EUROPEAN JOURNAL OF EDUCATION & LANGUAGE REVIEW

European Journal of Education & Language Review, 2026, 2(1), 1
eISSN: 3177-7727

lectito

Post Pandemic English Language Teacher Development: A Global Perspective

Rhian Webb *

University of South Wales, UNITED KINGDOM

*Corresponding Author: rhian.webb@southwales.ac.uk

Citation: Webb, R. (2026). Post pandemic English language teacher development: A global perspective. *European Journal of Education & Language Review*, *2*(1), 1. https://doi.org/10.20897/ejelr/17719

Published: January 4, 2026

ABSTRACT

This paper explores English language teachers' beliefs, roles, practices, and feelings about their English language teaching post-pandemic. Research was undertaken using a mixed method, two phase exploratory design, where qualitative data were collected and analysed to inform and construct a quantitative questionnaire. 523 teachers from 43 countries responded. Data were analysed by examining the interplay of the four constructs in relation to geographical regions, the digital position of the country, and participants' years of teaching experience. Findings indicated that regardless of geographical region, beliefs, and feelings were the same but cultural differences were evidenced with roles and practices. A country's level of digital readiness significantly impacted on the participants' beliefs, roles, and practices but not on the feelings. Using Vygotsky's (1978) sociocultural theory, I argue that the lockdown experience provided an unplanned professional development opportunity for teachers. The conclusion aligns the development to additional learning theories and presents implications for sustainable development of teaching online.

Keywords: beliefs, digital readiness, feelings, online teaching, pandemic, practices

The Covid-19 pandemic created an unprecedented global lockdown of educational establishments. Whilst the severity of the situation cannot be underestimated, in this paper, I argue that it provided an unplanned professional development opportunity for English language teachers globally. The process of overnight digitisation of English language teaching (ELT) and learning was not initiated purposefully as a systemic educational change but imposed abruptly as a response to circumstances. Engagement with online teaching has been present but optional in ELT since the beginning of the 21st century (Verdugo & Belmonte, 2007). However, Covid-19 accelerated the process to compulsory, which teachers had to respond to by shifting to online teaching abruptly owing to global lockdowns. The global situation not only provided an opportunity for teachers to learn new online pedagogies but also to experience professional development albeit without engaging in explicit teacher training. I argue that teachers who taught online during the pandemic for almost two years were subject to change because of their teaching experiences in a new environment, which they had not used regularly or as a main mode of instruction. Although there are many studies that investigate teachers' early lockdown experiences (Aji et al., 2020; Pu, 2020) and mid-lockdown experiences (Fitri & Putro, 2021; Mercer, 2021; Moorhouse & Kohnke, 2021), there is a dearth of research that focuses on and explores post-lockdown changes in teachers` understandings and practices. To address this, I adopted an exploratory mixed method research design, which involved instrument development and follow-up implementation of a constructed questionnaire that was used to collect data in 43 countries. The initial qualitative analysis stage revealed four major constructs to consider, which were online teaching beliefs, teacher roles, teaching practices, and feelings. I developed statements based specifically on the teachers' written comments to substantiate the emerging themes

and argued that there might be differences in the way teachers considered the major thematic constructs depending on their geographical region, the level of their country's digital readiness to accommodate the change, and years of teaching experience. The paper explores the impact of the imposed lockdown through four research questions (RQ), which are:

RQ1: What are teachers reported beliefs, roles, practices, and feelings about online teaching post lockdown?

What impact does (RQ2) geographical region, (RQ3) digital readiness and (RQ4) years of teaching experience have on teachers' beliefs, roles practices and feelings about online teaching?

LITERATURE REVIEW

The pandemic made Hockly and Clandfield's (2010) prediction, which stated that all university courses would have an online component, more than a reality. Temporarily and depending on a country's lockdown governance, English language education went fully online in March 2020 for around 12-18 months depending on the country. The unexpected abrupt shift to teaching online caught teachers and students alike unprepared. Untrained teachers were urged to use online tools, websites, and materials to ensure education continued in some form despite the lack of established online teaching pedagogies and knowledge, competence, and confidence in using technology. In this literature review, I present studies that report language teachers' developmental experiences from the beginning of the lockdown until times of re-opening. It outlines some challenges and difficulties together with learning experiences for everyone involved (Tuominen & Leponiemi, 2020).

Digital online teaching has been a feature of ELT since the beginning of the 21st century (Lyons & LaBoskey, 2002). It gained popularity through advancement in computer assisted language learning (CALL), where sites included online tools and course management applications (Enkin & Mejías-Bikandi, 2017). However, whilst research outlines the benefits of online learning (Lee et al., 2018; Wei, 2018), it considers learners' perspectives only, which includes niche groups with a special interest in technology. Additional research outlines the limitations of online education, which highlights its narrow suitability as effective for only verbal communication that is heavily reliant on an individual's digital facilities and access (Purarjomandlangrudi, 2018), which does not examine its effectiveness in a broader learning context (Zou et al., 2021). Prior to the lockdowns, teachers' online engagement could be assessed by using Davis (1989) Technology Acceptance Model (TAM), which modelled users' acceptance of computer technology through two variables. The variables were Perceived Ease-of-Use (PEOU), which identified users who considered using technology as effortless, and Perceived Usefulness (PU), which defined the extent that technology facilitates job performance. TAM claims that if users find technology easy, useful, and helpful then they will be optimistic about engaging with it. However, for teachers who do not engage with online teaching, experimenting with it professionally is 'the most daunting task' (Ko & Rossen, 2017 p.12). In March 2020, the pandemic created a compulsory daunting task for every teacher in the world. In most cases, teachers had not been trained in the necessary technical and pedagogical skills to integrate digital technology instruction (Schleicher, 2020). The following section gives a chronological overview of English language teachers' reported experiences during the lockdowns.

At the initial stage of the lockdown, MacIntyre et al. (2020) undertake a global sample of 600 English language teachers' stress levels, when working from home where conditions are ubiquitous. The respondents came from Europe (51.4%), North America (23.5%), Asia (8.8%), South America (6.9%), and the Middle East (5.2%), and smaller numbers from elsewhere in the world. Their research identifies teachers with approach coping (good health, wellbeing, and growth during trauma) and those with avoidant coping (stress, anxiety, loneliness, and anger), where avoidant coping increases with stress and can be triggered by the expectation of upcoming demands and a teacher's preparedness to manage them (Bottiani et al., 2019). Evans et al.,'s (2020) research findings at the beginning of UK lockdowns refer to high-cost Internet packages, poor network connectivity, teachers' lack of information and communication technology (ICT) skills, confidence, and preparedness, which lead to anxiety, uncooperative and poor performing learners. The findings, associated with urban schools, are replicated in studies globally (e.g., Hakim, 2020; Noor et al., 2020). In Chile, teachers are affected by distractions and limitations by working from home, and poor teacher/student communications (Sepulveda-Escobar & Morrison, 2020). In China, where 200 million students needed internet access simultaneously (Pu, 2020) teachers are in emotional turmoil about how to manage their online teaching with insufficient network conditions (Gao & Zhang, 2020). In Madrid, Trujillo Sáez et al. (2020) report schoolteachers are more concerned about developing learners' IT competencies, managing motivation and emotions than ensuring that lesson content is developmentally appropriate for learners' needs. Additional studies find that the most common information and communications technology use during initial lockdown is to upload materials to a platform (Tartavulea et al., 2020) and that most activities are teacher centred (Koçoglu & Tekdal, 2020).

However, as early as July 2020, research emerges that acknowledges both the challenges associated with, and opportunities that emerge from having to teach online in remote rural areas. In Korea, teachers in a small rural

school designed 40-minute, role-play, asynchronous videos with activities for the learners to watch from home and reported that, 'from remote teaching practices and transition, we saw possibilities for ELT during and after the pandemic' (Yi & Jang, 2020, p.3). Alternatively, in an urban school in China, Pu (2020) provides a heuristic account of the challenges he encountered and had to overcome because he had no other choice. He adjusts his lessons into synchronous and asynchronous activities to divide time for feedback, class activities and assessment to combat the country's internet connectivity problems. Koçoglu and Tekdal (2020) find that teachers, located in various locations in Turkey, mention accessibility, flexibility, popularity, and live classroom instruction as important features of distant education and recommend student focused activities through technology assisted discussion to help motivate students. Therefore, very quickly after the initial shock of moving to online teaching, teachers started to present practical examples of their development as online practitioners to enable more satisfactory learning outcomes.

In 2021, literature focuses on evaluating the effectiveness of online ELT. Khasawneh (2021) reports that studying online allows students to learn at an individual pace rather than adhering to a fixed timetable. Zou et al. (2021) illustrate how the effectiveness of online teaching and learning is enhanced through visual communication, when both teachers and students have their cameras on. However, Moorhouse and Kohnke (2021) point out that whilst teachers' reaction to the global crisis ensured learning continued, there is a lack of established pedagogical models, strategies, and principles to design and implement online language learning activities. They argue that the "trial and error" approach adopted by many teachers was stressful and that future teaching with technology needs to be better understood, through evidenced based reflective practice and self-study. Farrell and Stanclik (2021) support the view and state its cruciality for pre-service, in-service and teacher trainers to ensure career preparedness. Whilst discussion continues about how to ensure online teaching has future effectiveness, it must be remembered that ELT is a global industry and whilst online teaching has the potential to open ELT access by reducing geographical and financial barriers, there is a digital divide as stable Internet access and digital facilities are not available to all (UNESCO, 2020). For example, Fitri and Putro (2021) reported from Indonesia, where teachers cannot guarantee future technology integration in syllabi due to poor digital facilities and internet access.

Two thousand twenty-two literature becomes more reflective and incipient, where accounts of new opportunities for teachers, teaching, learners, and learning are evidenced. For example, Nazari et al. (2022) present guidance, about coping with stress to manage challenging situations, which is useful for future teacher training programmes. Elbashir and Hamza (2022) report big improvements in Saudi Arabia with their students' grammar results from learning online using Black Board as opposed to the traditional face-to-face approach. In addition, their research demonstrates that students prefer acquiring vocabulary, developing speaking skills, learning English grammar, and developing reading, writing, and listening skills online. Li's (2022) TAM research confirms that Chinese EFL teachers accept and understand the benefits of using and incorporating technology into lessons. Whereas Mukminin et al.'s (2022) Indonesian TAM research recommends that teachers are provided with appropriate facilities to accommodate future online learning as teachers are motivated to learn and engage with social media. Ghanbari and Nowroozi's (2022) Iranian case study suggest the need for their university to provide continual technological assistance for both teachers and students as online learning will be integrated into all courses. On a practical level, Elbashir and Hamza (2022) highlight the advantages of online learning because it eliminates commuting and physical infrastructure restrictions and that it is environmentally friendly and captures a global audience.

Overall, literature demonstrates that the crisis transition to online teaching during the pandemic lockdowns was not based on a solid CALL foundation. However, initial reports of exacerbated teachers' stress moved swiftly to reports of creative coping, adaption, and accommodation of the new online environment. The initial online teaching without appropriate facilities, knowledge and established pedagogy has led to conversations and reflective analysis about the effectiveness of online teaching, the technology needed to implement it and how technological needs differ between countries. So, where are we? Is technology integration a future certainty for English language teachers, teaching, learners and learning globally? To contribute to answering these questions, the study explores how English language teachers may have developed post lockdown.

METHODOLOGY

Research Design

The research follows a mixed-method, two-phase exploratory design, where phase one collects qualitative data to inform the design of the second quantitative phase (Greene et al., 2001). The design was used because existing variables to analyse and to further explore were unknown due to lack of previous investigation (Creswell et al., 2003). Specifically, the research is designed to understand how teachers are utilizing their pandemic

lockdown teaching skills post lockdown to gain an understanding about how teachers' skills and knowledge have developed.

Questionnaire Construction

The mixed-method, two-phase questionnaire was constructed, administered, and processed in accordance with Dörnyei's (2007) guidance. Therefore, the construction considered introductions, instructions, layouts, question styles, completion times, ethical approval and a thank you statement. Google Forms were used to create, distribute, and collect data at each stage. The first qualitative questionnaire was created for exploratory purposes, where data were collected to inform the construction of the second quantitative questionnaire. It began with factual questions about participants' location and institution when teaching during the pandemic. Then, nine open attitudinal questions were asked, which questioned the participants' thoughts about teachers, teaching, learners, and learning, Post lockdown, for example: (1) How do you feel now as a teacher? How would you describe your (2) teaching materials, (3) students' learning, (4) students, now? 116 responses from 9 countries were received from Argentina (n=12), Iran (n=10), India (n=10), Morocco (n=10), Turkey (n=26), The UK (n=5), Spain (n=10) and Thailand (n=11), which totalled over 18,000 words. A colleague undertook simultaneous qualitative thematic analysis to establish agreement on the themes that emerged. The process highlighted four variables for further investigation, which were beliefs about online teaching, roles as being an online teacher, online teaching practices, and feelings about online teaching. Noticeably, these emerging variables were interlinked and identified as current changes in teachers. The variables were used to inform and simultaneously construct the second, more substantial quantitative questionnaire. The questionnaire, which took under 10-minutes to complete, introduced the author, explained the purpose of the research, whilst highlighting that participation was voluntary and that completed forms indicated ethical permission to use the data. It asked five factual questions about the participants location, institution, years of teaching experience, number of students in online lessons and types of teaching platforms used during the lockdown. Following this, 22 statements about teaching beliefs, roles, practices, and feelings post lockdown were presented for a five-part Likert scale response, from (1) strongly disagree to (5) strongly agree.

To ensure the reliability and validity of the questionnaire, two stages were undertaken. Firstly, it was sent to five international ELT professionals, from an online network, for their expert opinion. Feedback led to some statements being rewritten to ensure their clarity. Therefore, statements relating to beliefs were changed to begin with, 'I now believe that…' and the other variables were similarly constructed. Examples of the statements are, I now believe that I should: use more online resources when teaching (for example: websites, software, apps, videos and so on), interact more with students online, give more online tasks and encourage students to engage more with online resources. My role now is as a/an: guide (I ensure students learn through online exploration), actor (I perform online too), online facilitator (I encourage learners to engage online), material designer (I develop and deliver materials for online lessons). My practices now have: a more blended focus (both online and face-to-face), more online tasks for pre and post lesson, use more digital tools (website, online dictionaries, apps and so on) and more digitalised input. And, while teaching now, I feel happier about my past online experiences, more confident in using digital resources, more motivated to use technology and more professionally enriched in the use of technology. Secondly, a pilot study was undertaken. The questionnaire was sent to 25 global EFL professional contacts for comments, which reported that there were no issues with the content, structure, layout, completion time nor clarity of statements. Following this, the questionnaire was considered suitable for distribution (see appendix 1).

Participants

Five hundred twenty-three ELT teachers completed the questionnaire from 43 countries. Whilst most participants worked in universities (n=236, 45.1%) other educational establishments were represented, colleges (n=53, 10.3%), secondary schools (n=174, 33.3%), primary schools (n=53, 10.1%) and pre-primary school (n=6, 1.1%). The establishments included both state (n=332, 62.5%) and private institutions (n=191, 36.5%). The participants were grouped suitably for further analysis, in accordance with, geographical region, the digital readiness of the country, and years of teaching experience as presented in tables 1, 2, and 3 respectively.

Geographical Region

Forty-three countries were represented by the participants. The countries were grouped according to their geographical region in Europe, The Americas, Asia, and Africa as presented in **Table 1.**

Table 1

Number of participants from each geographical region

Geographical region	Frequency	Percent
Europe	255	48.8
The Americas	48	9.2
Asia	204	39.0
Africa	16	3.1
Total	523	100.0

Countries Digital Readiness

Cisco's white paper (Szigeti et al., 2018) outlines the rapid but unevenly distributed benefits of digital advancements, which allow access to knowledge, services, and resources globally. It states the importance of understanding a country's digital readiness to ensure its future global inclusivity through a holistic model, which includes components beyond technology, for example: basic needs (clean water and food), education and employment opportunities. It aims to raise awareness to governments, business leaders and citizens globally about how investments in the underpinnings of a digital society can improve the quality of life for all citizens. Szigeti et al.'s (2018) white paper uses a four-tier index to categorise countries' digital readiness, which is : (1) 'activate', for countries at an early stage of their digital journey (mean=6.24/25), (2) 'accelerate low', for countries that are progressing slowly digitally (mean<11.82/25), (3) 'accelerate high', for countries that are progressing quickly digitally (mean> 11.82/25), and finally (4) 'amplify', for countries that are always improving digitally (mean=17.89/25). The participants were grouped in accordance with their country's digital readiness as presented in **Table 2.**

Table 2

Participants in accordance with their country's digital readiness

Digital readiness of countries	Frequency	Percentage	Country
1	3	0.6	Cameroon
2	122	23.3	Algeria, Bangladesh, Ecuador, Egypt, India, Iran, Mongolia, Morocco, Nepal, Pakistan, The Philippines
3	346	66.2	Argentina, Brazil, China, Czech Republic, Georgia, Hong Kong, Italy, Kazakhstan, Kuwait, Macedonia, Malaysia, Malta, Mexico, Poland, Portugal, Qatar, Russia, Saudi Arabia, Slovakia, Spain, Thailand, Turkey, Ukraine, Vietnam
4	52	9.9	Japan, Norway, Singapore, Switzerland, UAE, UK, USA
Total	523	100	43

Years of Teaching Experience

The number of years of teaching experience held by the participants is presented in **Table 3**. The majority (40.8%) had 10-19 years of experience. 29.8% had 1-9 years of experience, 22.5% had 20-29 years of experience, whilst 6.9% had 30+ years of experience.

Table 3

Number of years of teaching experience held by participants

Teaching experience	Frequency	Percent
1-9 years	156	29.8
10-19 years	213	40.8
20-29 years	118	22.5
30+	36	6.9
Total	523	100.0

Data Collection

The non-probability snowball sampling technique was used to collect data. The sampling cannot be considered random or representative as we do not know what the response rate was or how many teachers saw the questionnaire and decided whether to participate or not. The questionnaire was administered through Google Forms between May 1st, 2022, and June 10th, 2022. Initially, it was sent to the author's known global academic contacts, who were asked to forward it to other teachers and place it on social media platforms to generate a snowball sample.

Ethics

The pilot study and main research followed guidance on ethical codes and principles which are provided by The British Educational Research Association (2011) and are used in Second Language Teacher Education (Bryman, 2012; Dörnyei, 2007). Ethical approval was sought and gained from the author's affiliation, who acted as gatekeepers. The research was considered low risk as participant involvement was voluntary. Informed consent was asked for in the Google form questionnaire's initial statement, where completion and submission indicated participants' permission to use their data.

Data Analysis

As the questionnaire was created by the author, an Exploratory Factor Analysis (EFA) was carried out by an expert colleague to evaluate its construct validity and reduce the number of independent factors with similar characteristics.

For RQ1, descriptive statistics present the mean (M), standard deviation (SD), minimum (min) and maximum (max) range of responses. For RQ2, RQ3, and RQ4, interpretive statistics present ANOVA and Post hoc Tukey tests, which investigate if the three variables, which are geographical region, digital readiness, and years of teaching experience have an impact on the differences in the beliefs, roles, practices, and feelings of English language teachers online teaching, post pandemic lockdown. The quantitative data were analysed using the Statistical Package of Social Science version 23 (SPSSv23)

Instrument Validation

To examine the factorial structure of the questionnaire, the initial 24 statements were subjected to an EFA with oblique rotation. Initially, the questionnaire had four categories with varying number of statements in each category: beliefs (5 items), teachers' roles (4 items), practices (10 items) and feelings (5 items). Whilst undertaking the EFA, two items loaded on two different factors and were therefore eliminated from further analyses, these were question 12 (from practices category) and question 20 (from feelings category) (see appendix 2). When the analysis was re-run with 22 items, the Kaiser-Meyer-Olkin (KMO) test, which determines how suited data are for factor analysis, verified the sampling adequacy as KMO = .953. In addition, Bartlett's test of sphericity v2 (231) = 8031.34, $p < .001$, indicated that the correlation structure was adequate for factor analyses. The maximum likelihood factor analysis with cut-off points of .50 and the KMO criterion of eigenvalues > 1 (see Field, 2009; Stevens, 2002) yielded four category groupings for the data, accounting for 69.28% of the variance. The results of the factor analysis are presented in appendix 2.

RESULTS

Four distinct themes emerged from participants' responses in the first qualitative phase of the mixed-method, two-phase exploratory design research, which were beliefs, roles, practices, and feelings. Beliefs are significant ideas, which enable an understanding to comprehend teachers' thought processes, teaching methods, and individual learning (Zheng, 2009). Roles refer to teachers' roles during lockdown, which involved producing creative online learning environments that were administered under the frame of collaboration and interaction (Zielinski, 2017). Teachers' practices were all online during the pandemic both synchronously and asynchronously. Teachers in countries with sufficient technological resources had access to appropriate technology to design remote online and offline education, which can be assessed through the digital readiness of each country (CISCO, 2019). Finally, feelings, which are challenging to monitor because of their multifaceted nature, but language teaching presents unique challenges, where international teachers have doubts about their language abilities, have to deal with learners' ability anxieties, teach heterogeneous proficiency of learner groups, need to demonstrate intercultural competence and often have precarious working conditions (MacIntyre, Gregersen, & Mercer, 2020)

My colleagues and I assumed that the preliminary themes were interconnected, which we measured with global sampling in the second quantitative phase. We hypothesised that teachers developed in relation to the themes during the lockdown and sustained the development post lockdown. The research analyses the participants' responses through three variables, which are geographical region, a countries digital readiness and years of teaching experience.

Theoretical Framework

The findings are grounded in Vygotsky's (1978) sociocultural theory, which views learning as a socially mediated process shaped by interaction, collaboration, and the cultural tools available within a given context. Central to this framework is the idea that development occurs through guided participation with more knowledgeable others, who provide support that learners gradually internalise. Vygotsky's emphasis on context, mediation, and shared activity offers a useful lens to understand how teachers' beliefs, roles, practices, and feelings evolve in response to changing digital and pedagogical environments. In addition, the perspective is useful to explain why variations in experience, geographical region, and digital readiness influence teachers' professional development in online ELT.

Participant Responses

RQ1 aimed to gain a general impression of the participants' reported beliefs, roles, practices, and feelings about online ELT post lockdown. Descriptive statistics were undertaken, which are presented in **Table 4**. Analyses revealed that, overall, participants mostly agreed with the positive developments regarding their feelings (M=4.187, SD=.829) and beliefs (M=4.087, SD=.837). However, findings associated with practices (M=3.904, SD=.871) and roles (M=3.709, SD=.9.32) were neutral.

The positive findings for teachers' feelings and beliefs suggest that post-lockdown online environments may have strengthened their confidence and sense of capability. More neutral views on roles and practices indicate that teachers are still working out how to enact new behaviours within their professional communities. This pattern aligns with Vygotsky's sociocultural perspective, which emphasises that development depends on socially mediated support and participation in shared activity.

RQ2 examined the impact of geographical region on participants' beliefs, roles, practices, and feelings towards online ELT post lockdown. ANOVA analysis revealed that the participants' understanding of their new roles significantly differed according to geographical region ($p=.047$) and of practices ($p=.032$) but not of their beliefs ($p=.799$) or feelings ($p=.114$) as presented in **Table 5**. A post-hoc Tukey test revealed significant differences ($p<.05$) in roles between Europe and Asia, and for practices between Africa and Europe, The Americas and Asia. Therefore, regardless of geographical region, beliefs, and feelings about online teaching post lockdown were the same.

The significant geographical region differences in teachers' reported roles and practices suggest that professional behaviour in online ELT is shaped by the specific social, cultural, and institutional contexts in which teachers work, which reflects Vygotsky's view that learning and development emerge through situated social interaction. At the same time, the consistency in beliefs and feelings across geographical regions indicates that certain aspects of teachers' professional identities may be influenced by shared global experiences, aligning with sociocultural theory's emphasis on the interplay between broader cultural tools and local social environments.

RQ3 examined the impact of a country's digital readiness on participants' beliefs, roles, practices, and feelings towards online ELT post lockdown. ANOVA analysis revealed that a country's digital readiness significantly impacted on the participants' beliefs ($p = .041$), roles ($p = .017$) and practices ($p = .000$) but not on the participants' feelings ($p = .190$) towards teaching English online as presented in **Table 6.** A post-hoc Tukey test revealed significant differences ($p<.05$) between the countries' digital readiness groupings. For beliefs, significant differences were between 'accelerate low '(level 2) and 'accelerate high' (level 3) countries. For roles, significant differences were between 'accelerate high' (level 3) and 'amplify' (level 4) countries and for practices, significant differences were between 'accelerate low' (level 2) and 'accelerate high' (level 3) countries. 'Accelerate high' (level 3) countries gave the most positive responses to beliefs, roles and practices.

Differences linked to countries' digital readiness show that access to technological resources and supportive digital infrastructures influences teachers' beliefs, roles, and practices. More positive responses from "accelerate high" contexts point to the advantages of countries with higher levels of digital readiness to enable professional learning. This aligns with sociocultural theory, which positions tools and contextual affordances as central mediators of development.

Table 4

Descriptive statistics for beliefs, roles, practices, and feelings

	N	Min	Max	M	SD
Beliefs	523	1	5	4.087	.837
Roles	523	1	5	3.709	.932
Practices	523	1	5	3.904	.871
Feelings	523	1	5	4.187	.829
Valid N	523				

Table 5

ANOVA results for the impact of geographical regions

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	.709	3	.236	.336	.799
	Within Groups	365.035	519	.703		
	Total	365.744	522			
Roles	Between Groups	6.515	3	2.172	2.533	.047
	Within Groups	445.056	519	.858		
	Total	451.571	522			
Practices	Between Groups	6.603	3	2.201	2.947	.032
	Within Groups	387.666	519	.747		
	Total	394.269	522			
Feelings	Between Groups	4.072	3	1.357	1.991	.114
	Within Groups	353.846	519	.682		
	Total	357.917	522			

Table 6

ANOVA results for countries digital readiness categorised as Activate (1), accelerate low (2), accelerate high (3), and amplify (4).

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	4.472	2	2,236	3,211	.041
	Within Groups	359.930	517	.696		
	Total	364.401	519			
Roles	Between Groups	7.082	2	3,541	4,125	.017
	Within Groups	443.738	517	.858		
	Total	450.819	519			
Practices	Between Groups	12.538	2	6,269	8,501	.000
	Within Groups	381.249	517	.737		
	Total	393.787	519			
Feelings	Between Groups	2.286	2	1,143	1,665	.190
	Within Groups	354.964	517	.687		
	Total	357.250	519			

RQ4 examined the impact of teaching experience (0-9 years, 10-19 years, 20-29 years, +30 years) on participants' beliefs, roles, practices, and feelings towards online ELT post lockdown. ANOVA analysis revealed that teaching experience significantly impacted on the participants' beliefs (p= .044), roles, (p= .032) and feelings (p= .022) but not on their practices (p=.319) as presented in **Table 7**. A post-hoc Tukey test revealed significant differences between the years of teaching experience groupings. In terms of both beliefs and roles, participants with 0-9 years of experience were more positive about online teaching now than those with 20-29 years (p<.05). In relation to feelings, participants with 10-19 years of experience were more positive than those with +30 years' experience (p<.05). No significant difference was found in relation to practices. Therefore, teachers with the least years of experience reported that their beliefs, roles, and feelings had developed more positively post lockdown.

Table 7

ANOVA results based on four groupings of teaching experience years (0-9; 10-19; 20-29, and +30 years).

		Sum of Squares	df	Mean Square	F	Sig.
Beliefs	Between Groups	5,414	3	1,805	2,574	.044
	Within Groups	357,625	510	,701		
	Total	363,039	513			
Roles	Between Groups	7,653	3	2,551	2,953	.032
	Within Groups	440,655	510	,864		
	Total	448,309	513			
Practices	Between Groups	2,693	3	,898	1,174	.319
	Within Groups	389,826	510	,764		
	Total	392,519	513			
Feelings	Between Groups	6,658	3	2,219	3,236	.022
	Within Groups	349,818	510	,686		
	Total	356,476	513			

The finding that less experienced teachers reported more positive developments in their beliefs, roles, and feelings towards online ELT suggests that professional growth is shaped by the kinds of social support, guidance, and collaborative opportunities available to them, which reflects Vygotsky's view that learning is mediated through interaction with more knowledgeable others. In contrast, the more neutral or less positive responses from highly experienced teachers indicate that their established professional identities may interact differently with new digital teaching contexts, aligning with sociocultural theory's emphasis on how prior experiences, cultural tools, and social environments shape the ways individuals internalise and adapt to change.

DISCUSSION

The first research question aimed to understand the participants' beliefs, roles, practices, and feelings about online ELT post lockdown. The results showed that participants generally agreed with the positive developments associated with their feelings and beliefs but gave more neutral responses in relation to practices and roles. As MacIntyre et al. (2020) stated, feelings are challenging to monitor because of their multifaceted nature. Teaching is often listed as a stressful profession with substantial workloads (Johnson et al., 2005). However, language teaching presents unique challenges in relation to levels of language ability, international classroom management and unpredictable working conditions (MacIntyre et al., 2020). During the pandemic, language teachers' stress was exacerbated because of the lack of preparation time, training, management support and varying levels of digital literacy caused by the unforeseen situation. Negative feelings can prompt teachers to revisit their beliefs to improve circumstances, while positive feelings about a teaching task can significantly strengthen how practices and roles are undertaken. In line with Vygotsky's (1978) sociocultural theory, these shifts in beliefs and feelings may reflect the socially mediated learning that occurred as teachers adapted to new digital demands, whereas the more neutral responses regarding practices and roles suggest that deeper behavioural change requires sustained interaction, guidance, and collaborative support conditions that were limited during the rapid transition online. Overall, results demonstrate that teachers were able to cope and navigate through the lockdowns and feel

positive about their experiences, which impacts language teaching beliefs. Bandura's (1977) social cognitive theory of behavioural change refers to a teacher's belief as an ability to successfully cope with tasks, obligations and challenges related to their professional position. Whilst the enforced remote learning cannot be regarded as planned or goal specific, it resulted in a positive learning opportunity for the participants globally. Teachers' experiences during the lockdowns, which demanded a self-driven approach to learn and become technologically competent, can be evidenced in the research. The move to online teaching had a deep impact on classroom principles, which enabled teachers' practices and roles to become visible from an understanding about how online learning environments are created, motivation is built, and challenges are dealt with. The challenging online teaching process might have urged the participating teachers to reflect and even discuss their experiences, which might have influenced their feelings and beliefs while developing new strategies and applying them in their online teaching. However, participants' responses related to practices and roles were more neutral. Changes in practices and roles take time for teachers (El, 2023) because mentoring assistance and long-term focused training generally form part of the process, which were not available in the context of exploration in this study. Teachers' practices were all online during lockdowns both synchronously and asynchronously, which teachers may have considered temporary. However, different countries had access to different digital platforms (e.g., Google Classroom, Blackboard and Teams) and tools (e.g., Padlet, Mentimeter and apps) to interact, collaborate, design lessons, create tasks and integrate technology in their lessons. Therefore, how teachers undertook their practices was determined by the resources that were available. Countries' internet connectivity and individuals' resources were crucial to teachers' practice and equally impacted the roles teachers could perform. Constructivism is the most aligned theory to 21st-century EFL teaching, where a teacher's role is to enable learners to take control of their learning and gain new knowledge through conversation, discussion, collaboration, and language construction (Orak & Al-khresheh, 2021). A traditional face-to-face EFL teacher's role is to create collaborative and interactive environments (Zielinski, 2017). However, when teaching online the role changes, with teachers acting as facilitators within online discussions, encouraging students to engage with online exploration, and spending time designing and delivering digital lessons. I argue that the pandemic caused teachers to reflect on their traditional teaching practices and develop individualized approaches to learning by taking charge of their learning experiences. Despite this, the study found that teachers reported less change in their practices and roles, suggesting that these two constructs are interconnected and that changes in practices are internalized as a pedagogical principle. However, the data revealed that teachers received little or no training, which left them feeling unprepared or underprepared. In addition, practices may have been viewed as temporary. The uncertainty around the continuation of online teaching and the hope to return to face-to-face teaching after the lockdowns may have hindered the practice and role change process, as they may have been considered temporary rather than long-term responsibilities.

The second research question examined the impact of geographical region on participants' beliefs, roles, practices, and feelings towards online ELT post lockdown. Whilst feelings and beliefs were positive and consistent across all regions, teaching practices and roles differed significantly. The subjective personal judgements associated with participants' feelings and beliefs about using digital technology, giving online tasks, interacting with learners, and encouraging digital engagement did not differ by region, suggesting that teachers globally were able to feel positive about their teaching despite the challenges. Consistent with Vygotsky's (1978) sociocultural theory, these findings highlight how practices and roles are shaped by the specific cultural and material contexts in which teachers work, as access to tools and opportunities for collaboration mediate how new pedagogical behaviours develop. It was identified that different countries had access to different digital platforms and tools, and how teachers practiced was determined by the resources available, which may have influenced the process of incorporating technology into teaching. The significant difference in roles between European and Asian teachers may be explained by cultural orientations: Littlewood (2001) notes that European contexts tend to emphasise individualism and personal autonomy, whereas many Asian contexts prioritise collective success, potentially supporting more collaborative online environments and stronger teacher–student relationships. Africa differed significantly from Europe, Asia, and the Americas in relation to practice, which may be linked to limited resources for planning and delivering online lessons.

The third research question scrutinized the potential influence of the digital readiness levels of the participating countries on teachers' beliefs, roles, practices, and feelings towards online ELT post lockdown. Significant differences were identified with beliefs, roles, and practices but not with feelings. As previously mentioned, the digital readiness of countries is unevenly distributed and is classed in four levels, from those at an early stage of their digital journey (activate, level 1) to countries that are always improving digitally (amplify, level 4). Accelerate high (level 3) countries, where technology progresses quickly, were significantly more positive about their beliefs, roles, and practices of teaching online post lockdown, which include most Asian countries and align with earlier comments about Asia's collaborative culture. In accordance with Vygotsky's (1978) sociocultural theory, these findings suggest that teachers' professional development is mediated by the cultural

tools and technological resources available to them; countries with higher levels of digital readiness provide more opportunities for guided interaction, experimentation, and shared problem-solving, which may explain the stronger outcomes in level 3 contexts. Additional accelerate high (level 3) countries, including Turkey, Argentina, and Italy, were significantly more positive about their online teaching roles than amplify (level 4) countries, such as Japan, the UK, and Norway. This may indicate a difference between technological improvement and technological advancement: level 3 countries experience improvement through access to more efficient resources and apps, whereas level 4 countries face continual advancement, where digital tools change rapidly. Consequently, teachers in level 4 countries may feel fatigued by the constant need to learn new tools. Unsurprisingly, teachers in accelerate low (level 2) countries found their online practices challenging because their technology progressed too slowly to be effective. The uneven distribution of digital readiness is reflected in research studies. In Japan (amplify, level 4), Colpitts et al. (2020) suggest that institutions must become more technologically adaptive, improve professional development opportunities, and integrate mobile-assisted language learning into IT platforms. The situation differs greatly in Cameroon, an activate (level 1) country, where Béché (2020) calls for a substantial digital learning policy to ensure student access to digital facilities and highlights uncertainty about the country's digital educational future. In Pakistan, an accelerate low (level 2) country, Shahzad et al. (2020) recommend that the government implement Virtual Technology across all educational levels and promote its use through training programmes and advertising

The final research question (RQ4) investigated how teachers' years of experience (0–9 years, 10–19 years, 20–29 years, and +30 years) impacted their beliefs, roles, practices, and feelings towards online ELT post lockdown. Significant differences were identified for beliefs, roles, and feelings but not for practices. Schwartz (2012) argues that beliefs are shaped by personality traits, where teachers with greater openness to change demonstrate higher self-efficacy, while those with fixed mindsets tend to preserve traditional practices. Teachers with 0–9 years of experience held significantly stronger beliefs about the value of digitalised teaching and communication, likely because they have had less time to solidify established routines and remain open to experimentation. In keeping with Vygotsky's (1978) sociocultural theory, these teachers may have benefited more readily from the socially mediated learning that occurred during the shift online, as they were still developing their professional identities and more responsive to new tools and collaborative support. Teachers with less experience also appeared more comfortable adapting their roles to accommodate technological change, whereas those with 20–29 years of experience were less positive, possibly because long-standing constructivist face-to-face practices were more deeply embedded. Teachers bring their own attributes and attitudes to change and are influenced by the training, support, and professional development provided by their institutions. Finally, teachers with 10–19 years of experience felt significantly more positive about online teaching than those with +30 years, perhaps feeling professionally enriched and motivated by the new digital demands. While teachers initially focused on meeting immediate instructional needs during lockdowns, the post-lockdown period shifted attention toward longer-term professional development.

CONCLUSION

Findings suggest that learning is heavily shaped by the context in which it occurs, a point central to Vygotsky's (1978) sociocultural theory, which emphasises that cognitive development emerges through socially mediated interaction. The teachers in this study experienced a significant disruption to their teaching environments and face-to-face methods due to the shift to online teaching during the pandemic lockdown. As a result, they invested considerable time and effort into adapting to unfamiliar digital spaces, albeit often without adequate professional support, and this context played a crucial role in shaping their development. Also relevant is situated learning theory (Lave & Wenger, 1991) as the move online required teachers to participate in new virtual communities of practice and engage in professional development activities to access teaching models, techniques, materials, and support. Their varied access to support and reliance on self-regulated learning further demonstrates that teachers learn through socially grounded processes that they actively navigate. Finally, experiential learning (Kolb, 2014) also underpins this development, as teachers' knowledge was shaped through the transformation of their lived experiences during the lockdown period.

Implications

The implications for teachers and teacher educators based on the findings of the study are numerous. Although the lockdown situation was an opportunity for teachers to learn and develop, the development was not easy to trace and report. While the overall perceptions were positive about teaching online and experiencing change as well as revisiting their beliefs about teaching online, the participants' perception of the new roles and online teaching practices were not influenced as much as the former. This might imply that exposing teachers to pedagogical learning situations can inspire positive emotions and can impact their beliefs which may not be

transferred to the premises where roles and practices can be impacted deeply. The transition to online role teacher roles and embracing online teaching practices appear to require active experimentation of new practices followed or accompanied by deeper, long-term assisted-reflection for the role-related and practical change to take place. It is recommended that professional development be designed to provide ongoing support for teachers as they transition to new online teaching practices and technologies. These might include collaboration and peer-to-peer support among teachers to foster a culture of continuous learning and improvement and practical, hands-on training and collective reflection revealing and self-evaluation own beliefs system about teaching and learning.

Also, it can be suggested that teachers experienced significant changes in their instructional practices during the COVID-19 pandemic lockdowns, which may have long-term implications for teaching and learning. Therefore, teacher development during times of crisis should be approached holistically, which considers the complex interplay between individual, contextual, and systemic factors that influence teacher learning and adaptation. The COVID-19 pandemic revealed the key role of flexibility, creativity, and innovation as notions that should be understood and practiced by teachers who can respond to the unpredictable, unexpected teaching and learning situations that emerge abruptly. The findings emphasise the role of supporting teacher development during times of pedagogical disruption and highlight the potential role of technology in this process. As the pandemic lockdowns continue to shape the landscape of teacher development, it will be critical for schools, educators, and policymakers to prioritize continuous professional development that leverages digital pedagogical skills of teachers. Such continuity might help teachers sustainably develop a greater sense of agency and control in their own professional development. The disruptions in the existing teaching contexts might often require quick adaptations to the new context which is closely linked to the teacher's ability to make autonomous decisions and take appropriate and relevant actions that are informed and guided by their corresponding emotions, beliefs, practices, and roles that make them adaptive teachers. The COVID-19 pandemic lockdowns asserted that teacher agency may be particularly important as teachers can and should be able to navigate new challenges and uncertainties in their professional roles.

Acknowledgments

Thank you to the participants who supported this research during the data collection process.

Declaration of Interest Statement

No potential conflict of interest was reported by the author.

Funding

This work was not funded.

REFERENCES

Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended learning during pandemic coronavirus: 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

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, *84*(2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

Béché, E. (2020). Cameroonian responses to COVID-19 in the education sector: Exposing an inadequate education system. *International Review of Education*, *66*, 755–775. https://doi.org/10.1007/s11159-020-09870-x

British Educational Research Association. (2011). *Ethical guidelines for educational research*. Bera.

Bottiani, J. H., Duran, C. A., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of school psychology*, *77*, 36-51. https://doi.org/10.1016/j.jsp.2019.10.002

Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press.

Colpitts, B. D., Smith, M. D., & McCurrach, D. P. (2020). Enhancing the digital capacity of EFL programs in the age of COVID-19: The ecological perspective in Japanese higher education. *Interactive Technology and Smart Education*, *18*(2), 158–174. https://doi.org/10.1108/ITSE-08-2020-0123

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioural research* (pp. 209–240). Sage.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, *13*(3), 319–340. https://doi.org/10.2307/249008

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.

Elbashir, R. M., & Hamza, S. M. A. (2022). The impact of virtual tools on EFL learners' performance in grammar at the times of COVID 19 pandemic. *Journal of University Teaching and Learning Practice*, *19*(3), 1-18. https://ro.uow.edu.au/jutlp/vol19/iss3/07

El, A. A. M. M. A. (2023). The role of educational initiatives in EFL teacher professional development: a study of teacher mentors' perspectives. *Heliyon*, *9*(2). https://doi.org/10.1016/j.heliyon.2023.e13342

Enkin, E., & Mejías-Bikandi, E. (2017). The effectiveness of online teaching in an advanced Spanish language course. *International Journal of Applied Linguistics*, *27*(1), 176–197. https://doi.org/10.1111/ijal.12112

Evans, C., O'Connor, C. J., Graves, T., Kemp, F., Kennedy, A., Allen, P., & Aya, U. (2020). Teaching under lockdown: The experiences of London English teachers. *Changing English*, *27*(3), 244–254. https://doi.org/10.1080/1358684x.2020.1779030

Farrell, T. S., & Stanclik, C. (2021). "COVID-19 is an opportunity to rediscover ourselves": Reflections of a novice EFL teacher in Central America. *RELC Journal*, 1–13. https://doi.org/10.1177/0033688220981778

Field, A. (2009). *Discovering Statistics Using SPSS*. Thousand Oaks, CA: Sage.

Fitri, Y., & Putro, N. H. P. S. (2021). EFL Teachers' Perception of the Effectiveness of ICT-ELT Integration During the COVID-19 Pandemic. Advances in Social Science, Education and Humanities Research. https://doi.org/10.2991/assehr.k.210227.086

Ghanbari, N., & Nowroozi, S. (2022). Iranian EFL teachers' challenges and coping strategies during COVID-19 pandemic: A case study. *The Qualitative Report*, *27*(3), 605-625. https://doi.org/10.46743/2160-3715/2022.5066

Greene, J. C., Benjamin, L., & Goodyear, L. (2001). The merits of mixing methods in evaluation. *Evaluation*, *7*(1), 25-44. https://doi.org/10.1177/13563890122209504

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*, 549653. https://doi.org/10.3389/fpsyg.2020.549653

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

Hockly, N., & Clandfield, L. (2010). *Teaching online: Tools and techniques, options and opportunities*. Delta Publishing. https://doi.org/10.1093/elt/ccr011

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, *20*(2), 178–187. https://doi.org/10.1108/02683940510579803

Khasawneh, M. A. S. (2021). Challenges resulting from simultaneous online education during the COVID-19 pandemic: The case of King Khalid University, Saudi Arabia. *Science and Education*, *2*(8), 414–430. https://doi.org/10.5281/zenodo.5549356

Ko, S., & Rossen, S. (2017). *Teaching online: A practical guide*. Routledge.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Koçoglu, E., & Tekdal, D. (2020). Analysis of distance education activities conducted during COVID-19 pandemic. *Educational Research and Reviews*, *15*(9), 536-543. https://doi.org/10.1016/j.edurev.2025.100667

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. https://doi.org/10.1017/CBO9780511815355

Lee, J. S., Nakamura, Y., & Sadler, R. (2018). Effects of video-conference-embedded classrooms (VEC) on learners' perceptions toward English as an international language (EIL). *ReCALL*, *30*(3), 319–336. https://doi.org/10.1017/S095834401700026X

Li, B. (2022). Ready for online? Exploring EFL teachers' ICT acceptance and ICT literacy during COVID-19 in mainland China. *Journal of Educational Computing Research*, *60*(1), 196–219. https://doi.org/10.1177/07356331211028934

Littlewood, W. (2001). Students' attitudes to classroom English learning: A cross-cultural study. *Language Teaching Research*, *5*(1), 3–28. https://doi.org/10.1177/136216880100500102

Lyons, N., & LaBoskey, V. K. (Eds.). (2002). Introduction. In *Narrative inquiry in practice: Advancing the knowledge of teaching*. Teachers College Press.

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*, Article 102352. https://doi.org/10.1016/j.system.2020.102352

Mercer, S. (2021). An agenda for well-being in ELT: An ecological perspective. *ELT Journal*, *75*(1), 14–21. https://doi.org/10.1093/elt/ccaa062

Moorhouse, B. L., & Kohnke, L. (2021). Thriving or surviving emergency remote teaching necessitated by COVID-19: University teachers' perspectives. *The Asia-Pacific Education Researcher*, *30*(3), 279–287. https://doi.org/10.1007/s40299-021-00567-9

Mukminin, A., Muhaimin, M., Prasojo, L. D., Khairuddin, K., Habibi, A., Marzulina, L., & Harto, K. (2022). Analyzing social media use in TEFL via the technology acceptance model in Indonesian higher education during the COVID-19 pandemic. *Teaching English with Technology*, *22*(1), 3–22. https://doi.org/10.2147/tewt.v22i1.1327303

Nazari, F., Ghanizadeh, A., & Mirzaee, S. (2022). EFL teachers' coping strategies amidst the COVID-19 virtual education and their association with work engagement and teacher apprehension. *Educational Research for Policy and Practice*, 1–22. https://doi.org/10.1007/s10671-022-09317-0

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

Orak, S. D., & Al-khresheh, M. H. (2021). In between 21st century skills and constructivism in ELT: Designing a model derived from a narrative literature review. *World Journal of English Language*, *11*(2), 166–176. https://doi.org/10.5430/wjel.v11n2p166

Pu, H. (2020). Implementing online ELT in the time of crisis: Ordeal or opportunity? *ELT Journal*, *74*(3), 345–348. https://doi.org/10.1093/elt/ccaa030

Purarjomandlangrudi, A. (2018). Interaction and engagement in online education: Impacts of student characteristics and perceptions (Doctoral dissertation, Griffith University). https://doi.org/10.25904/1912/3271

Stevens, J. (2002). *Applied multivariate statistics for the social sciences* (Vol. 4). Mahwah, NJ: Lawrence erlbaum associates.

Verdugo, D., & Belmonte, I. (2007). Using digital stories to improve listening comprehension with Spanish young learners of English. *Language Learning & Technology*, *11*(1), 87–101. https://doi.org/10125/44090

Schleicher, A. (2020). The Impact of COVID-19 on Education: Insights from" Education at a Glance 2020". *OECD Publishing*. https://doi.org/10.1787/69096873-en

Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, *2*(1), Article 11. https://doi.org/10.9707/2307-0919.1116

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

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 postgraduate level in Pakistan. *English Language Teaching*, *13*(9), 1–9. https://doi.org/10.5539/elt.v13n9p1

Szigeti, T., Zacks, D., Falkner, M., & Arena, S. (2018). *Cisco digital network architecture: intent-based networking for the enterprise*. Cisco Press.

Tartavulea, C. V., Albu, C. N., Albu, N., Dieaconescu, R. I., & Petre, S. (2020). Online teaching practices and the effectiveness of the educational process in the wake of the COVID-19 pandemic. *Amfiteatru Economic*, *22*(55), 920–936. https://doi.org/10.24818/EA/2020/55/920

Trujillo, F., Álvarez, D., Montes, R., García, M., & Segura, A. (2020). Learning and educating in the digital age: Reference frameworks. Fundación ProFuturo.

Tuominen, S., & Leponiemi, L. (2020). A learning experience for us all. *Spotlight: Quality education for all during COVID-19 crisis*. OECD/Hundred Research Report #011.

UNESCO. (2020). *Global education monitoring report*. Org. https://en.unesco.org/gemreport/report/2020/inclusion

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press. https://www.hup.harvard.edu/books/9780674576292

Wei, Z. (2018). Discussion on the effective application of information technology in informatization EFL teaching. *Theory and Practice in Language Studies*, *8*(10), 1294–1300. https://doi.org/10.17507/tpls.0810.20

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

Zielinski, D. E. (2017). The use of collaboration, authentic learning, linking material to personal knowledge, and technology in the constructivist classroom: Interviews with community college faculty members. *Community College Journal of Research and Practice, 41*(10), 668-686. https://doi.org/10.1080/10668926.2016.1220338

Zheng, H. (2009). A review of research on EFL pre-service teachers' beliefs and practices. *Journal of Cambridge Studies, 4*(1), 73-81. https://doi.org/10.17863/CAM.1579

Zielinski, D. E. (2017). The use of collaboration, authentic learning, linking material to personal knowledge, and technology in the constructivist classroom: Interviews with community college faculty members. *Community College Journal of Research and Practice*, *41*(10), 668–686. https://doi.org/10.1080/10668926.2016.1195305

Zou, B., Huang, L., Ma, W., & Qiu, Y. (2021). Evaluation of the effectiveness of EFL online teaching during the COVID-19 pandemic. *SAGE Open*, *11*(4). https://doi.org/10.1177/21582440211054491

Appendix A

Questionnaire

The global pandemic influenced English language teaching globally. We all adapted to an online teaching approach for around 2 years and as a result English Language teaching and learning may have experienced significant change. Authors are undertaking a collaborative research project to further explore the impact of Covid-19 on English language teaching. Please find below a quantitative questionnaire, which contains 22 questions to be answered using a 5-part Likert scale. The questions relate to your beliefs, roles, teaching practices and emotions NOW in comparison to pre-pandemic teaching. It will take a maximum of 10 minutes to complete. The questionnaire is being distributed to various English language teaching forums and institutions globally. We ask that you share it with your English language teaching colleagues for completion too, thank you. Your data will be stored by Stavanger University and the University of South Wales in line with associated Data Protection Policies. Data will only be accessed by authorised researchers, and it will not be retained for longer than necessary. All answers will be anonymous and will be used for research purposes. If you would like to participate, please complete the questions below by Friday 10th June 2022. By answering the questionnaire, you give us consent to use your responses.

We appreciate your support, thank you

Questions

1. Which country did you teach in during Covid-19?
2. Did you do online teaching during the pandemic that started in March 2020? YES NO
3. Which country do you teach in now?
4. Where do you teach now?
   a. University (higher / tertiary education)
   b. College (further education)
   c. Secondary school
   d. Primary school
   e. Pre-primary school
5. What type of institution do you work at?
   a. State
   b. Private
6. How many years have you been teaching English?
7. How many students averagely attended your online classes? (Please only write the number of those who attended online lessons - not your registered students)
8. Which learning platforms did you use?

Please answer the questions about your teaching beliefs, roles, practices and feelings NOW post Covid-19 in comparison to your pre-pandemic teaching. The Likert scale equates to:

(1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree

	1	2	3	4	5
1. I now believe that I should use more digital resources (e.g., websites, software, apps and video and so on)					
2. I now believe that I should give more online tasks					
3. I now believe that I should interact more with students in online environments					

4. I now believe that I should make digital resources a part of my teaching more often (for example: websites, software, apps and video and so on)					
5. I now believe that students should engage more with digital resources to learn English					
6. My role now is as a guide (I ensure learners learn through online exploration)					
7. My role now is as an actor (I perform online teaching too)					
8. My role now is as an online facilitator (I encourage learners to engage online)					
9. My role now is as a material designer (I develop and deliver materials for online teaching)					
10. My practices now include more technology integration (I provide tasks for online engagement)					
11. My practices now have more flexible learning processes, which include digital resources (I grant choices)					
12. My practices now have more online tasks for pre and post lesson					
13. My practices now have more online collaboration among students					
14. My practices now have more digital tools included (for example: websites that can make tasks easier to complete -a video, online dictionary, software, apps and so on)					
15. My practices now have more online interactive activities					
16. My practices now use online platforms more often					
17. My practices now engage with online interaction more often					
18. My practices now include more engagement in digitalised input					
19. While teaching now, I feel happier about my past online pandemic experiences					
20. While teaching now, I feel more confident in using digital resources					
21. While teaching now, I feel more professionally enriched in the use of technology					
22. While teaching now, I feel more empowered about digital integration					
23. If you have any additional comments, please tell us					

Thank you very much for completing the questionnaire

Appendix 2

Exploratory Factor Analysis

Statements	1	2	3	4
18. My practices now engage with online interaction more often	.771			
14. My practices now have more online collaboration among students	.758			
16. My practices now have more online interactive activities	.754			
13. My practices now have more online tasks for pre and post lesson	.727			
17. My practices now use online platforms more often	.724			

19. My practices now include more engagement in digitalised input	.716			
15. My practices now have more digital tools included	.709	,		
10. My practices now include more technology integration (I provide tasks for online engagement)	.591			
11. My practices now have more flexible learning processes, which include digital resources (I grant choices)	.562			
23. While teaching now, I feel more professionally enriched in the use of technology		.835		
21. While teaching now, I feel more confident in using digital resources		.806		
24. While teaching now, I feel more empowered about digital integration		.791		
22. While teaching now, I feel more motivated to use technology		.769		
1.I now believe that I should use more digital resources (for example: websites, software, apps and video and so on)			.778	
4. I now believe that I should make digital resources a part of my teaching more often (for example: websites, software, apps and video and so on)			.777	
2. I now believe that I should give more online tasks			.740	
3. I now believe that I should interact more with students in online environments			.698	
5. I now believe that students should engage more with digital resources to learn English			.549	
8. My role now is as an online facilitator (I encourage learners to engage online)				.722
6. My role now is as a guide (I ensure learners learn through online exploration)				.711
7. My role now is as an actor (I perform online teaching too)				.700
9. My role now is as a material designer (I develop and deliver materials for online teaching)				.674