

## A LITERATURE REVIEW OF THE NEGATIVE IMPACTS OF ONLINE EFL EDUCATION DURING COVID-19

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### ABSTRACT

The fast propagation of the COVID-19 virus has had a fractious and significant influence on education systems worldwide. According to the COVID-19 pandemic and quarantine policies, online learning has become an alternative of face- to face teaching methods, and instructors must upload their digital content on the newly launched online platforms, as well as meet and conduct classes over the Internet. Undoubtedly, this period has presented enormous challenges to both teachers and students. This study is a criteria-based literature review on drawbacks and shortcomings of online education during the pandemic all over the world, specifically in the EFL context, and provides implications and suggestions on each of the main perceived issues. It carries out a critical view of the current form of online education, which has been imposed on educational systems all over the world as a result of the spread of COVID-19. Its primary goal is to investigate negative consequences, which resulted in the discovery of practical knowledge about problems that are commonly overlooked in the literature. The present study sought to explore the disadvantages, limitations, and negative impacts of online education and is suitable for teachers, instructors, schools, language institution stakeholders, teacher trainers, curriculum designers, parents, and students.

**Keywords:** COVID-19, Pandemic, Online teaching, online learning, Review, EFL teacher, Negative aspects, shortcomings

### 1.0 CONTEXT

The fast propagation of the COVID-19 virus has had a fractious and significant influence on human life, particularly on education systems worldwide. It led to significant changes and drastically increased the implementation of e-learning throughout the globe. The epidemic was initially noticed in December 2019 in Wuhan, China, and has limited our choice of possible places, meetings, routes, people to meet, and, as a result, how we acquire knowledge and skills. (Moorhouse & Kohnke, 2021). Many policymakers and educational authorities consider online education a viable option for maintaining education (Yüksel, 2022). Thus, the

COVID-19 epidemic has given us the opportunity to set the stage for using online courses (Dhawan, 2020).

Thus, considering the new circumstances, schools and university administrations had little choice but to rede, teaching staff to adopt different online teaching programs (Nikdel Teymori & Fardin, 2020). As a result, face-to-face teaching and learning settings are permitted in remote educational environments and have created notable issues for language instructors and learners, such as unfamiliarity with new technologies and strategies needed for coping with unforeseen challenges in many academics and colleges. They have had to quickly adapt to new learning techniques and contexts while dealing with the pandemic's individual and social repercussions on everyday life and well-being (Macintyre et al., 2020).

COVID-19 has altered people's condition of life, caused uncertainty, anxiousness, and fear of disease transmission, and forced the closing of all schools in nations such as Iran (Fardin, M. A. 2020). Despite Iran's efforts to combat COVID-19, the country's vast expanse and large distances between regions have made combating the pandemic difficult (Abdi, M. 2020). Tafazoli (2021) also contends that referring to this temporary and contingent shift in Iran as "online education" is incorrect because online education is formed on a well-planned, well-chosen, and rigorous part of the curriculum and curricular methodologies. Given the long-term consequences of the pandemic, Iranian education could switch away from a temporary ERT and provisional response to the imposed circumstances and toward higher-quality quality online education (Tafazoli & Meihami, 2022).

Online teaching and learning have become an unavoidable educational issue. Indeed, even before the epidemic of established ICT, online education was being researched. To tackle the problems posed by ICT in English language instruction, English language teaching experts conducted a study on online education (Wu & Wang, 2021). A large number of studies in the field compare the effectiveness of online education. Nonetheless, the study results vary greatly. Some authors reach inferences about remote education's magnificent potential; however, some studies show that online learning has a very low, if not non-existent, efficacy (Kamal et al., 2021). The present study sought to explore the disadvantages, limitations, and negative impacts of online education and inform teachers, instructors, schools, language institution stakeholders, teacher trainers, curriculum designers, parents, and students.

## **2.0 EVIDENCE ACQUISITION**

Figure 1 depicts the flow chart of the research procedure. From 2020 to 2022, the databases of Springer, Elsevier, and Sage were searched using the following keywords: "COVID-19," "Online teaching & learning," "EFL," and "Outbreak." These keywords were used alone or in combination with "Limit," "Negative," "Disadvantage," "Drawback," and "Problem." The purpose of this review study was to analyze online education and summarize virtual learning standpoints for instructors who may utilize online education in similar circumstances.

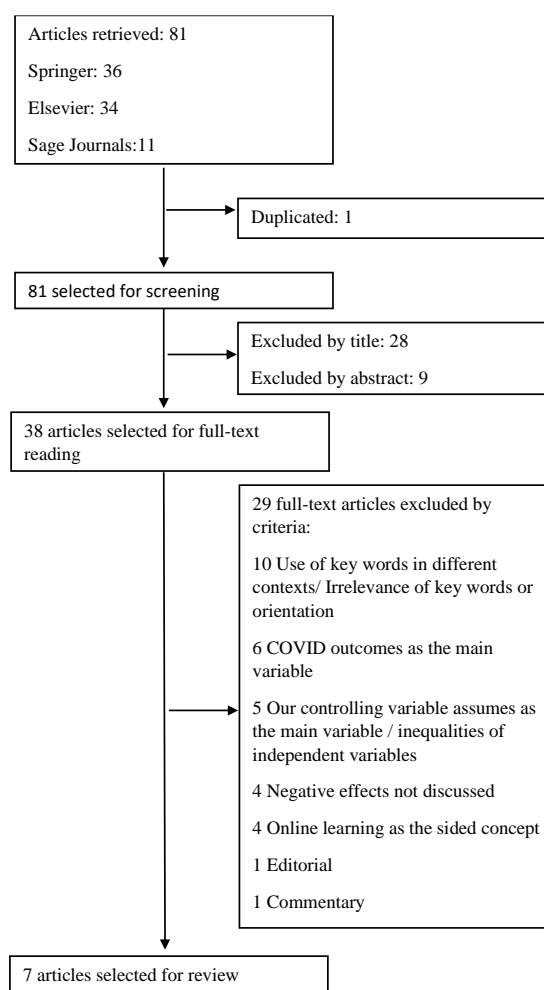
### **2.1 Inclusion Criteria**

Studies were selected for the final stage if they met the following expected criteria:

- 1) Studies that used our key concepts in the context of online education

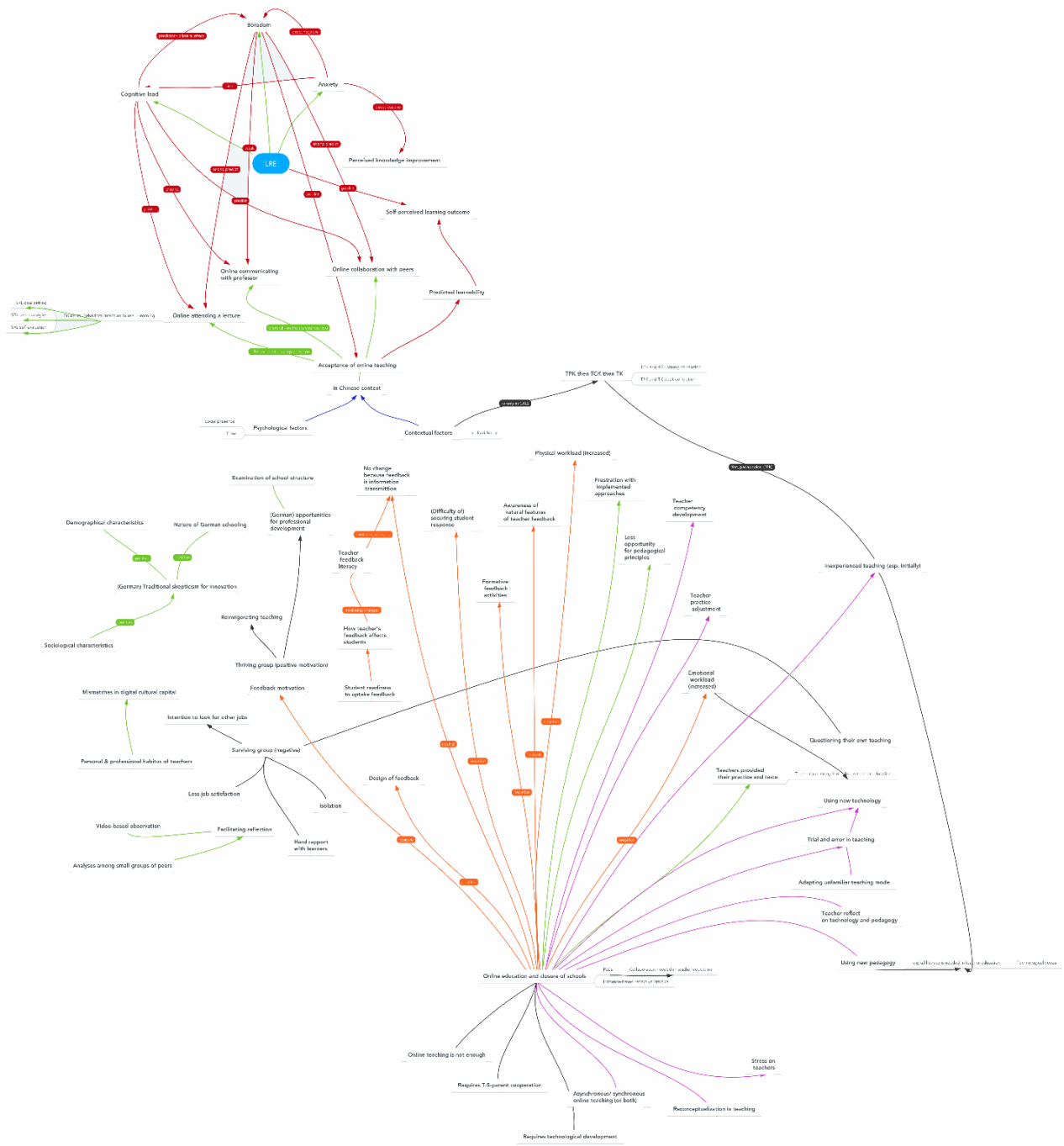
- 2) Studies that did not focus mainly on the consequences of COVID-19 on education, but on the effects of online education, during the pandemic, on components of the educational system
- 3) Studies that focused on elements of educational systems, not other components interrelating with them
- 4) Studies that focused mainly on the negative effects of online education during a pandemic, or equally on the negative and positive outcomes of it
- 5) Papers that were regular articles, not editorials or commentaries

**Figure 1. Flow chart of the review process**



### 3.0 RESULT

The review of selected articles is reported in Table 1 and the overall flow chart of the articles is



- Results of the first study
- Results of the second and components in the first study
- Results of the third study
- Results of the fourth study
- Results of the fifth study

Table 1.

Authors/ Reference	Month & year	Context	Education context	Method	Outcomes
Tzafkoulou, Perifanou & Economides	06/12/2021	Greece	Tertiary	EXP	<p>It provided a model illustrating that:</p> <p>Students' cognitive load affects boredom, and both as negative learning related emotions (LRE) strongly predict students' acceptance of components of remote learning: i) attending a lecture virtually, ii) online peer work, and iii) virtual talking with a professor, boredom being the most important factor affected the first two components and might decrease all three. Anxiety as another negative LRE had a direct effect on boredom, cognitive load, and how much students believe their knowledge improved. The latter, mediated by learnability, also had an indirect impact on the reported knowledge improvement. In addition, virtual interaction with a professor was the best predictor of learnability. Also suggested that students' boredom and virtual interaction with a professor need to be emphasized the most, since they effectively influence how students assume their learning results.</p>

*(continued)*

Table 1. (continued)

Authors/ Reference	Month & year	Context	Educatio n context	Method	Outcomes
Blume	12/8/2020	Germany	Primary & Secondary schools	Literature review	<p>Views of German teachers and decision-makers concerning their educational, cultural, and digital habitus was presented in this study to find the main reasons for the recent situation of education in Germany</p> <p>It illustrates how the structure of German education and the demographic and social features of German teaching population consolidates common philosophies of innovation among teachers, particularly German teachers. It describes early online teaching condition in Germany and predicts issues which might appear in the future. The paper concludes that the offline-to-online transition is likely to expect major positive development, though accompanying challenges, and the most negative post-pandemic pedagogical principle is to ignore teachers' habitus.</p>

(continued)

Table 1. (*continued*)

Authors/ Reference	Month & year	Context	Education context	Method	Outcomes
Jiang & Yu	13/05/2021	China	Tertiary	QUAL	<p>This paper showed that online EFL education in China during the pandemic caused teachers' feedback continue in three ways: i) Teachers' motivation to give feedback increased, they designed better feedbacks and understood how the teachers' feedback relates to students ii) Formative feedback activities reduced, they had problems supporting students' responses, and the amount of effort needed to be put by teachers physically and emotionally to give feedback, grew, iii) There was no alternation in the feedback-giving process, claiming that feedback is just transmitting information.</p> <p>The study also introduced the root factors causing this change, such as how ready students are to absorb feedback, emphasizing how teacher feedback literacy mediates these changes and how to support constructive feedback.</p>

*(continued)*

Table 1. (continued)

Authors/ Reference	Month & year	Context	Education context	Method	Outcomes
Moorhouse & Kohnke	10/25/2021	China	Tertiary	Literature review	<p>The study showed how ELT community reacted to the pandemic through systematic thematic analysis and discovered the following statements:</p> <ul style="list-style-type: none"> <li>• The change to online education was fast, long-lasting and dramatic</li> <li>• Teachers were not ready and prepared enough, particularly in the very beginning</li> <li>• Teachers struggled teaching online</li> </ul> <p>Teachers had problems building up a new concept for themselves and had to do multiple trials and errors and adaptations. They implemented new pedagogies and technologies, practiced reflecting on them, developed competency and practiced adjustments. They had to try a blend of online and offline teaching, or trying each solely.</p> <p>For professional development, teachers applied evidence-based reflection in professional learning communities (PLCs)</p>

(continued)



Table 1. (continued)

Authors/ Reference	Month & year	Context	Education context	Method	Outcomes
Zhou, Zhou & Zhu	11/23/2021	China	Tertiary	Mixed	<p>This study expanded and improved the TAM model by investigating Chinese context, and incorporated online self-regulated English learning practices to form a modified model as The Structural Model.</p> <p>The research included communicative, social, and psychological elements actively as external factors in online learning and showed the contextual factor (media enrichment) and psychological factors (social presence and flow) affect how much students accept technologies in e-learning. Based on the study's quantitative data, learners' behavioral intention to utilize e-learning is involved in their use of all three sub-processes of self-regulated learning techniques. The thematic analysis of the quantitative data demonstrated that learners had quite split and mixed attitudes about their online learning experiences.</p>

(continued)

Table 1. (continued)

Authors/ Reference	Month & year	Context	Education context	Method	Outcomes
Moorhouse & Kohnke	04/15/2021	China	Tertiary	QUAL	<p>Based on this study, two categories of online learning consequences existed among teachers:</p> <p>i) The thriving group: They believed that emergency remote teaching had had influenced their motivation mostly positively, enlivening their teaching, and developing new skills in them</p> <p>ii) The surviving group: They misdeemed their teaching ability, could not accord with the learners, and dealt with isolation and downturn of job satisfaction. They confessed their desire to look for another job during emergency remote learning.</p> <p>All teachers favored face-to-face classes, even when regarding the advantages of online education, and many claimed that online teaching is not a comprehensive, all-time approach.</p>

(continued)

Table 1. (*continued*)

Authors/ Reference	Month & year	Context	Education context	Method	Outcomes
Tafazoli & Meihami	2/22/2022	Iran	Tertiary	QUAL	<p>The study findings illustrated that the first priority in CALL teacher preparation programs should be technical pedagogical knowledge (TPK), especially for novice one, followed by technological content knowledge (TCK) and lastly technological knowledge (TK). The first two had a strong relationship and the interrelation between TPK and TK was weaker.</p> <p>The study reported that sub-categories of TPK, like classroom management and methods of online evaluation, need more emphasis in CALL teacher training and courses need to provide training teachers with TCK-TPK and TPK-TK intersections. Iranian EFL teachers who were participants of this research claimed that to use CALL during the pandemic, teacher-student-parents cooperations, development of technological infrastructures, and improvements in the field of teacher-teacher collaboration, digital literacy and autonomy according to pandemic education needs is required to take place.</p>

*(continued)*

#### 4.0 CONCLUSION

The study has reviewed several qualified papers investigating the findings on drawbacks and gaps online education has caused in the past 27 months due to the propagation of COVID-19. It has tried to explore the deep, hidden layers of problems that appeared in the emergency remote education all over the world, based on all the related scholarship done during the pandemic. This review showed that while there have been a few similar studies in the context, giving special focus on the limitations and shortcomings of the current condition of education is required. The probe here has been done with central attention to the negative impacts of the recent form of online education in the hope that future researchers investigate the long-term negative consequences of that.

Reviewing the selected studies demonstrated that students tend to experience more negative LREs and self-believed sketchy learning in online education, specifically in ELT and CALL in the ELT context, which has some roots in contextual and psychological factors. The teachers' intervention is required to decrease the impact of these factors in teaching and learning, applying factors like responsive feedback and tools such as social media. Thus, considering the fact that most schools and universities are starting to implement offline-online mixed education, further research is required to identify every element that affects negative LERs in the pandemic and post-pandemic era.

The research in the context also revealed that mandatory online education has imposed a heavy burden on teachers from being forced to implement new techniques and teachers' manifold efforts to motivate students to cope with newly-appeared job dissatisfaction and mismatch in digital culture. They have been pressured in developmental, emotional, and technological areas, and many cannot employ their full potential. This can be solved to some degree by providing teachers with appropriate infrastructures and making use of new interactive technological tools by students, considering the capabilities of virtual reality as a great means of the interaction-based environment. But more in-depth research on the relationship between teacher educational behaviors and the mentioned negative LREs in students seems necessary, as the teacher's active and productive teaching behaviors in face-to-face classes have had an effect on the decrease of negative LREs in students (Gherheş et al., 2021; Xu et al., 2020; Kruk et al., 2022)

Adverse effects of online teaching and its shortcomings have illustrated that the sudden, urgent online education forced on the world has basic malfunctions, changing aims for some teachers and students. Policy-makers indirect intervention is vital to prevent future major problems, and the main focus needs to be on students and teachers and supporting them. Online teaching has made education systems all over the world discover their weaknesses in remote education in an abrupt, global emergency. Teaching after the pandemic would never be precisely the same for those who have experienced it, nor would the learners. It leaves another empty gap for future research and observation on post-pandemic teaching and learners' behaviors. More importantly, education systems in different countries need to be aware that the sudden change of COVID-19 reminded them of the main feature of today's world, which are its rapid, frequent changes. They have to consider any probable alternation beforehand and predict necessary actions before it gets too late to decrease the amount of negative impacts the changes can have on students, teachers, and other components of the educational system.

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#### **APPENDICES**

[https://drive.google.com/file/d/1hrwIKj0k\\_KS17gJD1LzCxMRbFFer6D/view?usp=drivesdk](https://drive.google.com/file/d/1hrwIKj0k_KS17gJD1LzCxMRbFFer6D/view?usp=drivesdk)