

English language teaching and learning during Covid-19: A global perspective on the first year

Ali Erarslan ^{a*} 

^a Alanya Alaaddin Keykubat University, Department of English Language Teaching, Antalya, Turkey.

Suggested citation: Erarslan, A. (2021). English language teaching and learning during Covid-19: A global perspective on the first year. *Journal of Educational Technology & Online Learning*, 4(2), 349-367

Article Info	Abstract
<p><i>Keywords:</i></p> <p>Pandemic Covid-19 Emergency online teaching English language teaching and learning First year analysis</p> <p>Research Article</p>	<p>The world recently witnessed the unexpected emergence of a coronavirus that caused the Covid-19 pandemic and severely impacted all aspects of human life. The sudden lockdown that came with the announcement of the pandemic affected health systems, the world economy and, inevitably, education systems across the globe. Due to the pandemic, schools and universities were closed, face-to-face education was suspended and a shift to emergency online teaching was instituted. English language training took its share in this transition and several studies were conducted to investigate the effects of the pandemic on emergency online teaching and the learning of English. This integrative literature review study analyses and synthesizes the research studies conducted between March 2020 and February 2021 to illustrate the first year of the pandemic in terms of English language teaching and learning globally. Thus, 69 research studies were selected for analysis. Findings show that the emergency online teaching and learning of English mainly created challenges due to the internet connection problems and students' access to computer or smart phones. On the other hand, contributing the teachers' digital literacy skills, the significance of online teaching and learning in case of emergency situations was highlighted as the findings showed. The studies produced conflicting results in terms of the implementation of emergency online teaching and learning practices, English language teachers and students' perceptions and attitudes, the affective, motivational and cognitive aspects, and the impact of emergency online teaching on the language development of students.</p>

1. Introduction

The emergence of the novel coronavirus known as Covid-19 and the pandemic announced by the World Health Organization (WHO, 2020) following the rapid spread of the virus across borders created an unexpected lockdown in nearly all parts of the world. The uncertainty caused by the pandemic challenged almost all aspects of human life, including the field of education. In this situation, schools and higher education institutions across the globe needed to end face-to-face education and continue through online courses, which created confusion and directly impacted all stakeholders such as students, teachers, families and administrators. According to UNESCO (2020), more than 90% of students all over the world were affected directly or indirectly by school closures and emergency online learning. New data reported by UNESCO (2021) shows that nearly 1.5 billion students across the world have been affected by this sudden change in instructional delivery, and more than 800 million students have experienced serious challenges in terms of disruption to their education. According to this report, 31 countries implemented full school

* Ali Erarslan. Department of English Language Teaching, Alanya Alaaddin Keykubat University, Antalya, Turkey
e-mail address: ali.erarslan@alanya.edu.tr

closures while 48 countries continued their education via reduced and part-time schedules. At the same time, to mitigate the pandemic in this transition period, several academic fields were seriously affected, and the teaching of English was not an exception.

Due to English being the lingua franca, it is taught in almost all segments of education from kindergarten to higher education across the world (Baird & Baird, 2018; Deniz et al., 2016; Nunan, 2003). Considering this long-established value of English among other world languages (Li et al., 2020), the teaching and learning of English proportionally shared the problems caused by the pandemic. However, one advantage that most language teachers and learners gained during this period of uncertainty is that online teaching of English was already being practised prior to the Covid-19 outbreak and some English language teachers and learners have become accustomed to online lessons in English courses (Atmojo & Nugroho, 2020). In fact, as Bailey and Lee (2020) assert, Computer Assisted Language Learning (CALL) has been used for language teaching and learning purposes for more than 40 years. With the advances in technology, English language teaching and learning evolved considerably, which paved the way for online language learning. Thus, the teaching of English through online or distance courses is not a new phenomenon, yet the urgent transition to emergency online language teaching may exhibit certain challenges for teachers and students.

The transition to remote teaching worldwide created a need to differentiate the terms used for the modes of instructional delivery. Generally, online learning and emergency remote teaching are used interchangeably to refer to the case of teachers and students' practices during the pandemic period, which started in March 2020 and has continued since then. However, Hodges et al., (2020a) explained that online teaching, like face-to-face teaching, was a planned activity from the very beginning. Nevertheless, they highlighted that emergency remote teaching (ERT) is a solution provided as an alternative to customary education modes due to the crisis circumstances. Emergency remote teaching is different from online and face-to-face education in a number of ways; it is a temporary change in educational delivery and occurs suddenly in an unplanned manner. The temporary nature of emergency remote teaching comes from the fact that when the crisis mitigates or ends, then face-to-face, online, or blended education will take the place of emergency remote teaching. Thus, creating an alternative and temporary solution to provide access to education in a reliable way during times of emergency, the emergency remote teaching approach differs from online teaching, although they may be considered the same in some respects. Although emergency remote teaching may not necessarily require online instruction or technology in its delivery, as Moser et al. (2021) stated, the remote teaching implemented during the Covid-19 pandemic has mostly been based on the online format. Thus, throughout this study, emergency online teaching or learning (EOT-L) will be referred to for any emergency remote teaching activity based on online teaching.

From the onset of the Covid-19 pandemic, several research studies were conducted that focused on various aspects of emergency online teaching in different disciplines and fields in education. Ranging from science to geography in different segments of education, the effects of Covid-19 were studied in the literature (see, for example, Schultz & DeMers, 2020; Naji et al., 2020). On the other hand, due to the unplanned nature of emergency online teaching, the studies focused on various aspects of education involving, for instance, the availability of online teaching resources and tools (Dhawan, 2020), the effects of the pandemic on teachers (Talidong & Toquero, 2020), instructors' teaching practices, strategies and activities (König et al., 2020; Mahmood, 2020; Noor et al., 2020; Rapanta et al., 2020), the students (Coman et al., 2020; Shahzad et al., 2020; Son et al., 2020), key challenges or opportunities (Adedoyin & Soykan, 2020; Donitsa-Schmidt & Ramot, 2020; Heng & Sol, 2020), and policy management in education (Zhang et al., 2020).

Regarding English language teaching and learning through emergency online teaching, several research studies were conducted dealing with various aspects involving teachers, students, teaching practices, technological resources, teaching platforms, and the teaching of language skills from primary to university education (see, for example, Andriivna et al., 2020; Jones, 2020; Maican & Cocoradă, 2021; Nartiningrum & Nugroho, 2020; Russell, 2020; Sepulveda-Escobar & Morrison, 2020). In fact, not only for the existing situation of English language teaching during emergency online teaching but also for the occurrence of a

crisis in the future necessitating a sudden shift to emergency teaching, the evidence and experience gathered from research studies may provide valuable insights into the nature of English language teaching in such periods.

Building upon research findings based on the challenges faced, solutions to problems, the advantages or disadvantages of emergency online teaching, teaching practices and platforms, technological resources and student and teacher-related issues, the general picture of English language teaching requires a comprehensive study based on an integrative literature review. When the literature is reviewed, it is seen that there is a critical gap in terms of an integrative literature review study reviewing and synthesizing studies in the existing literature for this critical period. The first-year experience of the Covid-19 pandemic taking language teaching and learning within emergency online education is significant for some reasons. Initially, it is critical for the researchers, academics, English language teachers, students and the related stakeholders to understand the global impact of the pandemic specifically on language education. Next, learning from the weaknesses and strengths of the emergency online teaching and learning from a global perspective may guide the program designers, teachers, students, families and school administrators in increasing the effectiveness and efficiency of language teaching during such critical periods. From the research perspective, drawing generalizable conclusions is possible through integrative review studies. Thus, a review study illuminating the world's experience of emergency online teaching of English language in the first year of the Covid-19 pandemic may provide critical insights into the pedagogical and techno-pedagogical aspects. With this aim in mind, and based on English language teaching/learning related studies, this study seeks answers to the following research questions:

- 1- What are the commonalities of the Covid-19 studies regarding their focus, participants, education segment and country?
- 2- What is the impact of the Covid-19 pandemic on English language learning and teaching on a global scale in terms of the implementation of emergency online teaching and learning based on;
 - a) strengths, weaknesses, and challenges as well as opportunities
 - b) the effectiveness of online platforms and learning management systems
 - c) language skills development and language courses?
- 3- What are language teachers and students' attitudes and motivations towards emergency online teaching and learning?

2. Methodology

The primary purpose of this study is to gain a deeper understanding of the global aspects of English language teaching during the first year of the Covid-19 pandemic. This study was therefore designed as a descriptive study making use of the qualitative approach based on a systematic integrative literature review. Integrative literature review as a distinctive research method aims at creating new knowledge by reviewing, synthesizing, evaluating, and setting new frameworks making use of the representative literature on a specific topic (Torraco, 2005). Integrative literature studies are conducted in a systematically way to generate generalizable data on the topic that is under scrutiny. In this integrative literature review study, document analysis was used to collect the necessary data. According to Bowen (2009), document analysis is a procedure for reviewing or evaluating documents which is then used for interpreting and eliciting the meaning to gain an understanding and develop empirical knowledge. At the same time, the integrative literature review aims at synthesizing the existing research knowledge by identifying gaps in the current research, answering new questions, and determining the direction of research tendencies in future studies (Russell, 2005).

2.1. Procedure

From the onset of Covid-19 until the present, namely, in the first year of the pandemic, many studies were conducted and published in various countries regarding English language teaching and learning. The data used in this study comes from those studies conducted within the first year of the pandemic. In selecting the documents, the research studies published were examined and processed every three months based on certain criteria. Starting from March 2020, the online databases were checked every three months to find new research documents. While searching for research papers, firstly, the studies that were conducted during the pandemic based on English language teaching were selected. In this process, peer-reviewed and data-driven research studies in various indexed journals were utilized. Mainly, SSCI (Social Sciences Citation Index), ERIC (Education Resources Information Centre), Scopus, ESCI, DOAJ (Directory of Open Access Journals), ERIH Plus, Index Copernicus, ULAKBIM, and other related indexed journals were searched while selecting studies as the documents for this review.

The search for research studies as the documents to be used for the analysis in this study was conducted online with a number of keyword combinations. While searching for the documents, “Covid-19 + English language + teaching”, “Covid-19 + English language + learning”, “pandemic + English + language + learning/teaching”, “coronavirus + English language + learning”, “lockdown + English language + learning/teaching”, “English”, “language”, “teaching”, “learning”, “EFL”, and “ESL” key word combinations were used interchangeably and separately in each search on Clarivate, Wiley online, Taylor and Francis Online, Elsevier, MDPI, Springer, Emerald Insight, De Gruyter, Sage, Frontiers, ERIC, Google Scholar, Mendeley, ResearchGate, academia.edu and Dergipark (Turkey) online websites as well as other related journal websites on the net. The studies found were carefully checked based on the inclusion criteria, and those which were published in languages other than English, ones that did not include the keywords above in their titles or abstracts, and papers that were not based on research data (such as reports, etc.), conference proceedings and book chapters were omitted as being outside the scope of this study.

Following the search for documents in the form of research studies focusing on English language teaching and learning during the pandemic, several studies were excluded as not fitting into the scope of the research. Finally, a total of 69 research studies carried out in different countries around the world were selected for analysis, as shown in Table 1 below.

Table 1.

Studies analyzed as the documents of this study.

Study Focus	Authors	N
English language related studies during the Covid-19 process (between March 2020 and February 2021)	(Aji et al., 2020; Allo, 2020; Almekhlafy, 2020; Andriivna et al., 2020; Ariyanti, 2020; Astuti & Solikhah, 2021; Atmojo & Nugroho, 2020; Bailey & Lee, 2020; Chiatoh & Chia, 2020; Dahmash, 2020; Davies et al., 2020; Destianingsih & Satria, 2020; Farrah & Al-Bakry, 2020; Fatima, 2020; Fitria, 2020; Forrester, 2020; Fuad et al., 2020; Fuentes Hernández et al., 2020; Gao & Zhang, 2020; Hadianti & Arisandi, 2020; Hafidz, 2020; Hakim, 2020; Hamid, 2020; Hartshorn & McMurry, 2020; Hazaea et al., 2021; Hodges et al., 2020b; Hopp & Thoma, 2020; Huang et al., 2021; Kamhi-Stein et al., 2020; Karakuzu et al., 2020; Karataş & Tuncer, 2020; Karim & Hasan, 2020; Kawinkoonlasate, 2020; Khafaga, 2021; Kholis, 2020; Krishan et al., 2020; Kusumawati, 2020; Li et al., 2020; Lie et al., 2020; Loo, 2020; Luporini, 2020; MacIntyre et al., 2020; Maican & Cocoradă, 2021; Marstaller, 2020; Mohanad Alfiras et al., 2020; Moser et al., 2021; Mustadi et al., 2021; Nartiningrum & Nugroho, 2020; Ng, 2020; Novikov, 2020; Patricia Aguilera-Hermida, 2020;	69

Popova & Rozhdestvenskaya, 2020; Pustika, 2020; Rahayu & Wirza, 2020; Rahman, 2020; Rifiyanti, 2020; Rinekso & Muslim, 2020; Şendoğan Erdoğan, 2020; Sepulveda-Escobar & Morrison, 2020; Setyaningrum et al., 2020; Shaaban, 2020; Shahzad et al., 2020; Situmorang et al., 2020; Svalina & Ivić, 2020; Turchi et al., 2020; Wen & Hua, 2020; Wong, 2020; Yi & Jang, 2020; Zboun & Farrah, 2021)

The selected studies shown in Table 1 were analyzed in terms of English language teaching and learning on a global scale during the Covid-19 pandemic. In the analysis of the data based on which research questions were formulated, recurrent themes and sub-themes were identified and tabulated using a six-step iterative and reflective thematic analysis for reliability with the help of a co-analyzer:

Step 1: familiarization with data

Step 2: generating initial codes

Step 3: searching for themes

Step 4: reviewing themes

Step 5: defining and naming themes

Step 6: producing the report (Nowell et al., 2017).

In the thematic analysis, the documents as the research articles utilized in this study were initially grouped by two analyzers and based on their findings they were coded in terms of their focus. The analyzers individually created their own themes and categories. While doing so, the recurring themes were grouped for categories and reviewed by more focused re-reading as specified by Bowen (2009). In case of disagreement in terms of selecting the recurrent themes and categories, the analyzers worked on the themes from the beginning and tried to reach agreement through discussing the classification of the data. The final themes of the analyzers were compiled then, and the final version following the constant comparison was tabulated.

2.2. Findings

This integrative review aimed at understanding the features and findings of research studies carried out specifically during the Covid-19 pandemic period focusing on English language teaching and learning across the world. In the analysis of research papers covering the first year of the pandemic in terms of English language teaching and learning from the global perspective, the findings conflicted somewhat in the addressed research questions.

2.2.1. Findings of the first research question based on the commonalities of the studies based on their study focus, participants, education segment and country

Analysis of the papers revealed that the focus of the studies utilized as the documents of this study was grouped under two major themes along with their sub-themes. The major focus of the studies was related to ‘the impact of Covid-19 on English language teaching and learning’ (n=47, 68.1%) which included four different sub-themes, as seen in Table 2. Also, the second recurrent theme was perceptions and attitudes towards online language teaching and learning (n=22, 31.9%). It should be noted here that some studies included a focus in other categories. However, this categorization was made considering the main purpose of the studies and their research questions.

When the participants of the studies were examined, findings showed that the data from Covid-19-related studies in the field of English language teaching were collected from students studying in various segments of education (K-12 or university) (n=33, 47.8%), teachers (n=31, 44.9%) and both (n=5, 7.2%). In terms of the educational segments from primary to tertiary education, a great majority of the studies were conducted

in tertiary education (n=53, 76.8%) and the others in K-12 (n=16,23.2%) during the pandemic. Finally, the examined studies as the research documents of this study were conducted in various countries around the world including Bahrain, Cameroon, Chile, China, Colombia, Croatia, Germany, Hong Kong, Indonesia (as the country where the highest number of language related studies were conducted), Ireland, Italy, Malaysia, Oman, Pakistan, Palestine, Romania, Russia, Saudi Arabia, Singapore, South Korea, Thailand, the USA, Turkey and Ukraine. In this respect, it can be said that this integrative study strongly reflects the teaching and learning of the English language on a global perspective during the Covid-19 outbreak and its impact on this field across the world.

The thematic analysis of the data for the research questions below was tabulated to make data and findings manageable. For recurrent themes and sub-themes based on the research questions, please see Table 2.

Table 2.

Summary of thematic analysis for studies related to English language teaching and learning worldwide during Covid-19

Themes	Sub-themes	n	%
The impact of Covid-19 on English language teaching and learning	Implementation of emergency online teaching & learning.	47	68.1
	Strengths, Challenges, Weaknesses, Opportunities.		
	Effectiveness of online platforms and educational technologies.		
	Impact of pandemic on language skills and language related courses.		
Perceptions and attitudes towards emergency online teaching & learning	Perceptions and attitudes of teachers and students.	22	31.9
	Affective, cognitive, motivational, and other related aspects.		

2.2.2. Findings of the second research question based on the impact of Covid-19 on English language teaching and learning from the global perspective

As evidenced by almost all the findings, the abrupt transition to emergency online teaching was the most direct impact of the Covid-19 pandemic on English language teaching (Moser et al., 2021; Novikov, 2020; Turchi et al., 2020). Specifically, results showed that online teaching has gained a permanent status as the preferred mode of teaching for English, even for the post-pandemic period, although it was, initially, an option to mitigate the effects of the pandemic (Andriivna et al., 2020; Karakuzu et al., 2020; Scully et al., 2021).

The transition to online teaching or emergency remote teaching impacted the teaching of English from several viewpoints. The findings showed that the institutions, teachers and students as well as other stakeholders were caught off-guard, and due to the unplanned abrupt transition to remote teaching, the teaching and learning practices of English language courses were transformed (Andriivna et al., 2020; Moser et al., 2021; Turchi et al., 2020). One of the basic concerns in this process was sustaining the quality of language education in spite of the clear effects of the pandemic on English language teaching programs, pedagogy and evaluation aspects (Atmojo & Nugroho, 2020). More specifically, the findings indicate that the Covid-19 pandemic presented strengths, weaknesses and opportunities for language teachers and students (Hadianti & Arisandi, 2020; Huang et al., 2021; Karakuzu et al., 2020; Moser et al., 2021; Situmorang et al., 2020; Svalina & Ivić, 2020). In emergency online teaching, the teachers used online teaching platforms and applications (Zoom, Google Meet, etc.) and teaching management systems that

required technological literacy from the teachers and students. In this respect, one of the strengths of online teaching was that technological and digital resources were already integrated into English language teaching (Turchi et al., 2020). It is clear that language teachers and learners had been familiar with CALL (Computer Assisted Language Learning) for quite a long time and this turned out to be a strength during the pandemic (Bailey & Lee, 2020; Fatima, 2020; Huang et al., 2021). Teachers with prior experience in the online teaching of English made use of more engaging activities for the students in addition to being role guides and models for their students and colleagues (Bailey & Lee, 2020).

Emergency online teaching of English also involves certain constraints, as the findings show. The sudden and unplanned transition to emergency remote teaching left all parties in education, including language teachers, students and their families, in a challenging situation (Hadianti & Arisandi, 2020) since online teaching necessitated access to a stable internet connection, an effective online platform or learning management system and access to smartphones, computers and desks that were reported to be lacking, hindering the effectiveness and efficiency of English language teaching during the pandemic (Almekhlafy, 2020; Atmojo & Nugroho, 2020; Huang et al., 2021; Nartiningrum & Nugroho, 2020; Novikov, 2020; Rahman, 2020; Shahzad et al., 2020; Turchi et al., 2020). Apart from these, teachers and learners having insufficient knowledge about online teaching and learning, teachers' lack of control over online teaching platforms, and making use of less varied and engaging teaching activities or lack of direct interaction during the courses were among the most reported weaknesses of online teaching during the pandemic (Bailey & Lee, 2020; Huang et al., 2021; Nartiningrum & Nugroho, 2020; Sepulveda-Escobar & Morrison, 2020; Shaaban, 2020).

Based on the findings of this study, two groups of countries were identified in terms of the challenges of online teaching during this period: high-tech and low-tech countries. While technical and pedagogical challenges were seen in the former, technological infrastructure was the main obstacle in the latter (Hazaea et al., 2021). Another significant finding regarding the challenges of online teaching is that due to the teachers' lack of knowledge and experience in online learning, they are unprepared for this mode of instruction and feel that online teaching is simply moving face-to-face teaching into an online environment, which makes it frustrating and less effective (Atmojo & Nugroho, 2020; Sepulveda-Escobar & Morrison, 2020). From the students' perspective, lack of technological literacy as well as the inability to afford a computer, smartphone and internet access yields negative consequences, even causing a complete suspension of education as a whole (Atmojo & Nugroho, 2020). It was also highlighted that some students are negatively affected by the pandemic for reasons such as having low language proficiency, being unmotivated to actively participate in online English courses, misperceptions regarding online learning (seeing it as informal and a holiday due to lack of responsibility), concentration and behavioural problems as well as low self-regulation in the online learning environment (Atmojo & Nugroho, 2020; Chiatoh & Chia, 2020; Huang et al., 2021).

In spite of the weaknesses and challenges, online teaching and learning of English offers a number of opportunities, as the findings show. The transition to online teaching of the English language created an alternative online English communicative means that has enabled learners to have the opportunity to practice English through supplemental media. Through being part of this online community, students continue to be exposed to the language, which could be said to be unique to the pandemic era (Hadianti & Arisandi, 2020). At the same time, online teaching of English during the pandemic created an opportunity, particularly for disabled students who needed special care. The findings suggest that when courses are designed in an inclusive way, students with disabilities benefit from such an online program (Svalina & Ivić, 2020). Apart from these benefits, the transition to online teaching due to the pandemic has increased the experience and knowledge of the teachers and students by envisioning new possibilities for the richness of language teaching, since this period necessitated creativity and collaboration in teaching from a global perspective (Yi & Jang, 2020). Additionally, the digital literacy of the students as a 21st century skill was triggered by this transition, which also contributed positively to the experience of future language teachers

in terms of them being equipped with new language teaching platforms and technologies (Chiatoh & Chia, 2020; Sepulveda-Escobar & Morrison, 2020).

The researchers who studied the effects of the Covid-19 pandemic on the teaching and learning of the English language focused inevitably on educational technologies and online teaching platforms, since the schools and teachers facilitated various online platforms for teaching and social media applications for smartphones. The findings show that Zoom, Moodle, Google Meet, WhatsApp, Facebook, Blackboard and other platforms were commonly used for delivering the courses and providing intra-communication during the pandemic (Almekhlafy, 2020; Fitria, 2020; Hakim, 2020; Hamid, 2020; Nartiningrum & Nugroho, 2020; Ritonga et al., 2020; Shaaban, 2020). Based on the online platforms and social media networks, teachers adopted various teaching practices and methods to comply with the aims of the course and turn them into achievable outcomes. As Andriivna et al. (2020) reported, educational technologies and online platforms were more than just an alternative to face-to-face classrooms; teachers used them for various purposes, namely, communicative teaching, modular instruction, individualized teaching, testing and assessment, and teaching materials. In fact, in the transition process, online teaching platforms and learning management systems proved to be helpful for the teachers and students (Fitria, 2020) by making students feel confident and attracting their attention to learning the language, thereby increasing their motivation, while providing a richness of free online materials for teachers (Kawinkoonlasate, 2020; Shahzad et al., 2020).

The studies show that teachers mostly made use of online video conferencing platforms such as Zoom, Google Meet and Microsoft Teams for the interactive features they offered in synchronous teaching of the language (Almekhlafy, 2020; Destianingsih & Satria, 2020; Hakim, 2020; Hamid, 2020; Nartiningrum & Nugroho, 2020). These platforms took the place of brick-and-mortar classrooms in the offered course subjects and engaged the students by providing a sense of the online classroom environment. One of the most remarkable findings of this study is that Zoom, Google Meet and Microsoft Teams were also favoured for some of their default features, such as recording the sessions, which contributes to the flexibility of online teaching and learning, narrowing the power/status distance between students and teachers, and offering screen sharing opportunities and chat rooms (Destianingsih & Satria, 2020; Hamid, 2020; Wong, 2020). Apart from these, WhatsApp was also much favoured by students and WhatsApp created an online language community where language use continued even while everyone was staying at home during quarantine (Hadianti & Arisandi, 2020; Kholis, 2020). Findings also show that learning management systems such as Blackboard and mixed reality learning environments such as Mursion were reported to contribute positively to student learning during the pandemic (Almekhlafy, 2020; Hakim, 2020; Kamhi-Stein et al., 2020).

The studies conducted to measure the impact of emergency online teaching on students' language development, based on language skills and areas, found some important effects, although the findings of the studies utilized for this study were conflicting. Initially, the school closures and temporary suspension of lessons during the pandemic were found to have no clear effect on students' foreign language development, particularly language areas (grammar and vocabulary), when compared to the pre-pandemic period (Hopp & Thoma, 2020). In terms of language skills, it was found that listening and writing skills developed less in online teaching (Şendoğan Erdoğan, 2020), yet for the development of writing skills, blended teaching or synchronous online teaching were found to be effective (Dahmash, 2020). The listening skill was reported to be the most difficult skill for the students to develop (Rifiyanti, 2020). In another study, it was revealed that the speaking skill was mostly ignored and the writing skill was fostered most since it was the skill used in online communication for homework and assignments in online environments such as WhatsApp (Hartshorn & Mcmurry, 2020; Karataş & Tuncer, 2020). On the other hand, the speaking performance of the students in ESP classes was found to be satisfactory in online teaching (Kusumawati, 2020). In this regard, for the speaking skill to develop in emergency online teaching, synchronous online discussion sessions with proper task negotiation, task planning and other teaching methods such as question

and answer sessions was reported to increase students' speaking skills (Rinekso & Muslim, 2020). Also, social media-based blended teaching contributed positively to improving the active English skills of the students during the pandemic (Mustadi et al., 2021).

2.2.3. Findings of the third research question based on the attitudes and motivations of teachers and students towards emergency online teaching

Regarding the teachers and students' perceptions and attitudes in terms of the effectiveness and implementation of the emergency online teaching of English, some conflicting findings came to light. While some teachers of English upheld the idea that the transition to emergency online teaching would sustain the quality of language teaching and develop students' language skills, other teachers held negative opinions. On the beneficial side, findings showed that the usefulness and ease of online teaching platforms and learning management systems as an alternative to sustain education during times of emergency, such as with Covid-19, were regarded positively by the teachers (Rahayu & Wirza, 2020; Rifiyanti, 2020). One of the aspects that the teachers valued is that during this pandemic they adopted new roles as remote instructors and gained experience in terms of teaching online, while also increasing their technological knowledge to integrate pedagogical and content knowledge, an important component of teacher competencies (Lie et al., 2020; Moser et al., 2021). Apart from teaching purely online, blended teaching was regarded positively by English language teachers, which they believed to be effective and contributed to autonomous learning (Aji et al., 2020; Dahmash, 2020).

Students favored emergency online learning more than teachers of English around the globe; however, some studies also found inconsistencies (Allo, 2020; Karim & Hasan, 2020). These studies showed that students view learning English online during the pandemic positively because of the flexibility and autonomy provided, as well as the confidence that students gained. At the same time, students found online learning motivating. The interactive course environment improved not only their language skills but also their ICT skills (Aji et al., 2020; Rahman, 2020). The students' tendency to adapt to online learning was also enhanced by social media; this helped to focus the online learning community, in which they reproduced linguistic content by making use of free online resources and were involved in social interaction with their peers and teachers (Krishan et al., 2020; Mustadi et al., 2021). It was also reported that another aspect the students regarded positively is that online learning was appropriate for visually-impaired students, who were learning English remotely at home (Hamid, 2020).

In spite of all the positive attitudes towards emergency online teaching, teachers and students also held negative perceptions and attitudes towards the effectiveness of emergency online teaching. Findings show that the sudden and unplanned transition to emergency online teaching was not a seamless one. Although teachers tried hard to provide productive online teaching by engaging students in learning to increase their competence and to find new alternatives in their teaching sessions, they did not agree on the effectiveness of emergency online teaching. Among the reasons for teachers and students' negative attitudes are lack of prior experience and knowledge in online teaching or learning and lack of affinity with technology, particularly in the case of older teachers (Aji et al., 2020; Astuti & Solikhah, 2021; Fuad et al., 2020; Lie et al., 2020; Moser et al., 2021; Novikov, 2020; Rahayu & Wirza, 2020). It was found that although the students were ready to adapt to emergency remote learning, the unvaried and monotonous online learning environment (Fuad et al., 2020) made face-to-face learning more favourable for students (Patricia Aguilera-Hermida, 2020; Zboun & Farrah, 2021). The quality of online education was reported to be low and the courses were found less facilitating because of unclear learning instructions and tasks (Hamid, 2020; Rahman, 2020; Rinekso & Muslim, 2020). Accessibility-related factors such as possession of a reliable internet connection, smart phones and computers were also reported to contribute to students' negative attitudes towards emergency remote learning (Ariyanti, 2020). Thus, due to certain problems encountered

equally worldwide, findings show that language teachers generally voiced their concern about the lower outcomes resulting from online teaching of English.

The studies in the literature related to English language teaching and learning during the Covid-19 crisis focused also on the affective, motivational, and cognitive aspects. It was found that this challenged all parties. Teachers explored solutions to the problems faced based on their cognitive perspective in terms of emergency online teaching. Exploiting new ways of overcoming the challenges of this new method was an important part of their coping strategies (Gao & Zhang, 2020). Findings also show that some teachers applied active coping strategies rather than avoidance strategies while increased levels of stress and negative emotions necessitated avoidant coping strategies (MacIntyre et al., 2020). Emergency online learning of English increased defeatist emotions and brought out certain stressors for the teachers and students (Hartshorn & Mcmurry, 2020; Maican & Cocoradă, 2021). Due to this new and unfamiliar form of teaching during the pandemic, most teachers experienced worry and anxiety (Gao & Zhang, 2020). Among the stressors during the Covid-19 outbreak were the heavy workload, irregular hours and online teaching itself (MacIntyre et al., 2020).

In this respect, some teachers and students regarded emergency online learning and teaching as an obstacle to language development (Hartshorn & Mcmurry, 2020). The problems encountered during the emergency online teaching caused a decrease in students' motivation to learn English (Hafidz, 2020; Zboun & Farrah, 2021), as well as other aspects such as lack of concentration and self-discipline during the crisis (Popova & Rozhdestvenskaya, 2020). Not only student motivation but also their self-efficacy and engagement in online learning were negatively affected (Patricia Aguilera-Hermida, 2020). Online learning was reported to pose certain threats such as coping with strategy use, control of learning and decreased self-efficacy, particularly for low achieving students. They reported positive emotions in terms of attending online classes but had negative feelings due to the stress caused by worries regarding their progress in language learning, as well as the change in their study habits (Maican & Cocoradă, 2021).

3. Discussion and Conclusions

The surfacing of the illness Covid-19 followed by the pronouncement of a worldwide pandemic altered and affected many aspects of daily life all around the world. The partial or full lockdown due to Covid-19 that was imposed in March 2020 adversely impacted people's lives in all fields including health, economy, and education. English, as a global language, is taught in all segments of education in most countries in the world. With the rapid changeover to emergency online instruction, the teaching and learning of English was provided either in blended form or fully online. With this shift, it became clear that in order to continue teaching and learning activity without interruption or cancellation, online teaching was not just an option but a necessity, as stated by Andriivna et al. (2020). Although online teaching was already being applied within language education, the Covid-19 pandemic secured the place of online teaching, even in emergency situations. It can be assumed that online teaching will dominate education practice worldwide, even in the post-Covid-19 period. Thus, the experience gained in the first year of the pandemic, as reflected in this study, may provide valuable insights for the future.

This study has a number of significant findings which can be grouped under three categories: access, implementation and pedagogical aspects. The first year of Covid-19 in terms of teaching English through emergency online teaching showed that the education systems in many countries were not ready for a global crisis that necessitated implementing the planned teaching of English (Andriivna et al., 2020; Atmojo & Nugroho, 2020). Findings showed that although emergency online teaching is somewhat unplanned and used during times of pandemics and a global crisis, it is different from conventional online teaching because the latter is planned and not an extension of face-to-face teaching. Teachers of English across the world tended to carry out online teaching synchronously or asynchronously as an extension of face-to-face teaching, yet findings generally showed that several problems emerged in teaching English remotely. Hence the emergency online teaching of English raised some contextual concerns regarding the accessibility of

the necessary infrastructure (internet connection, computer, or smart phones), educational planning, management, guidance and expertise in the use of educational technologies (Andriivna et al., 2020). It should be emphasized here that access to the internet and computers or smart phones was one of the biggest challenges in delivering effective English courses online. The inequalities between countries and societies created challenges in students' access of the necessary infrastructure to receive the courses online, which also leaves teachers helpless in reaching them. It can therefore be concluded that unequal contextual conditions will inevitably continue to pose difficulties for the effective and efficient online delivery of English courses, even in the post-pandemic period.

The findings in this study showed that the teaching of English online did not yield the intended outcomes due to pedagogical factors such as lack of preparation, planning, educational policies for emergency cases and teachers' insufficient technological and pedagogical content knowledge. Atmojo and Nugroho (2020) highlighted how some teachers were not knowledgeable and skillful enough to teach English online since they did not have adequate awareness regarding the distinction between face-to-face and online teaching. Our findings show that teachers were particularly weak in teaching English online since most of them had little inexperience prior to transition. On the other hand, while this was also true for students, they were more experienced in dealing with technological issues. Despite this, most teachers and students regarded emergency online teaching as a hindrance for language development (Hartshorn & McMurry, 2020; Moser et al., 2021; Patricia Aguilera-Hermida, 2020). In fact, it is seen that the research studies analysed in this study all yielded conflicting results for the aspects investigated. While some teachers saw emergency online teaching as an opportunity to increase their expertise and knowledge in the remote teaching of English (Chiatoh & Chia, 2020; Hadiani & Arisandi, 2020), others regarded it as an obstacle which raised their anxiety level (Gao & Zhang, 2020). Expectations regarding the effectiveness of emergency online teaching were diverse. The findings indicate that unless a number of factors are carefully handled, such as preparing a good plan for online teaching, supporting teachers and students in accessing the necessary infrastructure, taking the necessary precautions in motivating the students, and lowering teacher anxieties, as reflected in this study, global practices of teaching English online may yield similar weaknesses in terms of teaching and learning.

Consequently, for quality online teaching of English in schools, the policy makers and teacher training programs need to make alterations in terms of equipping the teachers with the necessary pedagogical knowledge on these different modes of teaching. Apart from this, not only the teachers but also students worldwide came up against several obstacles. Among these globally-reported obstacles were non-accessibility of the internet or computers and low digital literacy; these were the most reported problems in several studies. Because few teachers and students had experience of online teaching and learning, both parties could not adapt properly to the new conditions and their new roles (Moser et al., 2021). It seems that even after one year of global experience in teaching and learning under pandemic conditions, these hindrances will continue and will not be solved before the end of the Covid-19 pandemic.

It can be concluded that both the teachers and students need to be prepared for emergency teaching and learning in the future. To do this, the first major precaution should be to redesign English language teacher education programs at universities. Although a common strength ensuing from the pandemic for teachers and learners of English was to gain experience in online teaching and learning of English on a global scale, findings revealed that this was a novel experience for them (Bailey & Lee, 2020; Carrillo & Flores, 2020; Heng & Sol, 2020; Moser et al., 2021). From the teachers' perspective, this indicates that they received little or no theoretical and practical knowledge in teaching English online. Therefore, teacher education programs should equip them not only for classroom teaching, but also for online teaching. Courses which are devoted to educational technologies or directly address online teaching with the necessary pedagogical contributions should be increased in English language teaching departments. At the same time, in-service teachers need to be given training and practice to ready them for teaching online effectively and efficiently. This study, concerning the teachers and students as well as other stakeholders' first year experience in

emergency online teaching, provides a global insight into the general picture of English language teaching; the results of which may guide researchers and the future practice of teachers, students, policy makers, teaching programs and governments in the event of ongoing or new crises and emergencies affecting educational activities.

4. Limitations of the study

This study has some limitations. It is limited to the studies as the documents used as the data of this integrative literature review study. Apart from this, the study is limited to the studies conducted from the onset of the pandemic until February 2021 when the compilation of the research studies was finalized. Another limitation of the study is the methodology as the integrative literature review study. The study can be conducted as a meta-analysis study in the further studies.

References

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 0(0), 1–13. <https://doi.org/10.1080/10494820.2020.1813180>
- Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended learning during pandemic corona virus: Teachers' and students' perceptions. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 632–646. <https://doi.org/10.24256/ideas.v8i2.1696>
- Allo, M. D. G. (2020). Is the online learning good in the midst of Covid-19 pandemic ? The case of EFL learners. *Jurnal Sinestesia*, 10(1), 1–10.
- Almekhlafy, S. S. A. (2020). Online learning of English language courses via blackboard at Saudi universities in the era of COVID-19: perception and use. *PSU Research Review*. <https://doi.org/10.1108/PRR-08-2020-0026>
- Andriivna, B. O., Vasylyivna, K. O., Pavlivna, K. O., & Mykhaylivna, S. V. (2020). Using distance EdTech for remote foreign language teaching during the COVID-19 lockdown in Ukraine. *Arab World English Journal: Special Issue on English in Ukrainian Context*, 4–15.
- Ariyanti, A. (2020). EFL students' challenges towards home learning policy during Covid-19 outbreak. *Indonesian Journal of English Language Teaching and Applied Linguistics (IJELTAL)*, 5(1), 167–175. <http://ijeltal.org/index.php/ijeltal/article/view/649>
- Astuti, M., & Solikhah, I. (2021). Teacher perception in teaching English for SMP in Klaten regency during Covid-19 outbreak. *IJOTL-TL*, 6(1), 1–13. <https://doi.org/10.30957/ijotl-tl.v6i1.645>.Teacher
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- Bailey, D. R., & Lee, A. R. (2020). Learning from experience in the midst of Covid-19: Benefits, challenges, and strategies in online teaching. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 21(2), 176–196.
- Baird, R., & Baird, M. (2018). English as a lingua franca. *The Routledge Handbook of English as a Lingua Franca*, 531–543. <https://doi.org/10.4324/9781315717173-43>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>

- Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: A literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466–487. <https://doi.org/10.1080/02619768.2020.1821184>
- Chiatoh, A.-A. B., & Chia, J. K. (2020). The Covid-19 pandemic and the challenge of teaching English online in higher institutions of learning in Cameroon. *Journal of English Language Teaching and Applied Linguistics*, 2(5), 35–42. <https://doi.org/10.32996/jeltal>
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability (Switzerland)*, 12(24), 1–22. <https://doi.org/10.3390/su122410367>
- Dahmash, N. Bin. (2020). 'I couldn't join the session': Benefits and challenges of blended learning amid COVID-19 from EFL students. *International Journal of English Linguistics*, 10(5), 221–230. <https://doi.org/10.5539/ijel.v10n5p221>
- Davies, J. A., Davies, L. J., Conlon, B., Emerson, J., Hainsworth, H., & McDonough, H. G. (2020). Responding to COVID-19 in EAP contexts: A comparison of courses at four Sino-Foreign universities. *International Journal of TESOL Studies*, 2(2), 32–51. <https://doi.org/10.46451/ijts.2020.09.04>
- Deniz, E., Özkan, Y., & Bayyurt, Y. (2016). English as a lingua franca: Reflections on ELF-related issues by pre-service English language teachers in Turkey. *Reading Matrix: An International Online Journal*, 16(2), 144–161.
- Destianingsih, A., & Satria, A. (2020). Investigating students' needs for effective English online learning during Covid-19 for Polbeng students. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 7(2), 147–153.
- Dhawan, S. (2020). Online Learning: A Panacea in the time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching*, 46(4), 586–595. <https://doi.org/10.1080/02607476.2020.1799708>
- Farrah, M., & Al-Bakry, G. H. (2020). Online learning for EFL students in Palestinian universities during corona pandemic : Advantages, challenges and solutions. *Indonesian Journal of Learning and Instruction*, 3(2), 65–78.
- Fatima, N. (2020). English language teaching during the times of COVID-19- challenges and opportunities: A brief study of GFP students in Muscat College. *Journal for Research Scholars and Professionals of English Language Teaching*, 4(21). <http://www.elsevier.com/locate/scp>
- Fitria, T. N. (2020). Teaching English through online learning system during Covid-19 pandemic. *Pedagogy: Journal of English Language Teaching*, 8(2), 138–148. <https://doi.org/10.32332/pedagogy.v8i2.2266>
- Flores, M. A., & Swennen, A. (2020). The COVID-19 pandemic and its effects on teacher education. *European Journal of Teacher Education*, 43(4), 453–456. <https://doi.org/10.1080/02619768.2020.1824253>
- Forrester, A. (2020). Addressing the challenges of group speaking assessments in the time of the coronavirus. *International Journal of TESOL Studies*, 2(2), 74–88. <https://doi.org/10.46451/ijts.2020.09.07>

- Fuad, M., Ariyani, F., Suyanto, E., & Shidiq, A. S. (2020). Exploring teachers' TPCK: Are Indonesian language teachers ready for online learning during the Covid-19 outbreak? *Universal Journal of Educational Research*, 8(11B), 6091–6102. <https://doi.org/10.13189/ujer.2020.082245>
- Fuentes Hernández, S. S., Naren, A., & Flórez, S. (2020). Online teaching during Covid-19: How to maintain students motivated in an EFL class. *Linguistics and Literature Review*, 6(2), 157–171.
- Gao, L. X., & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over Covid-19. *Frontiers in Psychology*, 11, 1–14. <https://doi.org/10.3389/fpsyg.2020.549653>
- Hadianti, S., & Arisandi, B. (2020). The role of online English community during Covid-19 pandemic. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(2), 271–279. <https://doi.org/10.30743/ll.v4i2.3104>
- Hafidz, M. (2020). The dilematic on-line English learning during the Covid-19 pandemy in rural area. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 3(2), 43–48. <https://doi.org/10.20527/jetall.v3i2.8884>
- Hakim, B. (2020). Technology integrated online classrooms and the challenges faced by the EFL teachers in Saudi Arabia during the Covid-19 pandemic. *International Journal of Applied Linguistics and English Literature*, 9(5), 33–39. <https://doi.org/10.7575/aiac.ijalel.v.9n.5p.33>
- Hamid, S. M. (2020). Online digital platforms during covid-19 in EFL classes: Visual impairment student' perception. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(2), 328–339. <https://doi.org/10.24252/eternal.v6i2.2020.a10>
- Hartshorn, K. J., & Mcmurry, B. L. (2020). The effects of the COVID-19 pandemic on ESL learners and TESOL practitioners in the United States. *International Journal of TESOL Studies*, 2, 140–156. <https://doi.org/10.46451/ijts.2020.09.11>
- Hazaea, A. N., Bin-Hady, W. R. A., & Toujan, M. M. (2021). Emergency remote English language teaching in the Arab league countries: Challenges and remedies. *Computer-Assisted Language Learning Electronic Journal(CALL-EJ)*, 22(1), 201–222.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020a). The difference between emergency remote teaching and online learning. Educause. Retrieved from <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Hodges, T., Kerch, C., & Fowler, M. (2020b). Teacher education in the time of COVID-19: Creating digital networks as university school-family partnerships. *Middle Grades Review*, 6(2), 1–10.
- Hopp, H., & Thoma, D. (2020). Foreign language development during temporary school closures in the 2020 Covid-19 pandemic. *Frontiers in Education*, 5, 1–4. <https://doi.org/10.3389/feduc.2020.601017>
- Huang, M., Shi, Y., & Yang, X. (2021). Emergency remote teaching of English as a foreign language during COVID-19: Perspectives from a university in China. *International Journal of Educational Research and Innovation (IjERI)*, 15, 400–418.
- Jones, K. (2020). Notes on a Crisis: The Pandemic and English Schools. *Changing English: Studies in Culture and Education*, 27(3), 235–243. <https://doi.org/10.1080/1358684X.2020.1791691>
- Kamhi-Stein, L. D., Lao, R. S., & Issagholian, N. (2020). The future is now: Implementing mixed-reality learning environments as a tool for language teacher preparation. *TESL-EJ*, 24(3), 1–18.

- Karakuzu, M., Canli, Z., & Canli, B. (2020). Effects of lockdown period of the covid-19 pandemic on Turkish academicians' academic writing productivity performance in ELT. *Turkish Online Journal of English Language Teaching (TOJELT)*, 5(3), 179–194.
- Karataş, T. Ö., & Tuncer, H. (2020). Sustaining language skills development of pre-service EFL teachers despite the COVID-19 interruption: A case of emergency distance education. *Sustainability (Switzerland)*, 12(19), 1–34. <https://doi.org/10.3390/su12198188>
- Karim, M. R., & Hasan, M. (2020). Virtual classes during Covid 19 pandemic in tertiary level in Saudi Arabia: Challenges and prospects from the students' perspective. *Asian EFL Journal*, 27(5), 205–219.
- Kawinkoonlasate, P. (2020). Online language learning for Thai EFL learners: An analysis of effective alternative learning methods in response to the Covid-19 outbreak. *English Language Teaching*, 13(12), 15–26. <https://doi.org/10.5539/elt.v13n12p15>
- Khafaga, A. F. (2021). The perception of blackboard collaborate-based instruction by EFL majors / teachers amid COVID-19 : A case study of Saudi universities. *Journal of Language and Linguistic Studies*, 17(2), 1160–1173.
- Kholis, A. (2020). The use of WhatsApp app in distance language learning in pandemic Covid-19: A case study in Nahdlatul Ulama University of Yogyakarta. *LET: Linguistics, Literature and English Teaching Journal*, 10(2), 24–43.
- Heng, K. & Sol, K. (2020). Online learning during COVID-19: Key challenges and suggestions to enhance effectiveness. *Cambodian Education Forum (CEF)*, 1, 1–15. https://www.researchgate.net/publication/346719308_Online_learning_during_COVID-19_Key_challenges_and_suggestions_to_enhance_effectiveness
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- Krishan, I. A., Ching, H. S., Ramalingam, S., Maruthai, E., Kandasamy, P., Mello, G. De, Munian, S., & Ling, W. W. (2020). Challenges of learning English in 21st century: Online vs. traditional during Covid-19. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(9), 1–15. <https://doi.org/10.47405/mjssh.v5i9.494>
- Kusumawati, A. J. (2020). Redesigning face-to-face into online learning for speaking competence during covid-19: ESP for higher education in Indonesia. *International Journal of Language Education*, 4(2), 276–288. <https://doi.org/10.26858/ijole.v4i2.14745>
- Li, J., Xie, P., Ai, B., & Li, L. (2020). Multilingual communication experiences of international students during the COVID-19 pandemic. *Multilingua*, 39(5), 529–539. <https://doi.org/10.1515/multi-2020-0116>
- Lie, A., Tamah, S. M., Gozali, I., Triwidayati, K. R., Utami, T. S. D., & Jemadi, F. (2020). Secondary school language teachers' online learning engagement during the Covid-19 pandemic in Indonesia. *Journal of Information Technology Education: Research*, 19, 803–832. <https://doi.org/10.28945/4626>
- Loo, D. B. (2020). Integrating critical thinking in online language tasks: Considerations for an academic writing class. *International Journal of TESOL Studies*, 2(2), 52–61. <https://doi.org/10.46451/ijts.2020.09.05>

- Luporini, A. (2020). Implementing an online English linguistics course during the Covid-19 emergency in Italy: Teacher's and students' perspectives. *ASp*, 78, 1–13. <https://doi.org/10.4000/ASP.6682>
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 1–13. <https://doi.org/10.1016/j.system.2020.102352>
- Mahmood, S. (2020). Instructional strategies for online teaching in COVID-19 pandemic. *Human Behavior and Emerging Technologies*, August 2020, 199–203. <https://doi.org/10.1002/hbe2.218>
- Maican, M. A., & Cocoradă, E. (2021). Online foreign language learning in higher education and its correlates during the covid-19 pandemic. *Sustainability (Switzerland)*, 13(2), 1–21. <https://doi.org/10.3390/su13020781>
- Marstaller, M. (2020). Student experiences of the Covid-19 lockdown. *Changing English: Studies in Culture and Education*, 27(3), 231–234. <https://doi.org/10.1080/1358684X.2020.1777533>
- Mohanad Alfiras, Bojiah, J., & Yassin, A. A. (2020). COVID-19 pandemic and the changing paradigms of higher education: A Gulf university perspective. *Asian EFL Journal*, 27(5), 1–9. <http://mpoc.org.my/malaysian-palm-oil-industry/>
- Moser, K. M., Wei, T., & Brenner, D. (2021). Remote teaching during COVID-19: Implications from a national survey of language educators. *System*, 97, 102431. <https://doi.org/10.1016/j.system.2020.102431>
- Mustadi, A., Annisa, F. C., & Mursidi, A. P. (2021). Blended learning innovation of social media based active English during the COVID-19 pandemic. *Elementary Education Online*, 20(2), 74–88. <https://doi.org/10.17051/ilkonline.2021.02.01>
- Naji, K. K., Du, X., Tarlochan, F., Ebead, U., Hasan, M. A., & Al-Ali, A. K. (2020). Engineering Students' Readiness to Transition to Emergency Online Learning in Response to COVID-19: Case of Qatar. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(10), 1–17. <https://doi.org/10.29333/ejmste/8474>
- Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic: EFL students' challenges, suggestions, and needed materials. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 4(2), 115–140. <https://doi.org/10.29240/ef.v4i2.1494>
- Ng, C. H. (2020). Communicative Language Teaching (CLT) through synchronous online teaching in English language preservice teacher education. *International Journal of TESOL Studies*, 2(2), 62–73. <https://doi.org/10.46451/ijts.2020.09.06>
- Noor, S., Isa, F. M., & Mazhar, F. F. (2020). Online teaching practices during the COVID-19 pandemic. *Educational Process: International Journal*, 9(3), 169–184. <https://doi.org/10.22521/edupij.2020.93.4>
- Novikov, P. (2020). Impact of COVID-19 emergency transition to on-line learning on international students' perceptions of educational process at Russian University. *Journal of Social Studies Education Research*, 11(3), 270–302.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL Quarterly*, 37(4), 589. <https://doi.org/10.2307/3588214>

- Patricia Aguilera-Hermida, A. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *International Journal of Educational Research Open*, 1(September), 100011. <https://doi.org/10.1016/j.ijedro.2020.100011>
- Popova, M. V., & Rozhdestvenskaya, E. I. (2020). The impact of the coronavirus pandemic (covid-19) consequences on phonetic aspect of a foreign language teaching in specialized linguistic specialties at universities. *Advances in Social Science, Education and Humanities Research*, 486, 293–298. <https://doi.org/10.2991/assehr.k.201105.052>
- Pustika, R. (2020). Future English teachers' perspective towards the implementation of e-learning in Covid-19 pandemic era. *JELTL (Journal of English Language Teaching and Linguistics)*, 5(3), 383–391.
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' perception of online learning during pandemic Covid-19. *The Journal of Educational Research (JPP)*, 20(3), 392–406. <http://www.embase.com/search/results?subaction=viewrecord&from=export&id=L2004889463%0Ahttp://dx.doi.org/10.1007/s12098-020-03327-7>
- Rahman, K. (2020). Learning amid crisis: EFL students' perception on online learning during Covid-19 outbreak. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(2), 179–194. <https://doi.org/10.24252/eternal.v62.2020.a1>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 Crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 1–23. <https://doi.org/10.1007/s42438-020-00155-y>
- Rifiyanti, H. (2020). Learners' perceptions of online English learning during Covid-19 pandemic. *Scope: Journal of English Language Teaching*, 5(1), 31–35.
- Rinekso, A. B., & Muslim, A. B. (2020). Synchronous online discussion: teaching English in higher education amidst the covid-19 pandemic. *Journal of English Educators Society*, 5(2), 155–162. <https://doi.org/10.21070/jees.v5i2.646>
- Ritonga, A. W., Ritonga, M., Nurdianto, T., Kustati, M., Rehani, Lahmi, A., Yasmadi, & Pahri. (2020). E-learning process of maharah qira'ah in higher education during the COVID-19 pandemic. *International Journal of Higher Education*, 9(6), 227–235. <https://doi.org/10.5430/ijhe.v9n6p227>
- Russell, C. L. (2005). An overview of the integrative research review. *Progress in transplantation (Aliso Viejo, Calif.)*, 15(1), 8–13.
- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*, 53(2), 338–352. <https://doi.org/10.1111/flan.12461>
- Schultz, R., & DeMers, M. (2020). Transitioning from emergency remote learning to deep online learning experiences in geography education. *Journal of Geography*, 11, 142–146. [10.1080/00221341.2020.1813791](https://doi.org/10.1080/00221341.2020.1813791).
- Scully, D., Lehane, P., & Scully, C. (2021). 'It is no longer scary': digital learning before and during the Covid-19 pandemic in Irish secondary schools. *Technology, Pedagogy and Education*, 00(00), 1–23. <https://doi.org/10.1080/1475939X.2020.1854844>
- Şendoğan Erdoğan, K. (2020). Foreign language education during Covid-19 pandemic: An evaluation from the perspectives of preparatory class students. *Milli Eğitim*, 49(1), 1079–1090.
- Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587–607. <https://doi.org/10.1080/02619768.2020.1820981>

- Setyaningrum, R. W., Setiawan, S., Anam, S., & Retnaningdyah, P. (2020). Content and language integrated learning (CLIL) in science class during Covid-19 outbreak: A narrative inquiry. *English Review: Journal of English Education*, 9(1), 35–46.
- Shaaban, S. S. A. (2020). TEFL professors' e-learning experiences during the Covid 19 pandemic. *European Journal of Foreign Language Teaching*, 5(1), 82–97. <https://doi.org/10.46827/ejfl.v5i1.3202>
- Shahzad, A., Hassan, R., Aremu, A. Y., Hussain, A., & Lodhi, R. N. (2020). Effects of COVID-19 in E-learning on higher education institution students: the group comparison between male and female. *Quality and Quantity*, 0123456789. <https://doi.org/10.1007/s11135-020-01028-z>
- Situmorang, K., Nugroho, D. Y., & Pramusita, S. M. (2020). English teachers' preparedness in technology enhanced language learning during covid-19 pandemic – students' voice. *Jo-ELT (Journal of English Language Teaching)*, 7(2), 57–67. <https://doi.org/10.33394/jo-elt.v7i2.2973>
- Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22(9), 1–14. <https://doi.org/10.2196/21279>
- Svalina, V., & Ivić, V. (2020). Case study of a student with disabilities in a vocational school during the period of online virtual classes due to Covid-19. *World Journal of Education*, 10(4), 115–123. <https://doi.org/10.5430/wje.v10n4p115>
- Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine teachers' practices to deal with anxiety amid COVID-19. *Journal of Loss and Trauma*, 25(6–7), 573–579. <https://doi.org/10.1080/15325024.2020.1759225>
- Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. *Human Resource Development Review*, 4(3), 356–367. <https://doi.org/10.1177/1534484305278283>
- Turchi, L. B., Bondar, N. A., & Aguilar, L. L. (2020). What really changed? Environments, instruction, and 21st century tools in emergency online English language arts teaching in United States schools during the first pandemic response. *Frontiers in Education*, 5, 1–13. <https://doi.org/10.3389/educ.2020.583963>
- UNESCO (United Nations Educational, Scientific and Cultural Organization). (2020). Global education coalition: Covid-19 education response. Retrieved from: <https://en.unesco.org/covid19/educationresponse/globalcoalition/>
- UNESCO (United Nations Educational, Scientific and Cultural Organization). (2021). Covid-19 impact on education. <https://en.unesco.org/covid19/educationresponse/globalcoalition>.
- Wen, K. Y. K., & Hua, T. K. (2020). ESL teachers' intention in adopting online educational technologies during covid-19 pandemic. *Journal of Education and E-Learning Research*, 7(4), 387–394. <https://doi.org/10.20448/journal.509.2020.74.387.394>
- WHO (World Health Organization). (2020). Retrieved from <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>.
- Wong, J. O. (2020). A pandemic in 2020, Zoom and the arrival of the online educator. *International Journal of TESOL Studies*, 2(3), 82–99.
- Yi, Y., & Jang, J. (2020). Envisioning possibilities amid the COVID-19 pandemic: Implications from English language teaching in South Korea. *TESOL Journal*, 11(3), 1–5. <https://doi.org/10.1002/tesj.543>

- Zboun, J. S., & Farrah, M. (2021). Students ' perspectives of online language learning during corona pandemic: Benefits and challenges. *Indonesian EFL Journal (IEFLJ)*, 7(1), 13–20. <https://doi.org/10.25134/ieflj.v7i1.3986>
- Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management*, 13(3), 1-6. <https://doi.org/10.3390/jrfm13030055>