We examine the transition to emergency remote instruction during the pandemic based on questionnaire responses from educators and students from 118 countries. Inferential analyses of instructors’ responses indicate that: i) context-wise, they coped better when they worked in higher education and used synchronous delivery, and were more engaged in economically developing countries; ii) psychological overload was mediated by perception of student coping; iii) stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of situational impact, course optionality, and perceived effectiveness of virtual delivery; iv) language teachers felt that remote instruction depressed students’ progress by 64%, with future learning outcomes the biggest cause for concern in beginner-level courses; v) breakups of some constructs in clusters of naturally correlating variables suggest that in crisis situations these may function differently than during ‘business as usual’, supporting the Strong Situation Hypothesis. We also demonstrate how participants’ coping behavior and attitudes were moderated by multilingualism, as well as discuss factors distinguishing better- and worse-coping students. Lastly, we will canvass the impact of personality traits.

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