industry. Classroom environments provided opportunities for interactive exercises, role-playing, and direct communication practice, facilitating both linguistic proficiency and cultural understanding among students. The face-to-face format also allowed for immediate feedback from teachers, enabling students to refine their language skills in real time. This method was particularly effective in tourism education, where verbal communication and interpersonal skills are essential for customer service and guest interactions. However, with the onset of the pandemic and the ensuing restrictions on physical gatherings, tourism schools in Bali had to swiftly pivot to online platforms to continue delivering English language instruction. This transition prompted educators to explore digital tools and virtual environments that could replicate or enhance the interactive and practical aspects of traditional face-to-face learning, ensuring continuity in language education amidst challenging circumstances.

The implementation of online English learning in Indonesia encountered several challenges that affected students' participation; limited ability of lecturers to do online learning, issues in students' independent learning, technical problems, packed workload, lack of students' motivation, and unsupportive environment (Dwi et al., 2020). Among these challenges were issues related to lecturer performance, where some educators may have struggled to effectively engage students through online platforms. Additionally, students faced difficulties with independent study skills, often requiring more structured guidance and support in navigating online coursework. Technical problems, such as internet connectivity issues or unfamiliarity with digital tools, also hindered the smooth execution of online classes. The demanding workload compounded by the shift to online formats posed another hurdle, leading to potential

stress and time management challenges for students. Furthermore, the shift away from traditional classroom settings sometimes resulted in decreased motivation among students, affecting their overall engagement and learning outcomes. The unsupportive learning environment, possibly due to inadequate access to resources or distractions at home, further complicated the online learning experience. These findings underscore the importance of addressing these challenges proactively to improve the quality and effectiveness of online English learning initiatives in Indonesia's educational landscape.

Moreover, the shift to online English learning has persisted beyond the COVID-19 pandemic in tourism schools in Bali. Recognizing the benefits and flexibility of virtual education, many institutions have continued to integrate online platforms into their curriculum. This ongoing implementation allows students to access English language courses remotely, offering convenience and accommodating diverse learning schedules. Despite the initial challenges of adapting to digital environments, educators have refined their approaches to optimize online learning experiences. Interactive tools, multimedia resources, and virtual simulations are increasingly utilized to simulate real-world scenarios and enhance language proficiency. Moreover, online platforms facilitate global connectivity, enabling students to engage with diverse cultural perspectives and linguistic contexts beyond traditional classroom boundaries. The sustained adoption of online learning reflects a broader shift towards blended learning models that combine both digital and in-person educational strategies to cater to varying learning preferences and enhance educational outcomes in Bali's tourism schools.

This research was inspired by the growing use of technology in English language learning within Bali's tourism schools. Some other previous research were done by other scholars and some of them are reviewed in this article. However, that research was not investigating on the strengths, weaknesses, opportunities, and threats of the online English learning in the tourism schools. There two research problems analyzed throughout the study. Those are (a) how did the English lecturers in tourism schools in Bali implement the English online learning? And (b) how are the strengths, weaknesses, opportunities, and threats of English online learning in tourism in Bali?. Based on those research problems, the study aimed to comprehensively analyze the implementation of English online learning in tourism schools in Bali and analyze the strengths, weaknesses, opportunities, and threats associated with the adoption of online English learning platforms in this specific educational context. By examining these factors, researchers sought to provide insights into the effectiveness of online learning tools and methods used, as well as to identify potential challenges and opportunities for improvement. The it is expected that the results of this research could contribute to the development of online education in Indonesia as well as could contribute in formulating the strategies of English online learning implementation.

Literature Review

There are two major concepts underlined this research which are e-learning and English for specific purposes. Besides, this section also provides the analyze on the previous research.

E-learning

E-learning literally refers to learning methods that utilize electronic media, stemming from the constituent words "electronic" and "learning". This definition encompasses a wide range of approaches and technologies used to deliver education via the internet. Various scholars have put forth different definitions of e-learning from diverse perspectives, all emphasizing the use of technology and the internet to enhance individuals' knowledge and skills. Jethro et al. (2012) mentioned that e-learning refers to use of internet and technology to provide various solutions to enhance students' understanding. In e-learning, educational solutions and materials are delivered through digital platforms such as videos, websites, and other tools. The primary goal is to facilitate flexible and accessible learning, enabling individuals to study wherever they are without the constraints of traditional space and time. This approach offers the potential to broaden access to education and improve efficiency in delivering learning materials.

Online English learning is supported by three factors: pedagogical approach, instructional

design, and facilities (Carrillo & Flores, 2020). Here are some descriptions on the three supporting factor on online English learning.

- a. The pedagogical approach in education emphasizes the central role of students as active participants in their own learning processes. Here, students are not just recipients of knowledge but are actively engaged in exploring, questioning, and applying concepts. The lecturer, on the other hand, assumes the role of a facilitator who guides and supports students in their learning journey, rather than simply delivering information. This approach fosters a collaborative learning environment where students can interact with peers and instructors to deepen their understanding and develop critical thinking skills. The integration of current knowledge ensures that learning experiences are relevant and connected to real-world contexts, enhancing the practical applicability of what students learn in the classroom.
- b. Instructional design plays a crucial role in shaping effective learning experiences by incorporating several key elements. Firstly, it emphasizes flexible learning approaches that cater to diverse learning styles and preferences, allowing students to engage with content in ways that best suit their individual needs. Secondly, it focuses on tailoring learning experiences to meet specific student needs, ensuring that educational objectives align closely with the abilities and interests of learners. Additionally, instructional design takes into account the social context in which learning occurs, promoting culturally relevant content and activities that resonate with students' backgrounds and experiences. Lastly, the integration of suitable technology enhances learning by providing tools and platforms that facilitate interactive and dynamic educational experiences, thereby enriching the overall learning process.
- c. Facilities in an educational context encompass several essential components that contribute to effective learning outcomes. Clear expectations set a foundation for students, outlining what is required and fostering a sense of direction in their studies. Appropriate questioning techniques encourage critical thinking and engagement, prompting students to explore concepts more deeply. Understanding and sensitivity to cultural issues ensure that educational environments are inclusive and respectful of diverse perspectives, enhancing learning experiences for all students. Timely and constructive feedback provides students with valuable insights into their progress, helping them identify areas for improvement and reinforcing positive learning behaviors. Detailed feedback offers specific guidance on strengths and areas needing development, empowering students to refine their skills and achieve academic success. Together, these elements create a supportive and enriching educational environment that promotes growth and achievement among learners.

The implementation of online learning should be supported by those three factors. It includes the English online learning. English learning in tourism schools in Bali commonly implements English for Specific Purposes (ESP).

English for Specific Purposes (ESP)

ESP is English used by professionals who integrate a discipline and its application in a dynamic and complex social context where specialized communication occurs (Musikhin, 2016). It refers to the use of English tailored to meet the specific needs of professionals within particular disciplines. It involves the integration of specialized knowledge and its practical application within dynamic and complex social contexts. In ESP, language instruction is designed to facilitate effective communication in specific professional settings, such as business, medicine, engineering, or tourism. This approach recognizes that professionals require language skills that are relevant to their specific field and that enable them to communicate effectively with colleagues, clients, and stakeholders. ESP courses often focus on teaching vocabulary, terminology, and communication strategies that are directly applicable to the professional context in which learners operate. By addressing these specific linguistic needs, ESP aims to enhance professionals' ability to function proficiently and confidently within their respective fields.

Dudley-Evans & John (1998) mentioned three major characteristics which are as follows.

- a. ESP, or English for Specific Purposes, is a specialized approach to language instruction

- aimed at meeting specific learning needs. Unlike general English courses, ESP focuses on equipping students with language skills and knowledge directly relevant to their chosen field or professional context. This tailored approach ensures that learners acquire vocabulary, terminology, and communication strategies that are essential for their specific industry or academic discipline. By addressing these specific needs, ESP enhances students' ability to effectively communicate and perform tasks within their professional or academic environments. This targeted instruction ultimately helps students develop practical language proficiency that aligns with their career aspirations or academic pursuits.
- b. ESP revolves around the practical application of English within specialized fields. It emphasizes teaching language skills that are directly relevant to particular professions or academic disciplines. This approach ensures that students not only learn general English proficiency but also acquire specialized vocabulary, terminology, and communication strategies specific to their chosen field. By focusing on the context in which English is used, ESP aims to equip learners with the linguistic tools necessary to navigate professional or academic environments effectively. Through tailored instruction, ESP facilitates deeper understanding and proficiency in English that is directly applicable to real-world scenarios within specific fields of expertise.
 - c. ESP centers around the practical application of English in specific activities where communication is paramount. This specialized approach to language learning focuses on equipping learners with the necessary linguistic skills and knowledge relevant to particular tasks or professional contexts. By emphasizing the use of English as a tool for effective communication within specific activities, ESP ensures that students acquire proficiency in vocabulary, expressions, and communication strategies essential for their field of study or profession. Whether it's conducting business negotiations, writing technical reports, or engaging in academic discourse, ESP aims to enhance learners' ability to interact confidently and competently in English within their specialized domains. Through targeted instruction and practice, ESP facilitates meaningful learning experiences that prepare students to navigate and succeed in their professional or academic endeavors requiring English proficiency.

Previous Related Research

Online learning in Indonesian, has garnered significant attention from researchers, especially concerning its application in English language education within Indonesia. One particular study focused on investigating the strategies employed by teachers and the challenges they encountered while conducting online classes (Rochyani L & Arif W, 2020). The study included 55 students from junior high schools (SMP) and vocational high schools (SMK). Data collection involved the distribution of an online questionnaire to gather insights from participants, followed by a qualitative descriptive analysis of the responses. The findings highlighted three primary strategies utilized by English teachers during online learning sessions: first, the use of online video calls or virtual meetings to engage students and facilitate interactive sessions. Second, teachers employed various online messaging platforms like WhatsApp and Google Classroom to share resources, assignments, and communicate with students asynchronously. Lastly, some educators integrated both video conferencing and messaging tools to create a blended learning experience that catered to different learning preferences and needs. Despite these innovative approaches, the study also uncovered several challenges hindering effective online learning implementation. Foremost among these were teachers' varying levels of proficiency in utilizing educational technology effectively. Many teachers faced difficulties in adapting to and fully utilizing digital tools for instructional purposes. Furthermore, the lack of adequate technological infrastructure and resources posed significant barriers, limiting both teachers' and students' access to reliable internet connections and necessary devices. Additionally, teachers reported challenges in delivering instructional content effectively online, citing issues with maintaining student engagement and effectively conveying complex concepts through digital platforms. Moreover, the study identified broader systemic issues impacting online education in Indonesia, such as the uneven distribution of internet access across different regions and the inadequate support and involvement of parents in facilitating their children's

online learning experiences. These findings underscored the need for targeted interventions and support systems to enhance teachers' digital literacy skills, improve infrastructure, and foster a conducive online learning environment that ensures equitable access and effective educational outcomes for all students.

This research was also underlined by the results of research conducted by Kamil (2022). This study aimed to investigate three main aspects among Indonesian EFL students during the COVID-19 pandemic: their experiences with online learning, the impact of online learning on their language skills development, and their preferences for learning modes post-pandemic. Using a qualitative design and phenomenological approach, data were gathered through online interviews with 12 English department students from a state Islamic university in Indonesia. The analysis employed thematic analysis to interpret the findings. Results indicated that many students faced challenges such as internet connectivity issues, limited interaction, stress, demotivation, and difficulty understanding lessons during online learning. While online learning improved reading, listening, and writing skills, opportunities for speaking practice decreased significantly. Most students expressed a preference for returning to traditional face-to-face classroom learning after the pandemic, though some favored a combination of offline and online methods. Despite the challenges, students recognized that online learning promoted independence, heightened awareness of technology's role in language education, and offered flexibility and access to diverse learning resources tailored to individual needs.

Another research related to the implementation of online learning in Indonesia was done by Fadilah & Yulianto (2023). The research aimed at exploring the experiences of online learning in MTS At-Tawazun. The study employed a qualitative approach to analyze the effectiveness of online English learning at MTS At-Tawazun. Through data analysis, several challenges in online English education were identified: Firstly, learning conditions were often less conducive, possibly due to technological limitations or environmental factors. Secondly, there was perceived suboptimal delivery of learning materials, which may have affected the comprehensiveness and accessibility of educational content. Thirdly, students appeared to be less active and struggled with maintaining focus during online learning sessions. These issues highlighted the need to explore and implement solutions that could enhance the online learning experience at MTS At-Tawazun, potentially involving improvements in technological infrastructure, instructional methods, and student engagement strategies to overcome these challenges effectively.

Research Method

The research employed a qualitative methodology to explore English online learning practices among three English lecturers from different tourism universities in Bali. The study aimed to gain insights into how these lecturers conducted online English courses. The qualitative research methodology was selected to do the research based on the objectives of the research which are deeply analyzing and understanding the implementation of English online learning in tourism schools in Bali and the strengths, weaknesses, opportunities, and threats of the implementation.

To collect the required data, the researcher used interviews guideline that was in the form of questions list and notes. Data collection involved conducting interviews with each informant to understand their approaches, strategies, and experiences in delivering English language instruction through online platforms. The interviews provided rich, detailed accounts of the challenges faced, innovative practices employed, and overall effectiveness of online teaching methods in the context of tourism education. There were three research informants involved in this research. Two of the informants were female English lecturers and one of them was male English lecturer. Those informants have been teaching English for 2 – 9 years in three different tourism schools; tourism schools in Denpasar & Tabanan, Bali. Two informants were graduated from post-graduate in English education at Ganesha University of Education and one of them was graduated from tourism post graduate program at Udayana University.

Data collection was started from developing the research instruments. Then the process was continued to contact the informants to have interview schedule. The interviews were

conducted online via Online Zoom Meeting. Thematic analysis was applied to systematically categorize and interpret the interview data, identifying recurring themes and patterns in the lecturers' experiences and perceptions. This methodological approach allowed for a deep understanding of the nuances and complexities involved in implementing online learning within the specific academic setting of tourism universities in Bali.

Results

Based on the data analysis done in the research, several findings were found related the implementation of online English learning in tourism schools in Bali. Here are the findings of the research.

The Implementation of English Online Learning

There are five major findings related to the implementation of English online learning in tourism schools in Bali. Those findings show that the English learning carried out by the informants was based on the characteristics of English for Specific Purposes (ESP) in which it shows that the informants believed that the ESP-based English instructions they delivered could be able to help the students in developing their career in tourism & hospitality sectors. This is indicated by the learning objectives driving the learning process and the learning topics covered in the learning process. Moreover, the informants were not only delivering the ESP-based learning, but one of the informants also delivered general English considering his students' English mastery. In doing the English online learning, the informants combined messaging platforms and online meeting platforms.

1. Learning objectives are based on schools' learning objectives.

Learning objective is one among five key elements of a lesson plan according to Harmer (1991). Since then, learning objectives were one part analyzed through this research. Based on the data analysis, there was found that the learning objectives were not changing due to the shifting in delivering the learning content to online learning. All lecturers agreed that the learning objectives remained the same. *"The learning objectives are the same as the conventional learning. The differences are only in the way I delivered the materials"* (Informant 01). The learning objectives of the English learning conducted by the research informants are (1) students are able recognize the expressions used to carry communication with guests/ tourists, (2) students are able to understand utterances delivered by guests/ tourists, and (3) students are able to communicate well using English to guests/ tourists. The learning objectives carried out by the informants of this research were based on learning objectives set by the program where the students belong to, such as event management program and hotel management program.

Moreover, the third learning objective encompasses the development of four essential English language skills: speaking, listening, writing, and reading. Throughout the learning process, all four skills are systematically developed to ensure a well-rounded proficiency in the language. However, all informants unanimously agreed that speaking and listening skills receive greater emphasis during the learning process.

2. Learning topics are based on tourism and hospitality related activities.

The second finding regarding the implementation of online English learning in tourism and hospitality schools in Bali pertains to the learning topics that are delivered and discussed in the classroom. These topics are carefully selected to align with the specific needs and contexts of the tourism and hospitality industry. They encompass a range of subjects that are essential for students to master in order to effectively communicate and perform in their future careers. These include industry-specific vocabulary, customer service interactions, cultural nuances, and scenario-based conversations that mimic real-life situations in tourism and hospitality settings. The selection and discussion of these topics aim to equip students with the relevant language skills and knowledge required to thrive in their professional environments. Informant 02 mentioned that *"yes, the selection of learning topics are based on thee activities that they will do in the industry, such as being front office, being housekeeping, etc."*. The topics delivered and discussed by two informants who taught English for Hotel Management were (1) greeting and

welcoming guests, (2) handling reservation, (3) handling check-in & check-out, (4) escorting guests to the rooms, (5) explaining room facilities, (6) handling complaints, and (7) settling payments. The same topics were also integrated by Wicaksono (2023) in the book that he developed in his research.

3. Learning is mixed of general English and English for Specific Purposes

One research informant noted that his teaching approach extended beyond just delivering English for specific purposes; he also incorporated General English into his curriculum. This decision was based on the observation that the students' overall mastery of English was relatively low, necessitating a broader focus to build a more solid foundation in the language. By addressing both specific and general English skills, he aimed to better equip his students with the necessary language proficiency to succeed in their specialized fields of study as well as in everyday communication.

4. Learning is implemented both real time online meeting & messaging tools

During the implementation of online learning, all the research informants indicated that they utilized both real-time online learning platforms and messaging tools to facilitate their teaching. The most commonly used online meeting applications among the informants were Zoom and Google Meet. These platforms enabled synchronous interaction, which was crucial for maintaining a semblance of classroom dynamics in a virtual setting. This synchronous interaction allowed for immediate feedback, dynamic discussions, and a more cohesive learning environment despite the physical distance, thus enhancing the overall effectiveness of the online learning process. Meanwhile the messaging tools used by the informants was WhatsApp Application in which the informants created WhatsApp Group for each class.

5. English lecturers utilized some application to conduct learning process

Besides utilizing Zoom Online Meeting and WhatsApp, the informants also leveraged other applications and websites to enhance the online learning process. According to the interviews, YouTube emerged as one of the most frequently used platforms by the teachers. They used YouTube to search for and play relevant educational videos, which provided a dynamic and engaging supplement to their teaching materials. This approach was particularly beneficial for visual and auditory learners, offering a rich array of content that could be tailored to different learning objectives.

The Strengths, Weaknesses, Opportunities, and Threats of English Online Learning in Tourism Schools in Indonesia

In its implementation, online English learning for tourism and hospitality had strengths, weaknesses, opportunities, and threats. Analyzing and identifying these strengths, weaknesses, opportunities, and threats in online English learning for tourism and hospitality was essential to develop strategies to optimize the online learning process. This analysis and identification were conducted by examining data from observations and interviews with lecturers. The analysis revealed the strengths, weaknesses, opportunities, and threats in online English learning for tourism and hospitality as follows.

1. Strengths

In general, the strengths or advantages of online learning were closely related to the flexibility of time and space in the learning process. Specifically, the strengths of online English learning for hospitality and tourism identified from the data obtained were as follows:

- a. Online English learning provided time flexibility for both lecturers and students. Lecturers and students could access the learning materials anytime and anywhere without being limited by a fixed schedule, as online learning often utilized Learning Management Systems (LMS) that could be accessed at any time and from any place. Some lecturers also used platforms such as Zoom Meeting, Google Meet, or Microsoft Teams to conduct synchronous sessions, requiring students to attend classes at specific times. However, students still had access to learning resources, as lecturers would upload materials like PowerPoint presentations, videos, modules, and other resources to the LMS.

- b. In addition to time flexibility, online learning also offered spatial flexibility. Lecturers and students could conduct the learning process from home or any other location without the necessity of physically attending the educational institution.
- c. Online English learning helped reduce the costs incurred by students. Face-to-face learning often required students to purchase printed books, print assignments, and cover travel expenses to campus, among other costs. With online learning, these expenses were minimized as everything was conducted digitally. Students submitted their assignments via email, eliminating the need to print and physically hand them to the lecturers.

2. Weaknesses

Besides having strengths or advantages, online English learning also had weaknesses that could hinder its implementation. The general weaknesses of online learning were related to technical issues, such as device or internet connectivity problems. The weaknesses of online English learning identified from the collected data were as follows:

- a. The primary weakness of online English learning was technical problems, such as the need for adequate devices and a stable and reliable internet connection. In practice, an unstable internet connection posed significant issues for both students and lecturers, disrupting the learning process. Unequal internet access affected the overall effectiveness of online learning. Additionally, the devices used by lecturers and students played a crucial role; if the devices were inadequate, the applications used in the learning process could not function optimally.
- b. Another weakness of online learning was related to costs. Both students and lecturers needed sufficient internet data to conduct online learning effectively. The amount of data required for the learning process, particularly for video meetings, was substantial, which impacted the overall cost.
- c. Online learning also limited communication between students and lecturers. Students reported that it was easier to communicate with lecturers during face-to-face learning sessions. They found it challenging to express their opinions or ask questions during online learning.
- d. Online learning hindered lecturers' ability to monitor students, particularly in practicing speaking skills in English.

3. Opportunities

With the advancement of technology and the widespread digitalization, online English learning, as well as other forms of online education, presented significant potential and opportunities for development.

- a. The emergence of various online learning platforms and applications constituted a major opportunity for online English learning. Lecturers had a wide array of applications and platforms to choose from, such as Zoom, Google Meet, Microsoft Teams, Moodle, and many others. These platforms offered diverse features, including video conferencing, real-time messaging, interactive whiteboards, and resource sharing, which enabled lecturers to create engaging and interactive learning environments. This variety allowed lecturers to select the tools that best suited their teaching styles and the specific needs of their students. Additionally, the continuous development and enhancement of these platforms meant that lecturers could benefit from new features and improvements, further optimizing the online learning experience.
- b. The digital and technological literacy of students also presented a substantial opportunity for conducting online learning. As students became increasingly adept at using digital tools and technologies, they were more capable of navigating online learning platforms, engaging with digital content, and utilizing various online resources. This familiarity reduced the learning curve associated with new technologies, allowing students to focus more on the content of their courses rather than on how to use the tools. Furthermore, tech-savvy students were often more comfortable participating in online discussions, collaborating on digital projects, and accessing online resources independently, all of which contributed to a more dynamic and self-directed learning environment. This technological proficiency also enabled lecturers

to implement more advanced and interactive teaching methods, such as multimedia presentations, virtual simulations, and online assessments, thereby enriching the overall educational experience.

4. Threats

The implementation of online English learning was not without threats that could hinder its effectiveness. The threats identified in online English learning were as follows.

- a. The low level of awareness about online learning among the general public, especially among parents, represented a significant threat. Many parents lacked a comprehensive understanding of the online learning process and its demands. This gap in awareness often resulted in inadequate support from parents, which is crucial for students' success in an online learning environment. Without proper support, such as creating a conducive study environment at home, monitoring students' progress, and providing encouragement, students may struggle to engage effectively with their online courses. Additionally, parents who were not familiar with the digital tools and platforms used in online learning might find it challenging to assist their children with technical issues or navigate the online learning system, further impeding students' ability to benefit from the educational opportunities available.
- b. The variation in understanding and skills among lecturers in delivering online learning posed another significant threat. Not all lecturers had the necessary expertise or experience to effectively manage and teach in an online environment. This lack of uniformity in digital proficiency and pedagogical approaches led to inconsistencies in the quality of instruction. Lecturers who were less familiar with online teaching tools and strategies might struggle with creating engaging and interactive online classes, leading to a suboptimal learning experience for students. Furthermore, the absence of standardized training or professional development for lecturers in online education exacerbated this issue, resulting in varying levels of effectiveness in the delivery of online courses. The disparity in lecturers' ability to utilize online platforms, develop digital content, and facilitate virtual interactions could affect the overall quality of education and student outcomes in online English learning.

Discussions

The data analysis revealed that the implementation of English online learning in tourism schools in Bali is based on the concept of English for Specific Purposes (ESP). The learning objectives driving the English instructions were based on the schools' objectives which are preparing the students to be professionals in the tourism and hospitality sectors. Those led to the learning objectives emphasizing on the students' oral communication mastery including the speaking, listening without neglecting the writing & reading skills. This prioritization is based on the belief that communication within the tourism and hospitality sectors predominantly involves oral interactions. Therefore, enhancing speaking and listening abilities is considered crucial for effective communication in these industries. This is in line with the results found by Chumphong & Chuai-in (2020) that listening is the most common skill used in tourism sector then followed by speaking skill. Besides, the English online learning carried out by the informants covered the topics which were related to the hospitality & tourism activities. This is in accordance with the characteristic of English for specific purposes mentioned by Dudley-Evans & John (1998). The topics delivered and discussed by two informants who taught English for Hotel Management were (1) greeting and welcoming guests, (2) handling reservation, (3) handling check-in & check-out, (4) escorting guests to the rooms, (5) explaining room facilities, (6) handling complaints, and (7) settling payments. The same topics were also integrated by Wicaksono (2023) in the book that he developed in his research.

The data analysis also showed that the informants were utilizing online meeting platforms, such as Zoom Meeting & Google Meets. Supporting this approach, Gunawan et al., (2021) found that the use of Zoom facilitated effective real-time communication between teachers and students, fostering more interactive and engaging online learning experiences. They were also utilizing instant messaging platforms, such as WhatsApp. The use of instant messaging platform was to accommodate the communication and discussion needed by the

students due to the confusion or questions related to the learning which could not be done via online meeting platforms. The use of WhatsApp could significantly help students in English learning (Mistar & Embi, 2016). To facilitate more fun English online learning, the informants were also using some applications or sources to gain visual & audio learning sources or media. Supporting the effectiveness of this strategy, Saed, Haider, Salman, Al-Salman, Hussein (2021) found that students who engaged with YouTube-based learning activities demonstrated significant improvements in their speaking performance, particularly in areas such as fluency, coherence, and pronunciation. This evidence suggests that integrating multimedia resources like YouTube into the online learning environment can significantly enhance students' language skills and overall learning experience.

- a. The results of the data analysis provide a comprehensive overview of how English lecturers in tourism schools in Bali implemented and conducted online English learning during the COVID-19 pandemic. This research highlighted several key strengths.
- b. The study focused on the unique context of tourism schools in Bali, offering valuable insights into the specialized requirements and challenges of teaching English for Specific Purposes (ESP) in the tourism and hospitality sectors. This contextual understanding is crucial for developing targeted strategies to enhance online English learning in similar settings.
- c. The study captured the practical experiences of lecturers during the pandemic, offering real-world relevance to the findings. This relevance is particularly important for policymakers and educators seeking to understand the immediate impacts of the pandemic on education and develop responsive strategies.
- d. The research successfully identified the strengths, weaknesses, opportunities, and threats associated with online English learning. This comprehensive analysis provides a solid foundation for future research aimed at exploring and addressing these factors, ultimately contributing to more effective and sustainable online learning practices.

These strengths underscore the value of the study as a baseline for conducting further research. By building on these findings, future studies can explore potential strategies for optimizing online English learning, ensuring that it meets the evolving needs of both lecturers and students in the tourism education sector.

Building on the findings of this study, further research should explore several key areas to enhance the effectiveness of online English learning in tourism education. One direction is to investigate the development and implementation of targeted training programs for lecturers to improve their digital literacy and proficiency in using online teaching tools. This could involve evaluating different training methodologies and their impact on teaching quality. Additionally, research could examine the role of parental involvement and support in online learning environments, identifying strategies to increase awareness and engagement among parents. Another critical area is the exploration of innovative teaching methods and technological solutions that address the technical challenges identified, such as unstable internet connections and inadequate devices. Studies could also assess the long-term effects of online learning on students' language proficiency and engagement in the tourism and hospitality sectors. By addressing these areas, future research can contribute to the creation of a more resilient, inclusive, and effective online learning framework for English education in tourism schools.

Conclusion

The implementation of online English learning for tourism and hospitality has demonstrated both significant opportunities and notable challenges. On the positive side, the proliferation of diverse online learning platforms and applications has provided lecturers with a variety of tools to enhance their teaching methods and meet the specific needs of their students. Additionally, the increasing digital literacy of students has facilitated smoother interactions with online learning environments, enabling more effective engagement and independent learning. However, the effectiveness of online English learning is tempered by several threats. Low awareness among the public, particularly parents, has often led to insufficient support for

students, impacting their ability to fully engage with online education. Furthermore, discrepancies in lecturers' understanding and skills in online teaching have resulted in inconsistencies in instructional quality, potentially undermining the learning experience. Addressing these challenges requires targeted strategies, such as improving digital literacy among parents and providing comprehensive training for lecturers. By leveraging the opportunities and mitigating the threats, online English learning can be optimized to offer a more effective and inclusive educational experience for all participants.

The implementation of online English learning for tourism and hospitality has significant implications for both educational theory and practice. Theoretically, the study underscores the importance of incorporating flexibility and digital literacy into educational models. Practically, the study highlights the critical role of training and support in enhancing the effectiveness of online education. The increasing digital literacy among students has shown to facilitate more effective engagement and independent learning, indicating that investment in digital skills development can yield substantial benefits. However, the challenges posed by low public awareness, particularly among parents, and the varying levels of lecturers' digital proficiency point to the need for targeted interventions.

While the implementation of online English learning for tourism and hospitality has highlighted significant opportunities and challenges, this study is not without its limitations. One primary limitation is the scope of the sample, which was confined to three English lecturers from four tourism schools in Bali. This limited sample size and geographic focus may not fully represent the broader landscape of online English learning in diverse educational contexts and regions. Additionally, the study relied heavily on qualitative data obtained through observations, interviews, and literature reviews, which, while rich in detail, may lack the generalizability of quantitative data. Another limitation is the potential bias in self-reported data, as participants may have presented a more favorable view of their online teaching experiences. Moreover, the rapid shift to online learning during the COVID-19 pandemic created an emergency teaching environment, which may differ from planned and sustained online education strategies.

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