

Implementation of English as Foreign Language Teaching during Pre- and Post-COVID-19 Pandemic: A Narrative Review

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Abstract

This study explores the implementation of English as a Foreign Language (EFL) teaching practices pre-covid and post-Covid pandemic. This paper employs a narrative review of selected articles that shed light on instructional challenges and opportunities in the transition from traditional classroom teaching to online and hands-on learning. The methodology employed in this study used the Google Scholar database to select pertinent studies with keywords within the title field, spanning the years 2019-2022. This study acknowledges the impact of the pandemic on English language teaching, highlighting the need for creative teaching methods and a hybrid of online and face-to-face learning for effectiveness. This paper also stresses the significance of ongoing support to address technical challenges and ensure a smooth learning experience for students. The findings highlight the shift from traditional EFL teaching to remote teaching post-COVID, stress challenges such as digital literacy, and limited resources. This necessitates ongoing support for educators to navigate online and blended learning, integrate technology, and adapt to developing teaching methodologies.

Keywords: Implementation, EFL, teaching, Pre-Covid, Post-Covid

1. Introduction

Understanding the multifaceted nature of education, it is essential to use a variety of analytical perspectives and consider its complex circumstances, altering dynamics, various stakeholders, and the advancement of technology in the teaching and learning process. Learning used to take place in a one-directional approach to the traditional style of teaching in the classroom, where teachers and students had face-to-face interactions at a specific time. The need for another platform where face-to-face teaching could not take place because of distance, time flexibility, or the pandemic outbreak led the participants to look for alternatives by utilizing a mix of online and hands-on learning opportunities as soon as the pandemic COVID-19.

2. Literature Review

In The COVID-19 pandemic has disrupted economic expansion in nations affected by the coronavirus, resulting in the implementation of measures such as lockdowns, reduced workplace attendance, school shutdowns, and suspension of transportation services (Tarkar, 2020). The closure of educational institutions in most nations has resulted in the disruption of education for more than 91.3% of the worldwide student population as a measure of the spread of the virus (Toquero, 2020). Lockdown measures have been imposed and people have been encouraged to remain at home as necessary steps to reduce the risk of infection and manage the spread of illness (Sintema, 2020).

However, the course of EFL instruction has experienced a significant transformation due to the COVID-19 pandemic. Traditional methods of instruction are disintegrated because of the demands of distant learning, forcing educators into unexpected digital learning environments. This transitional shift from traditional to digital education has brought about an array of transformations that are worth exploring before and after the pandemic in terms of teaching, learning, usage of technology, challenges, and opportunities along the way for educational institutions (Pinheiro et al., 2023; Rapanta et al., 2021; Galvis, Carvajal, 2022; Ibrahim et al., 2020). Social distancing measures in schools and universities disrupt in-person instruction, leading to disengagement and dropouts that set the stage for making alternative arrangements, but effectiveness varies based on students' social circumstances (Reimers, 2022).

This study aims to highlight and compare the methods, challenges, and results of EFL education throughout various periods. This study uses this lens to emphasize the implementation of EFL teaching, including the unexpected obstacles and creative alternatives that occurred during and after the epidemic. This project will provide educators, policymakers, and academics with insights into the future of successful EFL teaching in the aftermath of the pandemic.

The objectives of this study are enumerated below:

- To investigate the effects of the COVID-19 pandemic on English as a Foreign Language teaching practices, with a focus on changes in instructional strategies, technology integration, and classroom dynamics.
- The examine the efficacy of modified EFL teaching techniques after COVID-19, comparing student learning experience, engagement, and satisfaction levels.

Considering the above two objectives, this study will identify practices for improving EFL language teaching education in the aftermath of global disruptions.

3. Methodology

This This study reviews the relevant literature. The studies selected for this review were obtained from the Google Scholar search database. The keyword that was used in the search for literature search was conducted by entering the keywords in the above-mentioned 'title field' by using Booleans "English" AND "Language" AND "Teaching" AND "before" "Covid-19" and the year of publication was considered 2019-2022 "English" AND "Language" AND "Teaching" AND "before" "Covid-19." The extracted search was then filtered using the field of study and open-source files. All the files were open-access files. The files were imported for further filtering.

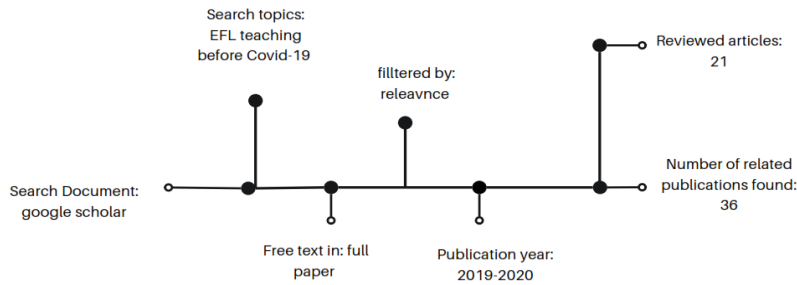


Figure 1: Systematic review of Google Scholar database

2.1 Implementation EFL Teaching Pre- and Post-Covid-19

Table 1: Implementation EFL teaching pre- and post-Covid-19

Reference	Keywords	Abstracts	URL/ Resources
Alkhannani, B. M. (2021). Before and After: English Language Acquisition in Saudi Arabia and the New Possibilities in Teaching and Learning that the Covid-19 Pandemic May Have Brought. <i>Journal of Language Teaching and Research</i> , 12(5), 756-761.	English language, Saudi Arabia, COVID-19 pandemic, English education	Reviewing this study provides a comprehensive analysis of English language teaching in Saudi Arabia, both pre-and post-COVID. It highlights the strong influences on EFL in Saudi Arabia, such as religion, culture, and the dominant Arabic language. The transition to emergency remote teaching, both opportunities and challenges, is acknowledged, with a focus on digital competence among teachers and further research on online language acquisition. Yet, the study also acknowledges weaknesses, such as limited pre-COVID details, a need for a deeper analysis of traditional teaching methods, and a need for more attention to learners' experiences pre- and post-COVID. Understanding their perspectives would provide valuable depth to the analysis. One could critique the paper lacks an in-depth and academic consistency, needs a comprehensive literature review, practical and in-depth analysis of the solutions.	https://jltr.academypublication.com/index.php/jltr/article/view/1356
Erarslan, A. (2021). English Language Teaching and Learning During Covid-19: A Global Perspective on the First Year. <i>Journal of Educational Technology and Online Learning</i> , 4(2), 349-367.	Pandemic Covid-19 Emergency online teaching English language teaching and learning	Reviewing this paper highlights that the COVID-19 pandemic has significantly impacted English language teaching, leading to a rapid shift to emergency online learning. The pandemic has highlighted challenges that teacher and students come across such as digital literacy, limited resources, and technological skills. The potential of online teaching and the call for re-evaluation, recognizing the limitations of emergency solutions and promoting sustainable improvements of teacher education programs is highlighted. However, the pandemic lacks a pre-pandemic context, which could provide a more comprehensive understanding of the shift. It also lacks examples of successful adaptations or positive student outcomes in online learning and it could benefit from a detailed discussion of limitations and implications for future research.	https://dergipark.org.tr/en/pub/jetol/article/907757
Al-Samiri, R. A. (2021). English Language Teaching in Saudi Arabia in Response to the COVID-19 Pandemic:	COVID-19 pandemic, distance learning, e-learning, English as a foreign	The COVID-19 pandemic has significantly impacted English language teaching, causing challenges like low student motivation and proficiency. The shift to online learning has worsened these issues, causing technological and mental health impacts. However, the pandemic has also provided opportunities for informal language acquisition content and	https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3851682

Challenges and Positive Outcomes. <i>Arab World English Journal (AWEJ) Special Issue on Covid, 19.</i>	language (EFL), remote learning,	professional development. It has forced educators and students to develop new skills for online teaching, improving EFL students' language skills. The pandemic has created innovative approaches to language learning and professional development. The study requires a through discussion on strategies and tools used to tackle challenges, by including recent research studies to fulfill the academic expectations.	
Sakkir, G., & Abduh, A. (2022). The Factors Affect the Implementation of English Teaching Strategies before and during Covid-19 Pandemic Era. <i>EduLine: Journal of Education and Learning Innovation, 2</i> (4), 472-480.	Teaching strategies, English, Covid-19, pandemic era	The paper explores the transformation of English language teaching during and after the pandemic. It highlights the contrast between the pre-pandemic reliance on physical classrooms and the rapid shift to online learning. The study points out the importance of teacher adaptability and the need for innovation in the new virtual environment. However, it also admits the limitations of the analysis, such as limited specifics on pre-pandemic teaching strategies or post-pandemic innovations. It overlooks the experiences of students before and after the pandemic, which could provide more depth. Further considerations, like the potential long-term impact of online learning on English language teaching were discussed, but lacks argument of limitations like data collection biases.	https://sainsmat.org/index.php/eduline/article/view/1325
Situmorang, K., Pramusita, S. M., & Nugroho, D. Y. (2021). English Teachers' Reflections and Lessons Learned in Language Teaching during COVID-19 Pandemic. <i>Eduvelop: Journal of English Education and Development, 5</i> (1), 50-61.	English Teachers, Lessons Learned, Online Learning, Reflections	Post-pandemic, English language teaching was primarily based on traditional classroom methods with limited technology integration. The transition to remote learning has necessitate to communication methods and personalized feedback. Online platform has compelled teachers to deliver their educational material by utilizing digital tools to improve student engagement. This transition was made from academic achievement to fostering a conducive online learning context. The post-pandemic era has seen English language teaching become more adaptive, adaptive, and technology-oriented. Employing qualitative framework and thematic analysis to inspect the experiences of English teachers provide insights for educators and policymakers, but small sample size and data collection limits its generalizability.	https://ojs.unsulbar.ac.id/index.php/eduvelop/article/view/111
Hartshorn, K. J., & McMurry, B. L. (2020). The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States. <i>International Journal of TESOL Studies, 2</i> (2), 140-156.	COVID-19, Intensive English Programs, Online teaching and learning, stressors	The pandemic has significantly affected ELT and learning, causing a transition in challenges and priorities. The declining status of English for teachers and students raises questions regarding engagement motivation. Online learning has posed many difficulties for students, exposing their learning needs and unique struggles. The decay in speaking skills, especially for interaction, points out potential difficulties in language learning during the pandemic. Highlighting the weaknesses offers a holistic investigation that updates future research and strategies on supporting language learning in unforeseen circumstances. The study needs a strong theoretical framework, detailed literature review, practical recommendations to enhance the quality.	https://www.tesolunion.org/attachments/files/60GVKAOTQ3AZDAZFMGNH4MMUXFNWMYBNMRKEZGY53QDVH4YJNL8ODG18MGNL70THI5YTVM0MJM35NTRJ6NZVM5ZDK27LJC46NZQ25NZQ4BLJQ0.pdf
Younesi, M., & Khan, M. R. (2020). English Language	English Language Teaching,	This paper in the University of Allahabad found that 89% of 181 teachers and students believe that online English programs are inevitable requirements in	https://www.tesolunion.org/attachments/files

<p>Teaching Through the Internet at Post COVID-19 Age in India: Views and Attitudes. <i>International Journal of Research and Analytical Reviews</i>, 7(3), 870-875.</p>	<p>Internet, COVID-19</p>	<p>India post-COVID-19. It emphasizes the need that focus on English language programs, particularly in the post-COVID-19 period, as COVID has exacerbated the development of online educational platforms. The paper stresses the need for creative teaching methods and blending online learning with real teaching sessions for effectiveness. The evolving IT industry in India has simplified the success and profitability of online English language programs, especially in the context of social distancing measures and remote learning. The study, involving 181 participants from fifteen universities, has limitations such lack of demographic representation, and unclear data collection and analysis methodology.</p>	<p>/60GVKAOQTQ3AZDAZFMGNH4MMUXFNWMYBNMRKEZGY530DVH4YJNL8ODG18MGNL70THI5YTVM0MJM35NTRJ6NZVM5ZDK27LJC46NZQ25NZQ4BLJQ0.pdf</p>
<p>Zou, C., Li, P., & Jin, L. (2021). Online College English education in Wuhan Against the COVID-19 Pandemic: Student and Teacher Readiness, Challenges and Implications. <i>PloS one</i>, 16(10), e0258137.</p>	<p>Online college English education COVID-19 pandemic</p>	<p>The study reveals that many of participants moderately prepared, yet faced technical and student engagement issues. Having said that, the majority expressed a positive attitude towards online learning and expressed willingness to continue. The paper recommends addressing technical issues, providing teachers training evaluating the levels of readiness, student engagement and communication in online courses. The pandemic brings about the need for preparedness, a balanced approach to blend online and traditional teaching strategies in higher education English language instruction. The study has limited scope and methodological limitations. The use of questionnaires and interviews may not fully capture the complexity of challenges and perceptions.</p>	<p>https://journal.s.plos.org/plosone/article?id=10.1371/journal.pone.0258137</p>
<p>Subekti, A. S. (2021). Covid-19-Triggered Online Learning Implementation: Pre-Service English Teachers' Beliefs. <i>Metathesis: Journal of English Language, Literature, and Teaching</i>, 4(3), 232-248.</p>	<p>Online learning, pre-service teachers' beliefs, Covid-19 pandemic</p>	<p>The paper studies English teachers' beliefs about challenges and practices in implementing online teaching and learning. It reveals challenges such as resource barriers, lack of teacher-student connection, and a preference for synchronous and asynchronous learning. The pandemic has accelerated the transition to online learning, forcing teachers to adapt their strategies and learn digital tools. The study stresses the significance of upholding the need for flexibility, adaptability, and combining technology and social connections in virtual classrooms for better education. The study on online learning challenges in various educational contexts is insufficient, and a comprehensive analysis of pre-service teachers' beliefs before and during the Covid-19 pandemic could offer more valuable insights.</p>	<p>https://pdfs.semanticscholar.org/1b6a/688b2ffd839a2c9c9965e3896b7416b64bb9.pdf</p>
<p>Par, L. (2022). Integrating TPACK into English Language Teaching Before and During Covid-19 Pandemic: The State of the Art. <i>English Language Education Journal (ELEJ)</i>, 1(2), 49-72.</p>	<p>technological pedagogical content knowledge, TPACK, ELT, covid-19 pandemic, online learning</p>	<p>Review of this paper indicates that the pandemic has substantially affected ELT, requiring the implementation of the TPACK framework to improve students' language skills and motivation in online learning environments. The fast application of technology in language learning presents challenges for teachers and students, necessitating a comprehensive approach considering technological, pedagogical, and socio-economic factors. The TPACK framework, combined with digital technology, has been used to facilitate online language learning during and after the pandemic. The paper could</p>	<p>https://jurnal.unikastpaulus.ac.id/index.php/elej/article/view/1451</p>

		benefit from a thorough analysis of the limitations and downsides of including TPACK into ELT and discovering potential online learning solutions during the pandemic.	
Shahzad, S. K., Hussain, J., Sadaf, N., Sarwat, S., Ghani, U., & Saleem, R. (2020). Impact of Virtual Teaching on ESL Learners' Attitudes under COVID-19 Circumstances at Post Graduate Level in Pakistan. <i>English Language Teaching, 13</i> (9), 1-9.	Covid-19, Virtual Teaching, HEC Pakistan, attitude, ESL	The COVID-19 has led to a significant transition both in virtual or online teaching, substituting traditional classroom settings and requiring students and teachers to adapt to remote learning context. This has altered the way English is taught and learned, raising concerns about IT infrastructure, internet connectivity, and the need for training. The shift has incited a re-evaluation of teaching methods and the adoption of innovative approaches to engage ESL learners. Effective strategies are crucial for promoting virtual teaching and ensuring its successful implementation, especially in regions with limited technology and IT resources. A study on the impact of virtual teaching on ESL students' behavior used an experimental approach, involving both qualitative and quantitative analysis. The paper explores the impact of virtual teaching, but it lacks comprehensive information on the construction of questionnaire, validation, and could benefit from a thorough literature review.	https://eric.ed.gov/?id=EJ1266603
Wirawati, W. A., Laili, R. N., & Nashir, M. (2022). Post COVID-19 Learning Adaptation: Teachers' Strategies and Innovations in Teaching English in the Post Pandemic. <i>EduLine: Journal of Education and Learning Innovation, 2</i> (3), 226-233.	Post Covid 19, Teachers' Strategies, Teaching English.	This review highlights a blended learning model has been adopted, combining online and face-to-face instruction using digital tools. However, limited face-to-face learning has introduced new challenges for teachers, such as reduced school hours and group division. Innovative teaching strategies have been developed to ensure student engagement and progress. A descriptive qualitative method was used to explore the preparation for learning in the new normal period, obstacles, teachers' strategies, and solutions. The paper suggests improvements in data presentation, generalizability, and future research directions, including quantitative data and statistical analysis on limited face-to-face learning.	https://sainsmat.org/index.php/eduline/article/view/927
Fatima, N. (2020). English Language Teaching During the Times of COVID-19- Challenges and Opportunities: A Brief Study of GFP Students in Muscat College. <i>Journal for Research Scholars and Professionals of English Language Teaching.</i>	COVID-19, ELT, e-Learning, Pedagogy, Technological Tools	The study explores online English language teaching challenges and opportunities, focusing on independence, study skills, self-motivation, time management, and interest. It suggests solutions like technological literacy and group activities. However, it needs a more detailed analysis of strategies, limitations, and comparisons with similar studies for comprehensiveness. The study examines the impact of COVID-19 on ELT at Muscat College, focusing on changes in curriculum, pedagogy, and student evaluations. Despite challenges like WiFi and equipment, most students participated online, showcasing the resilience of teachers and students in navigating unprecedented circumstances.	https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3704603

<p>Yandell, J. (2020). Learning Under Lockdown: English Teaching in the Time of Covid-19. <i>Changing English</i>, 27(3), 262-269.</p>	<p>online teaching; knowledge; intertextuality; dialogue; learning.</p>	<p>The paper discovers the use of online English lessons, concentrating on narrative structure and universal themes. It critiques the text and purpose of these classes, highlighting their limitations compared to in-person interactions. The pandemic has shifted to online teaching, offering new challenges for teachers. Online teaching lacks the complexity and social dynamics of in-person interactions, leading to concerns about its effectiveness. The lockdown approach has been criticized for being prescriptive, structured around direct instruction, and focusing on high-stakes assessment. The paper calls for innovative online pedagogical strategies that combine traditional classroom interactions with digital learning environments. The study explores the transition to online learning due to Covid-19, but lacks clear details on research methodology, while participant responses offer insights, a more detailed analysis on their implications for practice.</p>	<p>https://www.tandfonline.com/doi/abs/10.1080/1358684X.2020.1779029</p>
<p>Erdoğan, P. (2022). From the Eyes of EFL teachers in Turkey: Synchronous and Asynchronous Online Teaching during the COVID-19 Pandemic. <i>The Journal of Language Teaching and Learning</i>, 12(1).</p>	<p>EFL Teachers Teacher Competencies Synchronous Online Teaching Asynchronous Online Teaching Challenges</p>	<p>The paper explores the experiences of English as a Foreign Language (EFL) teachers in Turkey during the COVID-19 pandemic, focusing on synchronous and asynchronous online teaching. It highlights the challenges faced by teachers, including teaching students with disabilities and maintaining interaction. Technological problems and student motivation were identified as common challenges. The article provides valuable insights into the challenges faced by EFL teachers in Turkey, but could benefit from a detailed discussion of data collection methodologies and a deeper exploration of the implications for EFL teacher training and online education in Turkey.</p>	<p>https://avesis.hacettepe.edu.tr/yayin/118a0d62-ee9b-497d-871a-9b5d21eccc3/rom-the-eyes-of-efl-teachers-in-turkey-synchronous-and-asynchronous-</p>
<p>Upur, R. A. (2021). Rethinking Teaching and Learning Language in the New Era: Lessons from the Covid-19 Pandemic in Tanzania. <i>LLT Journal: A Journal on Language and Language Teaching</i>, 24(2), 574-596.</p>	<p>Language teaching; Language Learning; COVID-19; Tanzania; Technology</p>	<p>The study examines the use of technology in language learning during the COVID-19 pandemic, focusing on mobile learning, educational broadcasting, and online resources. It emphasizes the importance of constructivist learning and the potential of technology to complement traditional teaching methods. The pandemic led to increased reliance on mobile learning, and both teachers and students faced challenges in coping with this shift. Web resources, social networking sites, and applications are becoming increasingly important for language learning in foreign contexts. The paper provides valuable insights into the use of technology in language learning, but a more detailed analysis of these technologies' impact on student learning outcomes and potential biases would enhance its credibility.</p>	<p>https://e-journal.usd.ac.id/index.php/LLT/article/view/3262</p>
<p>Kadir, F. A. S. B., & Yunos, M. M. (2021). The Impact of Covid-19 on English Language Teaching and Learning Process: A Review. <i>International Journal of Academic Research</i></p>	<p>Covid-19, English Language Teaching and Learning Process, remote learning, Tools, Challenges</p>	<p>The article explores the impact of Covid-19 on English language teaching and learning in various countries, focusing on remote teaching and learning pedagogy, stakeholder involvement in content management, and challenges faced by ESL teachers and learners. It emphasizes the use of digital technology and multiple platforms for learning, emphasizing the need for support and training. Challenges faced by learners include lack of digital literacy, low motivation, and financial constraints.</p>	<p>https://pdfs.semanticscholar.org/f403/ea8fb06c6ef8e9b066e225942f321fbfce5.pdf</p>

<p><i>in Progressive Education and Development, 10(2), 300-307.</i></p>		<p>The article emphasizes the need for up-to-date information and technology to enhance teaching and learning processes. However, it could benefit from a more detailed analysis of specific case studies and exploration of potential solutions to address the challenges faced by learners. The article's practical value could be enhanced by a more comprehensive understanding of the impact and potential solutions.</p>	
<p>Hamad, M. M., Dafaallah, A. S., & Alhaj, A. A. (2021). The Challenges of Online English Language Teaching from EFL Instructors' Point of View in KKU, Tehama Campus during COVID 19 Period. <i>Journal of Language Teaching and Research, 12(4), 543-556.</i></p>	<p>challenges, online, EFL, COVID19</p>	<p>The post-pandemic challenges in online English language teaching are multifaceted, involving issues with teaching quality, student interaction, authentic learning outcomes, instructors' planning and correction load, and macro and micro skills. Factors affecting online learning include personal, social, technical, and financial barriers, low digital competence, parental dissatisfaction, logistical and attitudinal modifications, and student cheating. Effective student management and engagement are crucial for achieving authentic learning outcomes. A study on EFL instructors at KKU, Tehama Campus found that instructors faced challenges in evaluating micro speaking skills, students' motivation, listening and writing skills, and the impact of online teaching on their authority. Comparative analysis with other institutions or regions could provide a more comprehensive understanding.</p>	<p>https://jltr.academypublication.com/index.php/jltr/article/view/1105</p>
<p>Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges During COVID-19 Pandemic in Indonesia. <i>Register Journal, 13(1), 49-76.</i></p>	<p>COVID-19, EFL teachers, online EFL learning, technology enhanced language learning, technology in language learning.</p>	<p>The COVID-19 pandemic has significantly impacted English language teaching, causing challenges for educators and students. The digital divide has widened education disparities, necessitating equitable access to learning opportunities. Teachers have had to adapt to online platforms, requiring training and preparation. There is a need for ongoing support to address technical challenges and ensure a smooth learning experience for students. Teacher education and training programs should incorporate technology integration, providing educators with skills and resources to teach English in online and blended learning environments. Professional development and support are essential for the evolving needs of English language teaching in the post-COVID-19 era.</p>	<p>https://www.researchgate.net/profile/Arif-Nugroho-7/publication/341750033_EFL_Classes_Must_Go_Online_Teaching_Activities_and_Challenges_during_COVID-19</p>
<p>Reimers, F., Schleicher, A., Saavedra, J., & Tuominen, S. (2020). Supporting the Continuation of Teaching and Learning during the COVID-19 Pandemic. <i>Oecd, 1(1), 1-38.</i></p>	<p>Teaching and learning Covid-19</p>	<p>The Covid-19 pandemic has accelerated the adoption of digital resources in English language teaching, transforming it into more interactive, accessible, and personalized learning experiences. Online platforms offer a wide range of materials, including interactive exercises, videos, and audio content, catering to different learning styles and levels. The shift towards digital resources and online platforms reflects a broader trend in education towards technology integration and remote learning. The analysis of English language teaching before and after Covid-19 may encompass both qualitative and quantitative aspects. However, the paper could benefit from a more structured and standardized approach to evaluating and presenting resources, as well as a more in-depth analysis of the usability, accessibility, and effectiveness of the resources, including considerations for users with limited connectivity or</p>	<p>https://globaled.gse.harvard.edu/files/geij/files/supporting_the_continuation_of_teaching.pdf</p>

<p>Sepulveda-Escobar, P., & Morrison, A. (2020). Online Teaching Placement during the COVID-19 Pandemic in Chile: Challenges and Opportunities. <i>Euro pean Journal of Teacher Education</i>, 43(4), 587-607.</p>	<p>online teaching placement; teacher education; COVID-19</p>	<p>special needs. The COVID-19 pandemic has significantly impacted Chilean student teachers' teaching placements, presenting both challenges and opportunities. Challenges include limited internet access and communication with cooperating teachers, while opportunities include enhanced teacher preparation. A study involving 27 student teachers revealed the need for collaboration between schools and universities to develop effective strategies for online teaching during emergencies and the integration of ICT literacy into teacher education programs. Participants valued online learning but faced limited face-to-face contact, impacting motivation and effectiveness. Recommendations for ITE programs emphasize the importance of final placement experience for student teachers' learning and development. The post-COVID-19 landscape for English language teaching presents a blend of challenges and opportunities, requiring educators and teacher education programs to adapt to support student teachers and ensure high-quality English language education.</p>	<p>https://www.tandfonline.com/doi/abs/10.1080/02619768.2020.1820981</p>
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4. Discussion

4.1 Analysis based on the Previous Article

After reviewing those articles, the researcher found the summary of the studies relevant to the Implementation of English as a Foreign Language Teaching pre- and post-COVID-19 Pandemic. Despite challenges such as concerns about digital literacy and limited resources, the epidemic has led to a movement toward remote teaching and online learning in EFL education. Teachers are increasingly focused on virtual learning and innovative online activities, despite obstacles such as low student enthusiasm and mental health dangers. However, possibilities for informal language study and professional development continue.

Besides those mentioned above, a significant transition from pre-COVID to post-COVID, with a stress on adaptive, technology-driven, and hybrid learning approaches. The post-COVID approach emphasized worldwide recognition of the pandemic's influence on education, exposing widening educational gaps and a rising digital divide. Pre-COVID concerns, such as a lack of solid knowledge of contemporary teaching practices and less understanding of prior efforts, were altered into post-COVID themes focusing on instructor support requirements. These included the significance of providing ongoing support for online and hybrid education, incorporating technology into teacher education courses, and improving educators' skills and readiness for evolving methods of teaching. The impact on student instructors included challenges with a limited internet connection, chances for greater teacher preparation and coordination, and a focus on the importance of successful online teaching techniques.

Prior to the COVID-19 pandemic, English as a Foreign Language (EFL) teaching was primarily based on traditional methods, including physical classrooms and in-person instruction. Cultural and religious influences also influenced teaching practices, leading to a lack of diversity. However, pre-COVID EFL teaching faced challenges like a lack of awareness of current teaching techniques, inadequate evaluation of previous approaches, and a growing emphasis on prioritizing learners' experiences. Table 2 showcases the findings.

Table 2: Themes developed from pre-Covid and post-Covid EFL teaching

Pre-Covid Themes	Post Covid-19
<p>EFL Teaching Overview</p> <ul style="list-style-type: none"> • Traditional methods: physical classrooms, in-person instruction. • Limited technological integration. 	<p>Post-Covid Shift to Emergency Remote Teaching</p> <ul style="list-style-type: none"> • Widespread use of online learning. • Created barriers: digital literacy concerns. • Limited resources. • Need for technology skill development.
	<p>Post-Covid Teacher Adaptation Stress</p> <ul style="list-style-type: none"> • Increased focus on virtual learning. • Recognition of the need for creativity in online teaching practices.
	<p>Online Learning Challenges</p> <ul style="list-style-type: none"> • Poor student motivation. • Skill deterioration. • Mental health risks. • Offers informal language learning and professional growth.
	<p>Transition to Adaptive, Technology-Driven, Mixed Learning Methods</p> <ul style="list-style-type: none"> • Emphasis on digital technologies. • Increased student involvement. • Improved language skills.
<p>Cultural and Religious Influence on ELT</p> <ul style="list-style-type: none"> • National language supremacy affects English Language teaching methods. • Absence of diversity in EFL environment. 	<p>Post-COVID English Language Teaching Perspective</p> <ul style="list-style-type: none"> • Global impact of pandemic on teaching. • Expanding educational disparities. • Growing digital divide.
	<p>Post-COVID Educator Guidance Needs</p> <ul style="list-style-type: none"> • Regular support for online and blended learning. • Incorporation of technology in teacher

<p>Pre-COVID English Language Teaching Challenges</p> <ul style="list-style-type: none"> • Lack of knowledge of current teaching techniques. • Insufficient evaluation of previous approaches. • Recognition of need for more focus on learners' experiences. 	<p>education courses.</p> <ul style="list-style-type: none"> • Improvement of educators' abilities and preparation for changing teaching techniques.
	<p>COVID-19 Impact on Student Instructors</p> <ul style="list-style-type: none"> • Difficulties with teaching assignments due to limited internet connection. • Opportunities for enhanced teacher preparation and coordination. • Emphasizes the need for good online teaching practices.

5. Conclusion

The teaching practices of English as a Foreign Language (EFL) have experienced a substantial revolution both during and after the COVID-19 pandemic. The aforementioned narrative review highlights the challenges and opportunities faced by instructors in transitioning from traditional classroom teaching to online and hands-on learning methods. The COVID-19 pandemic has accelerated the adoption of remote teaching and online learning, causing educators to adapt to digital environments. Despite initial challenges like limited resources and most importantly digital literacy, there has been a significant shift towards innovative online activities and virtual learning experiences, but this transition also faces challenges like student engagement and mental health issues.

The post-COVID era has highlighted the significance of adaptive, technology-driven, and hybrid learning methods. The pandemic has highlighted the growing digital divide and widening educational gaps globally. Post-COVID concerns emphasize the need for ongoing support for online and hybrid education, technology integration in teacher education courses, and enhancing educators' skills for evolving teaching methodologies, stressing the need for educational academies and policymakers to pay more attention to professional development programs and educational infrastructures to prepare teachers with the advance skills for the contemporary teaching context.

After the pandemic, at macro level, it compelled the policymakers, educators, and in the micro level teachers and students to explore more ways for effective EFL teaching and learning. This exploration involves combining more technology usage, addressing challenges both the teachers and students face and making sure an accessible and feasible ways reaches the students to fulfil their language education goals. Learning from pre- and post-COVID EFL teaching experiences can prepare for future disruptions and foster a more resilient and adaptable education system.

In short, this narrative review emphasizes the importance of constant innovation and adaptation in EFL teaching to get acquainted with changing situations, applying new technologies and pedagogical approaches to create more effective, engaging, and inclusive learning experiences for EFL students and teachers.

Conflict of Interest

We declare that there is no conflict of interest regarding the publication of the paper.

Author Contribution

The author confirms the contribution to the paper in preparing the full article.

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