Teaching English Online during the Covid-19 Pandemic: A Systematic Literature Review (2020 – 2022)

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Abstract
Sine qua non to keep the education from going on with minimal hassle or completely low disruption, online teaching is perceived as one of the most important channels to all educators and learners. In 2020, a novel term entitled Covid-19 had changed and impacted people across the globe. As schools were forced to shut due to mandatory closure, online teaching or e-learning played a pivotal role to become the support pillar in educational sectors across the world. English educators enjoyed the benefits of using online platforms to teach during the Covid-19 pandemic. At the same time, challenges as well as problems surfaced always outweighed the benefits. Therefore, this paper aims to explore the benefits of using online platforms to teach English during the pandemic and identify the challenges faced by English language educators. This systematic literature review adopted the method of five phases of reviewing proposed by Khan et al. (2003) to analyze 21 journal articles published in between 2020 and 2022. The findings showed that the benefits are elevating teachers' ICT competency and creativity in designing lessons, reaching out to their learners, and embracing the flexibility of online teaching. The challenges are unreadiness to shift from traditional teaching to online platforms, unavailability of internet access and facilities, appalling learners' learning attitude and unideal environment of working from home. By considering all the points stated, this paper would contribute to stakeholders and policy makers as an enlightenment to revamp the existing policy and elevate the curriculum to a more holistic and comprehensive level.
Keywords: Covid-19 Pandemic, Benefits, Challenges, Teaching English, Online Teaching

Introduction
On 12th March 2020, the Director general of the World Health Organization (WHO), Dr Tedros Adhanom legitimately declared that the world had entered the state of global emergency as well as the Covid-19 was a pandemic through WHO's official Twitter account (WHO, 2020; Elengoe, 2020). When more and more cases were reported, one after another, more nations raised the alertness of precautions and started tracking down the source and examining its consequences of contracting the virus (Elengoe, 2020). For that reason, this term no longer

appears to be bizarre or unfamiliar to all the human races on earth due to its apparent, disastrous and atrocious impacts have had.

Since then, the year of 2020 has been truly a shift in the way we work and learn almost over the night. The education sector was hard hit by the Covid-19 pandemic. Schools, colleges, universities and learning institutions were suspended as an effort to break the chain of Covid-19 and stop the variants from spreading (Askari & Chen, 2021). There was no clear sign of when this notorious virus would have been annihilated (Adnan & Anwar, 2020). Students were then pushed to adapt to studying online and English educators were forced to adapt to using a variety of online platforms such as Microsoft Teams, Zooms, Google Meet and so forth for them to interact with students as well as get errands done at work. It became momentous for educators to utilize these online platforms as an effort to keep their learners learning, despite both being in a tough situation with no signs of covid coming to an end. Online platform or e-learning became the key component as it not only helped education stay on the course, but also allowed educators to grow and become more competent (Bailey & Lee, 2020; Escobar & Morrison, 2020) as they embrace the opportunities of online teaching (Askari & Chen, 2021).

Teaching English is not an easy task. What makes teaching English harder and challenging is the inevitable closure of learning institutions. English teachers were forced to shift teaching and learning of English from practical environment to online environment (Escobar & Morrison, 2020). More and more challenges surfaced as and when English language educators conducted online lessons. At the same time while covid cases showed a rising trend, constant changes of policy taken place burdened educators' responsibilities when some of them found it hard to cope with. Lacking experience in implement e-learning might burden English teacher or instructors.

Many researchers shed lights on students' perceptions in terms of how they perceived online learning and what the advantages of online learning had offered to them. Some papers claimed that online learning during the pandemic was helpful despite the limitations and difficulties they faced (Pustika, 2020). With that in mind, it would be interesting to explore this issue from another perspective, English language educators' insights (Al-Khresheh, 2021; Clement & Yunus, 2021). It is a worthy for researchers to examine how online teaching and learning through various platforms have benefitted them throughout the period of Covid-19 pandemic. Every coin has two sides. The challenges surfaced cannot be disregarded. Therefore, this systematic literature review aims to identify the benefits of using online platforms by English language educators during Covid-19 pandemic and to explore the challenges entailed and faced by English language educators while conducting online lessons during Covid-19 pandemic.

Literature Review
E-learning
The concept of e-learning has long been proposed and promoted in most of the countries around the world. It is also the latest trend of 21st century pedagogical methodology, which requires new expertise and skills (Askari & Chen, 2021). In other words, it is an alternate form of delivering education through internet and technological mediated tools. It is not a novel term in the field of education. In fact, some common terms coined are related to e-learning

such as distance learning, online learning, or virtual learning (Koet & Abdul Aziz, 2021). In Malaysia, e-learning was previously introduced by the Ministry of Education and all teachers were exposed to FROG VLE and 1BestariNet (Cheok et al., 2017). It was a nationwide project to encourage teachers to teach and students to learn online. Up to these days, e-learning or online teaching is still perceived as one of the most significant methods to be used especially throughout the pre and post phase of Covid-19 pandemic (Mardiah, 2020). It is the new paradigm to replace the traditional way of "chalk and talk" in education. In the event that all English educators and learners were required to serve the stay-at-home notice, e-learning helped English educators and it served as the pillar of support to keep their teaching as well as lessons going on (Koet & Abdul Aziz, 2021). Many online teaching and learning tools surfaced or being re-introduced. The prominent e-learning platforms are Google Meet, Zoom, WhatsApp, Telegram and others (Ang & Yunus, 2021).

Benefits of teaching English online
According to Cheok et al. (2017), e-learning significantly helped teachers in their teaching activities. The incorporation of e-learning in teaching helped make teachers' jobs easier. Online platform is a good place for them to upload and store a plethora of information and materials. Not only this helped save time, but also saved some cost in the long run (Bailey & Lee, 2020). Despite the covid-19 pandemic posed countless challenges to English educators, online teaching or e-learning offered numerous advantages to them (Koet & Abdul Aziz, 2021). Escobar and Morrison (2020) claimed that online teaching enhance educators' pre-class preparations. Most educators were indirectly trained to be more creative in planning their lessons (Kapar & Bhandari, 2020; Ginaya, Somawati & Mataram, 2021). In relation to that, lessons delivered would be more engaging and learners' participation would be more responsive. Besides, the flexibility and convenience offered educators the opportunities to conduct English lessons at their convenience, regardless of time and location (Thaheem et al., 2021). E-learning acted as meeting points for all educators and learners as they were based at different places across the nation.

Challenges of Teaching English Online
Covid-19 pandemic did not impede teaching and learning activities; however, it opened a door of opportunities for both educators and learners (Ting & Abdul Aziz, 2021). When all parties enjoyed the benefits of utilizing online platforms to teach English, unprecedented challenges surfaced from time to time. According to Ebrahimi and Jiar (2018), the idea of e-learning was not widely welcomed by teachers. Despite a hefty budget was injected to develop e-learning platforms such as Frog VLE and 1BestariNet, the findings showed that some teachers still resorted to "chalk and talk" teaching method (Cheok et al., 2017). Given this point, when the Covid-19 pandemic happened, many educators suffered as they were not ready to adopt and integrate online teaching in their English lessons. Based on Atmojo and Nugroho's research conducted in 2020, EFL teachers' readiness were practically low which contributed to the failure of conducting online teaching amid the pandemic. Estrella (2022) also stated that English polytechnic lecturers' unreadiness to implement online teaching caused them feeling exasperated and anxious.

Some regions, communities or countries faced critical challenges due to unavailability of either internet or electronic gadgets due to geographical and socio-economic reasons. According to Khatoony & Nexhadmehr (2020); Thaheem et al (2021), online teaching and

learning may seem to be a common phenomenon in advanced or developed countries, but not in some developing countries such as Indonesia, Pakistan, and the Philippines. The Covid-19 pandemic impeded education sectors as marginalized communities mostly did not enjoy the privilege of accessing to the internet (Adnan & Anwar, 2020; Clement & Yunus, 2021). Without having top-notch electronic gadgets, sufficient data, and a stable internet connection to conduct online classes were also the challenges to the educators (Sugianto & Ulfah, 2020). On the contrary, English language educators faced challenges too with learners who attended online classes. According to Khatoony & Nexhadmehr (2020), learners had low motivation towards online learning. Some students did not care about their academics, studies, and work too despite they attended the classes online (Sugianto & Ulfah, 2020). As virtual teaching and learning environment is completely different as compared to face-to-face teaching, learners were on the verge of losing motivation when interpersonal interactions and affective domains were hardly emphasized in online classes (Mardiah, 2020; Rahman, 2020). Consequently, learners' studying attention as well as motive would be diverted when they were unable to draw a fine line in between learning hours and playing hours.

Identically, English language educators' well-being showed a direct impact on the challenges of teaching English online. According to Iswati (2021), teachers were burdened with increasing and hefty workloads though they worked from home. In the meantime, they had to deal with monotonous house-chores while carrying out their major duties – preparing materials, conducting online English classes, grading students' work and the list goes on. Estrella (2022) also claimed that English lecturers' found that their workloads had increased during the pandemic. English language educators working from home could lead to more distraction specifically when other members of the family who also worked or studied at home.

Methodology
As an effort to accomplish and answer the objectives of this systematic literature review, 21 papers were selected. This systematic literature review concentrated on the benefits of using online platforms and the possible challenges faced by English language educators in teaching English online during Covid-19 Pandemic. All the papers were searched and obtained from two prominent databases in the academic field which were Google Scholar and Eric. It is important to carry out a comprehensive yet extensive search abiding by the five phases of conducting a systematic literature review by Khan, Kunz, Kleijnen & Antes (2003). It is believed that researchers would be able to evaluate, analyze and synthesize through these following five steps or phases. (see Figure 1)
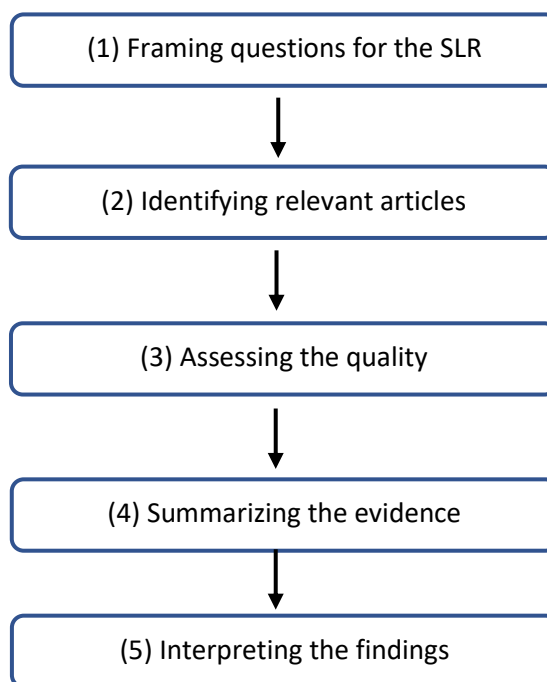
Figure 1. Five phases of conducting a systematic literature review (SLR)

Phase 1: Framing Questions for a Review
Covid-19 pandemic has truly shifted the field of education from face-to-face teaching to remote or virtual teaching. Therefore, this SLR serves the purpose of exploring the benefits of using online platforms to teach English and challenges faced by English educators. The research questions are as followed: (a) What are the benefits of using online platforms by English language educators in teaching English online during Covid-19 pandemic? (b) What are the challenges faced by English language educators teaching English online during Covid-19 pandemic?

Phase 2: Identifying Relevant Articles
There are two procedures comprising the phase of identifying relevant articles. Firstly, researchers are required to find and accumulate related articles according to the topics and research questions. Next, the articles found and selected are obligatory to fulfill the criteria of inclusion and exclusion. According to Baran (2014), a systematic review covers reviewing full-research journal articles for better analysis and evaluation. This SLR used mainly two databases which were Google Scholar and Eric. They are prominent digital libraries for researchers as well as academicians to retrieve research materials. In order to successfully answer the research questions, only those articles published from 2020 to 2022 can be pre-selected.

Phase 3: Assessing the Quality of Studies
The process of selecting the papers, specifically journal articles, is an important task. It is momentous for researchers to select journal articles precisely to ensure the validity of this systematic literature review. Both inclusion and exclusion's criterion serve as a guideline for researchers to follow throughout the process of retrieving relevant journal articles. The details of inclusion and exclusion are depicted in Table 1 below. (see Table 1)

Table 1
Criterion of inclusion and exclusion

Criterion	Inclusion	Exclusion
Source	Empirical paper	Concept paper, systematic review, book chapter
Language	English	Non-English
Methodology	Quantitative, qualitative and mixed method	No data collections or findings
Target group	English educators, teachers, tutors, teacher trainees of ESL, EFL, ESP	Non-English educators
Keyword	Benefits, advantages or opportunities, challenges or problems	No benefits, advantages or opportunities, No challenges or problems
Year	Between 2020 and 2022	Non-between 2020 and 2022

Phase 4: Summarizing the Evidence
To reiterate, all papers were retrieved from the database of Google Scholar and Eric. A total number of 130 journal articles were found using keywords as well as phrases such as "benefits or opportunities of teaching online during Covid-19 pandemic" and "challenges of teaching English". After accessing the journal articles' quality and eligibility, some papers would be excluded should any of the elements stated in "Exclusion" found in the articles. A series of choosing and sorting the articles took place. 109 journal articles were removed as the scope of the research area was not on the English as a Second Language (ESL), English as a Foreign Language (EFL) or English for Specific Purposes (ESP). Also, no "benefits" and "challenges" were examined in the research. Finally, 21 journal articles were selected to be reviewed for this SLR.

Phase 5: Interpreting the Findings
After gathering sufficient articles, researchers proceeded to interpret and analyze the findings. A total of 21 journal articles pertaining to the benefits of using online platforms to teach English during Covid-19 pandemic and challenges faced by English educators were selected and analyzed. The total number of articles based on different methods – quantitative, mixed method and qualitative was quite equal. Based on the tabulated information in Table 2, the least used method was quantitative while the most frequently used method was mixed method and followed by quantitative. (see Table 2)

Table 2
Quantity of study according to research methods

Database: Google Scholar and ERIC	
Quantitative	6
Mixed method	8
Qualitative	7

Results

In total, twenty-one journal articles were selected to be analyzed regarding the benefits of using online platforms by English language educators during the Covid-19 pandemic and the challenges they faced. All journal articles were published in between the year of 2020 and 2022. Table 3 shows the overview of the journal articles selected for the analysis of this systematic literature review. (see Table 3)

Table 3

The overview of the journal articles selected

Authors & Year	Research Objectives	Research Design	Participants	Country
Sugianto & Ulfah (2020)	• To determine the challenges faced by English teachers. • To explore how English teachers perceive the use of online learning for language teaching during the Covid-19 pandemic.	Mixed method (Questionnaire & Interview)	52 English teachers	Indonesia
Escobar & Morrison (2020)	• To explore the challenges and opportunities occurred for EFL trainee teacher's practicum while conducting remote teaching during the Covid-19 pandemic.	Qualitative (case study)	27 Chilean English as a Foreign Language Teachers	Chile
Ginaya, Somawati & Mataram (2021)	• To examine the media used for the purpose of conducting e-learning or online teaching. • To determine factors in choosing the online platforms. • To examine the advantages and disadvantages of implementing online teaching and learning during the Covid-19 pandemic.	Quantitative (Questionnaire - descriptive study)	6 English polytechnic lecturers	Indonesia
AlTameemy & Alrefaee (2021)	• To examine the difficulties or challenges of English language teaching in selected Yemeni universities.	Quantitative (Questionnaire)	60 English as a Foreign Language lecturers	Yemen

	• To identify steps taken by selected Yemeni universities to deal with the challenges and continue the English language teaching.			
Alolaywi (2021)	• To study the instructors' perceptions regarding online teaching during the pandemic. • To identify the advantages of online teaching during the pandemic. • To identify the disadvantages of online teaching during the pandemic.	Quantitative (semi-structured survey)	43 EFL instructors at university	Saudi Arabia
Kapar & Bhandari (2020)	• To explore the opportunities of implementing online learning during the pandemic. • To explore the challenges of implementing online learning during the pandemic.	Qualitative (In-depth Interview)	4 secondary English teachers	Nepal
Bailey & Lee (2020)	• To identify the relationship between EFL instructors' teaching experience and online teaching expectations. • To investigate the impact of years of teaching on instructors' expectations towards online teaching. • To identify the differences among EFL instructors' expectations in between with and without online teaching experience.	Quantitative (Survey)	43 EFL university instructors	South Korea
Rahayu & Wirza (2020)	• To investigate perceptions regarding online learning among the English teachers.	Mixed Method (Questionnaire & Interview)	102 high school EFL teachers	Indonesia

	• To identify the benefits of implementing e-learning during the pandemic. • To identify the difficulties of teaching English online during the pandemic.		
Pustika (2020)	• To investigate English teachers' perception towards conducting e-learning amid Covid-19 pandemic.	Quantitative (Questionnaire & Open-ended questions)	60 English teachers Indonesia
Thaheem, Zainol Abidin, Mirza & Pathan (2021)	• To explore the challenges that Indonesia and Pakistan teachers faced while conducting online teaching amid Covid-19. • To study should there be any difference in the challenges faced between Indonesia and Pakistan teachers. • To identify the benefits both Indonesia and Pakistan teachers had gained for teaching online during the pandemic.	Mixed method (Questionnaire & Interview)	66 teachers in Pakistan and 102 Indonesian teachers	Pakistan & Indonesia
Lukas & Yunus (2021)	• To investigate the challenges faced by ESL teachers in primary schools while implementing e-learning during the pandemic. • To identify teachers' technological literacy level.	Interview (case study)	20 primary ESL teachers	Malaysia
Chiatoh & Chia (2020)	• To examine the usefulness of internet in helping English language teaching. • To investigate the frequency of integrating online tools in English lessons during Covid-19 pandemic.	Quantitative	30 university English teachers	Cameroon

	• To investigate the challenges faced by English educators throughout the mandatory lockdown.			
Pham (2021)	• To identify the resilience factors that affects ESL university teachers' online teaching during the Covid-19 pandemic.	Qualitative (interview)	15 Vietnamese ESL teachers	Vietnam
Khatoony & Nexhadmehr (2020)	• To explore the challenges faced by EFL teachers while conducting online lessons amid the pandemic of Covid-19. • To investigate how ICT contributing to online English teaching in Iran during the pandemic.	Mixed method (exploratory - questionnaire and interview)	30 EFL teachers	Iran
Hakim (2020)	• To identify the positive outcome of integrating ICT in EFL classroom during Covid-19. • To investigate the challenges faced by EFL instructors while conducting online classes during the pandemic.	Mixed method & Interview	50 EFL instructors at universities	Saudi Arabia
Atmojo & Nugroho (2020)	• To study ways EFL teachers conduct lessons during the pandemic. • To identify challenges EFL teachers faced pertaining to conducting online EFL classes during the pandemic.	Qualitative (written reflection & interview)	16 EFL teachers	Indonesia
Rahman (2020)	• To investigate what the challenges are when Saudi Arabia's EFL teachers conducted online lessons. • To examine EFL teachers' satisfaction towards conducting online lessons.	Mixed method (questionnaire & interview)	50 EFL instructors at university	Saudi Arabia

Clement & Yunus (2021)	• To identify teachers' perceptions on e-learning during MCO. • To identify teachers' technological literacy level. • To identify challenges faced by teachers in implementing e-learning during MCO.	Mixed method (open-ended questions & focus group discussion)	80 primary school English teachers	Malaysia
Mardiah (2020)	• To study how e-learning can assist EFL lecturers during the Covid-19 pandemic. • To identify the challenges of conducting lessons using online platforms during the Covid-19 pandemic.	Qualitative (interview)	EFL lecturers	Indonesia
Estrella (2022)	• To investigate English educators' readiness to teach online. • To explore English educators' experience of teaching English online. • To identify the pros and cons of using online platforms to conduct English classes online.	Mixed method	20 Ecuadorian polytechnic English lecturers	Ecuador
Iswati (2021)	• To explore ESP teachers' experience in conducting online lessons from home during the pandemic. • To identify the challenges faced by ESP teachers while conducting online lessons during the pandemic.	Qualitative (Interview)	6 ESP lecturers at a tourism college	Indonesia

The benefits of using online platforms by English language educators during Covid-19 pandemic

As an overall, the results depict that online platforms are one of the greatest and significant channels to help English language educators keep their classes going on. The findings regarding the benefits are shown in the table below. (see Table 4)

Table 4
The benefits of using online platforms to teach English during Covid-19 pandemic

No	Authors (Year)	Methodology	Findings
1	Sugianto & Ulfah (2020)	Mixed method & Interview	Online learning platforms have become significantly helpful in strengthening the rapport between teachers and students. Teachers could easily get to know their students' problems as students never hesitated to text their teachers whenever they had problems.
2	Escobar & Morrison (2020)	Qualitative (case study)	Student teachers got to learn and explore software that they rarely used before. Most of them stepped out of their comfort zone to adopt new ideas while teaching online. They also paid attention and gave careful thought on socio-cultural context about their students such as internet accessibility and electronic gadgets.
3	Ginaya, Somawati & Mataram (2021)	Quantitative (Questionnaire)	Lecturers became more creative and innovative. They always strived hard to brainstorm for new ways of teaching and learning.
4	AlTameemy & Alrefaee (2021)	Quantitative (Questionnaire)	Online classes cater convenience and flexibility. Lessons could be recorded, and teachers can share the recordings with their students, allowing students to replay the videos should they not understand some part of the lessons.
5	Alolaywi (2021)	Quantitative (semi-structured survey)	Teachers get the chance to explore new teaching methods and enjoy the benefits those online platforms have had. It gives some time for teachers to focus better on online teaching as some administrative works were exempted during the pandemic. As a result, teachers could teach effectively.
6	Kapar & Bhandari (2020)	Qualitative (Interview)	Online platforms keep teachers safe amid the spread of Covid-19 virus while teaching. E-teaching or e-learning is effective, fast and cheap. It allows teachers to prepare their teaching materials creatively with the help of abundant resources available on the internet. Teachers pay more attention in preparing and delivering the contents to the students.
7	Bailey & Lee (2020)	Quantitative (Survey)	EFL instructors have to master either existing or new tools for educational purposes. In other words, their ICT competencies were enhanced. For time-wise, instructors pre-recorded their lessons and shared the videos to their students. Google Forms

No	Authors (Year)	Methodology	Findings
			made marking and grading's job easier. Some of them learnt to create more quality yet worthy videos for their lessons. Therefore, they got more time to attend to some other administrative tasks.
8	Rahayu & Wirza (2020)	Mixed Method (Questionnaire & Interview)	Teaching online or implementing e-learning helped teacher elevate their teaching performance despite students cannot come to school. They could learn new things pertaining to online teaching every day. Teachers also became more creative in utilizing different platforms to keep their students entertained and motivated.
9	Pustika (2020)	Quantitative (Questionnaire & Open-ended questions)	E-learning was beneficial to educators. Teachers identified the objectives of the lessons and prepared a more meaningful lessons for students. Teachers had to be creative to refrain their students from feeling bored during the online lessons.
10	Thaheem, Zainol Abidin, Mirza & Pathan (2021)	Mixed-method (Questionnaire & Interview)	Online teaching's flexibility and convenience allow teachers to conduct the lessons at anywhere and anytime. Lessons can be recorded and recordings can be sent to students. This eventually creates a stress-free and friendly online learning environment for their students. Students-centered learning was also promoted as students could use "chat function" to express their ideas. Teachers could read all the messages.

Challenges faced by English language educators during Covid-19 pandemic

Conducting English language lessons online is a great challenge which always outweighs the benefits of using online platforms to conduct the lessons. The common challenges are information technology (ICT) competency, unstable internet connection, preparation of materials, extra workload, low participation from students and poor social interaction between teachers and students (Rahman, 2020; Lukas & Yunus, 2021). The table below shows the findings gathered based on the selected studies. (see Table 5)

Table 5
Challenges faced by English language Educators during Covid-19 Pandemic

No	Authors (Year)	Methodology	Findings
1	Lukas & Yunus (2021)	Interview	There are limitations on using e-learning such as educators' readiness, electronic gadgets' availability for low socio-economic families, low participation from students and internet connection.
2	Chiatoh & Chia (2020)	Quantitative	Lack of skills to integrate different online tools in e-learning, technological competency, training for teachers, power outage or shortage and internet connectivity and its cost.

3	Pham (2021)	Qualitative	Decreasing motivation, increasing of non-teaching related workload, adapting to different teaching pedagogies and policies and lacking role transparency.
4	Khatoony & Nexhadmehr (2020)	Mixed method (exploratory)	Insufficient suitable teaching materials, low attention as well as motivation towards online learning among students, lacking funds and support for the language departments.
5	Hakim (2020)	Mix method & Interview	Unable to access top-notch tools or gadgets, unstable or poor internet connection, low attention as well as motivation to learn among students.
6	Atmojo & Nugroho (2020)	Qualitative	Teachers' ICT competency and readiness to carry out online teaching, difficulties to conduct interactive and collaborative learning activities, give real-time personal feedback, create materials for online activities, engage low-participation students.
7	Sugianto & Ulfah (2020)	Mixed method & Interview	Reaching out to students staying in remote area, preparing materials for different classes, dealing with students who do not care about their studies and work. Some teachers also face the problem of unstable internet connection or running out of data as well as quota. no ample support from the institution
8	Escobar & Morrison (2020)	Qualitative (case study)	Time-consuming in terms of preparing teaching materials, lacking interaction with students while teaching which eventually impacts the learning, teachers' ICT competency, distracted by other home-bound commitments while teaching.
9	Rahman (2020)	Mixed method	Monitoring and maintaining students' discipline and online class participation. Teachers also struggle to keep students motivated throughout the online classes. Some skills are difficult to be taught, especially writing. Preparing materials is time-consuming. Online classes lack proper interaction between teachers and students.
10	Clement & Yunus (2021)	Mixed method	Teacher's readiness and ICT competency. Unable to reach out to certain students due to geographical and socio-economic reasons if they do not have internet connection or own an electronic gadget.
11	Mardiah (2020)	Qualitative (interview)	Teachers' readiness to conduct lessons online. Dealing with students' negative attitudes towards learning online and doing their work. Poor online class attendance. There is minimal or no social interaction as compared to face-to-face interaction in physical classrooms.

| 12 | Estrella (2022) | Mixed method | Teachers' unreadiness to shift to online teaching which caused them feeling anxious. Teachers' workload increased in terms of preparing materials and giving feedback after marking their work. |
| 13 | Iswati (2021) | Qualitative | Being distracted by other workloads and house-chores while teaching online, monitoring students' studying progress is tough, dealing with appalling students' discipline, preparing materials and giving feedback to students' work. |

Discussion
Benefits of using Online Platforms by English Language Educators in Teaching English Online during Covid-19 Pandemic

Online Teaching Elevates English Language Educators' ICT Skills
Based on previous studies, there is a myriad of benefits of using online platforms by English language educators highlighted in the findings. Utilizing online platforms play a pivotal role in keeping the process of education going on amid the Covid-19 pandemic. Many schools were instructed to shut and people were bound to stay at home due to mandatory lockdown. Online learning, by and large, serves as the key medium of the channel for teachers to conduct their English lessons online and stay connected with their students (Koet & Abdul Aziz, 2021; Ting & Abdul Aziz, 2021). First and foremost, online teaching had indirectly given a chance to all the educators to master ICT as well as online teaching skill (Kadir & Abdul Aziz, 2021). E-learning or online teaching is indeed not a strange term to most educators across the globe. Many developed as well as developing countries have long emphasized the concept of e-learning and some countries have already integrated it as part of their pedagogical element (Rahayu & Wirza, 2020). The pandemic had driven or forced educators to adopt online teaching. With that in mind, they had to master all the necessary yet new technological skills and make all the skills learnt into their teaching (Aloylawi, 2021; Kadir & Abdul Aziz, 2021). Online teaching poses challenges to teachers.

Online Teaching Increases Educators' Creativity
In order to overcome those barriers and create effective online lessons, educators had to think out of the box. Being creative and innovative are significantly important to refrain students from perceiving online learning as a daunting yet mundane experience (Pustika, 2020; Rahayu & Wirza, 2020). Educators strived harder to brainstorm of new ideas and methodologies to ensure their lesson are engaging (Escobar & Morrison, 2020). Eventually, these educators regardless of their teaching experience or previous education background were slowly becoming more familiar with which ICT, software, tools, and various online educational tools to be used as and when they conduct online lessons (Bailey & Lee, 2020; Escobar & Morrison, 2020).

The Flexibility of Online Teaching
Online teaching during the Covid-19 pandemic is believed to make English language teaching easier for some reasons. Firstly, the flexibility of online platforms makes educators' teaching job easier (Cheok et al., 2017) and reduces their burden (Koet & Abdul Aziz, 2021). Educators can prepare their lessons beforehand as they could allocate sufficient time to prepare and

deliver smoother online teaching sessions (Clement & Yunus, 2021). Besides, the advancement of ICT enables educators to record their lessons to be shared with their students. Not only learners but also educators can prepare for or conduct their lessons at anywhere and anytime (AlTameemy & Alrefaee, 2021; Thaheem et al., 2021). Therefore, some cost could be saved substantially as fees incurred on transportation and printing materials were no longer an issue to educators during the pandemic.

Challenges of Teaching English Online during Covid-19 Pandemic
Unavailability of Internet, Gadget, and Facilities
Online teaching and learning activities require English language educators to own both electronic gadgets and internet connectivity. Without anyone of them, online teaching will not take place. These two elements are the utmost priorities in conducting English lessons online. When the domain of internet or electronic gadget is no longer deemed as exclusive nowadays (Ebrahimi & Yeo, 2018), it is still perceived as a luxury for the majority specifically those educators and learners from lower socioeconomic background (Lukas & Yunus, 2021). For instance, there were approximately 57 million students staying at poor internet network area (UNESCO, 2020). The process of online teaching posed a great challenge if educators hardly reach out to their students or vice versa (Clement & Yunus, 2021). Besides, online teaching is still considered as a novel aspect which yet to be explored. This is specifically true in developing countries such as Indonesia (Pustika, 2020), Pakistan (Thaheem et al., 2021) and Ecuador (Estrella, 2022) where online learning is quite a new or strange aspect among the educators. In other words, teachers from developed countries that are digitally advanced could effectively carry out online lesson (Adnan & Anwar, 2020); whereas things could be on the other extreme for those who located in the rural or marginalized communities (Wains & Mahmood, 2008). Therefore, when pandemic struck the globe, digital divide became apparent, and some learners were left behind as they could not be exposed to education when they served the stay-home or lockdown policy (Askari & Chen, 2021).

Educators' Readiness to Shift Online and ICT Competency
To reiterate, e-learning or online learning platform is not a novel term to educators. However, the usage and integration of ICT in English language teaching is still considered low in educational settings among semi-developed countries like Malaysia and Thailand (Ebrahimi & Yeo, 2018). Educators from developing countries like Indonesia (Pustika, 2020) and Pakistan (Thaheem et al., 2021) were also less likely to be ready to shift English teaching from conventional teaching to online teaching amid the Covid-19 pandemic. They had to master different tools and online platforms to support e-learning with their students. Besides, ESL/EFL educators with less experience in online teaching had a higher tendency of facing obstacles as well as challenges when teaching (Bailey & Lee, 2020). Lacking exposure to online technological tools elevated educators' burden, especially so when they found it challenging to meet the level of heightened expectations (Bailey & Lee, 2020) and unprecedented changes from time to time (Mardiah, 2020). Also, low readiness and expertise in ICT skills among novice teachers, teacher trainees or senior teachers forced educators to shoulder extra burdens (Kadir & Abdul Aziz, 2021). Therefore, educators who were lacking ICT competencies and low readiness to teach online felt frustrated and uneasy in conducting online lessons (Lukas & Yunus, 2021).

Dealing with Learners' Attitude

Face-to-face learning and virtual learning are markedly different. It should always be noted that technological tools or online platforms provide great convenience due to its functions; however, it could never replace the authenticity of interaction between educators and learners (Al-Khresheh, 2022). The interaction in between educators and learners was drastically decreased (Ismaili, 2020; Mardiah, 2020) and learners had no proper social interaction with their classmates and teachers (Adnan & Anwar, 2020) due to lack of in-class activities, group work and field trip. As learners no longer enjoyed the privilege of having genuine interaction with their classmates, their affective domains were affected (Thaheem et al., 2021). This eventually caused online teaching more challenging if students' motivation levels got low. The sudden shift signified the presence of educators only taking place in the virtual world. Losing motivation gradually happened when personal attention was getting lesser. Eventually, some learners might drop out as learning English online no longer appeared to be interesting to them (Ismaili, 2021). To make the matter worse, learners were unable to differentiate between learning time and playing time (Al-Samiri, 2021). Learners might stay quiet throughout online classes and eventually dropped out from the classes too if they encountered mixed emotions such as loneliness and fear (Ismaili, 2020) and peer pressure. Not only learners, but also educators felt anxious (Iswati, 2021). Pertaining to some previous points highlighted, learners from marginalized communities or rural areas hardly accessed to online education. They might slowly lose motivation and enthusiasm in learning due to those inevitable constraints (Lukas & Yunus, 2021). Furthermore, educators had to deal with learners' bad behaviour such as cheating during online assessment as it would be hard to track and monitor learners if they were to complete the task, quiz or exam at their own place (Pustika, 2020). This issue would be on the other extreme if exams were taken place in learning institutions, right in front of the educators. Educators would have the ability to monitor and invigilate the process.

Working Environment from Home

Educators and learners were required to either work or learn at home due to the implementation of mandatory stay-at-home policy. When educators working from home, more distractions interrupted them (Al-Samiri, 2021). Distractions came from other family members who also worked or learned from home. These would eventually lead to educators feeling frustrated and fatigued if their major task could not be carried out at ease. Besides preparing materials and conducting online lessons, educators were burdened with household chores while juggling the balance to keep their lessons effective and track learners' progress (Escobar & Morrison, 2020; Iswati, 2021). Not to forget, educators had to deal with daunting administrative tasks whilst they prepare for their online lessons and materials. Sometimes, administrative officers could still send text messages to teachers in online communicative groups such as Whatsapp and Telegram. Therefore, educators' workload showed an increasing trend despite they did not need to go to school (Estrella, 2022). Unconducive environments worsened the overall experience of teaching English online during the pandemic as and when educators faced those unnecessary yet inevitable distractions.

Conclusion

In conclusion, the Covid-19 pandemic has truly changed the landscape of education, especially the teaching and learning of the English language. The impact was profound from pedagogical theory to teaching practices, teachers' teaching experiences to their wellbeing. This

systematic literature review summarised and analysed the benefits and challenges of teaching English online amid the pandemic from the perspective of the English language educators. Educators can utilise the newly created or ready-made online platforms to continue their English lessons. It is believed that this pandemic has initially caused almost all the educational workforces off the trail and driven many up the wall. As and when educators adopted and blended themselves into all the new teaching and learning norms from time to time, things have progressively turned for the better.

E-learnings or online platforms are the sine qua non of keeping education going on. In terms of the benefits of utilising online platforms to teach English, it is the key channel to conduct the English language lessons. Its flexibility allows English educators to conduct lessons at any time convenience to them. Due to the situation and necessity for them to shift from face-to-face learning to virtual context, educators strived harder to be creative and innovative in preparing the lessons as well as materials. This had given the opportunity for educators to unleash their potential, which eventually put their efforts to good use. Also, a more conducive teaching and learning environment could be created as learners can learn at their own pace by watching the recordings shared by their teachers. Correspondingly, the integration of online platforms enable teachers to carry out their tasks efficiently.

In terms of the challenges faced by English educators, internet connection is the major cause. Without stable internet connection, educators would not be able to conduct the class or students might always absent from the online classes. Without owning a suitable gadget among students also contributed to the factor why online teaching was challenging. Educators were unable to reach out to their students and students could not access to education. Under those circumstances, students' learning motivation was drastically declined when they frequently missed the online classes. Also, educators' readiness as well as ICT literary had made online teaching's journey challenging during Covid-19 pandemic. Not to forget, extra yet unnecessary administrative workloads resurfaced and distractions occurred impeded teachers from fully concentrated on teaching.

For these reasons, it is particularly momentous for all the policymakers, stakeholders and educators not to forget how this disastrous pandemic has thrown the whole world into total havoc. Lessons learnt should never be disregarded as no one can predict when the next wave of pandemic is. Also, educators' ICT and pedagogical skills should be upgraded from time to time so that they could cater quality education to students.

Limitation & Recommendation
There are always either apparent or unforeseen limitations in every single research. This systematic literature review focuses on a wider scope in terms of benefits and challenges to teach online among English educators across the globe. To be more specific, future researchers as well as practitioners could magnify a certain focus, target group or an element as an effort to gain a more insightful view pertaining to Covid-19 and online teaching's issues. For instance, online teaching and learning of various language skills and the overall quality of online English language teaching during the pandemic and the list goes on. These can be considered. Also, studies on the comparison between during and after the pandemic can be drawn. This would be an interesting yet worthy research area to identify if any significant gap arises.

To reemphasize, the profound impact that the global phenomenon has had should not be underestimated. It is hoped that this paper can always serve as a vivid reminder and contribution not only to educators, but all the relevant authorities regarding the urgency to uplift nation's facilities as an overall so that more educators and learners can enjoy stable connectivity if online learning is conducted again due to unpredictable circumstances in the future. Also, it enlightens curriculum planners to integrate online teaching into teachers' scheme of work and revamp the current training module. Together with these, various professional up-skill training can be restructured to suit the current trend in the field of English language education.

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