

CHAPTER II

REVIEW OF THE LITERATURE

This research discusses several points related to theoretical study. In theoretical studies contains the challenges of EFL learners while being novice teachers, and also previous study.

2.1 Theoretical Framework

The emergence of the COVID-19 pandemic in late 2019 and its subsequent global spread in 2020 profoundly disrupted traditional educational systems across the world. Schools, universities, and training centers were forced to discontinue face-to-face instruction and rapidly adopt online teaching modalities to ensure educational continuity. For many teachers, the transition to virtual instruction was abrupt and required substantial adaptation. The situation became even more challenging for novice teachers, who were still in the initial stages of developing their instructional identity, pedagogical confidence, and classroom management skills. This chapter reviews current literature surrounding the experiences of EFL novice teachers during the COVID-19 pandemic, positioning their challenges, coping mechanisms, and growth opportunities within relevant theoretical frameworks.

In late November 2019, a novel virus originating in Wuhan, China, rapidly attracted global attention due to its severe health consequences and fatal potential. By March 2020, the epicenter of the outbreak had shifted to Europe and

subsequently moved to the United States in April. Indonesia confirmed its first COVID-19 cases in March 2020, following the detection of coronavirus infection within a family cluster. In response to the escalating public health crisis, the Indonesian government implemented stay-at-home policies aimed at controlling the spread of the virus.

The number of confirmed cases continued to rise sharply. According to data reported by the World Health Organization (2020), as of September 21, 2020, Indonesia had recorded 248,852 confirmed COVID-19 cases, with 9,677 deaths and 180,797 individuals having recovered. The pandemic has disrupted nearly every sector of society, including education, presenting one of the most significant challenges modern national education systems have faced. Although students were required to remain at home, the continuity of learning had to be maintained. Consequently, teachers were instructed to rapidly prepare and implement online learning or school-from-home programs within a very limited timeframe.

As noted by MOOCs, cited in Rasmitadila et al. (2020), sudden changes in educational systems compelled schools to adopt alternative instructional models such as distance education, e-learning, correspondence courses, flexible learning, and massive open online courses. Many countries, including China, Finland, and Indonesia, implemented online learning strategies to ensure educational continuity during the COVID-19 pandemic. Beginning on March 16, 2020, the Indonesian Ministry of Education officially introduced the School from Home (SFH) policy to safeguard the health of students, teachers, educational personnel, and the wider community. While online learning during the pandemic was initially perceived as

manageable and capable of providing meaningful learning experiences, its implementation revealed numerous challenges.

The pandemic fundamentally transformed traditional face-to-face classroom instruction into internet-based learning. Online learning environments consist of both synchronous and asynchronous formats. Synchronous learning allows teachers and students to interact in real time through virtual classrooms, video conferencing, and live chat platforms. In contrast, asynchronous learning occurs independently of time constraints and emphasizes self-directed learning. According to Perveen (2016), asynchronous platforms provide learners with continuous access to instructional materials via learning management systems (LMS), recorded lectures, digital handouts, articles, and presentation slides. Teachers also utilize various online tools such as Google Classroom, Google Forms, email, blogs, and discussion forums to support instructional delivery.

Teachers remain central figures in all learning contexts. They are responsible for selecting appropriate instructional strategies, managing digital platforms, and addressing students' psychological and social needs during the learning process. Although technological advancements continue to evolve, they cannot replace the pedagogical role of teachers. Yao, Rao, Jiang, and Xiaong (2020) emphasize that teachers must rapidly adapt to new instructional approaches and redefine their professional roles in response to these changes. Students are likewise expected to adjust to online learning environments and actively engage in digital learning activities prepared by their teachers.

In addition, parental involvement has become increasingly crucial during online learning. Tracey, Kerch, and Fowler (2020) highlight the importance of collaboration between teachers and parents in supporting students' learning processes. This view is supported by UNICEF (2020), as cited by Nugroho Warman, who reported that limited access to the internet and digital devices constitutes one of the greatest obstacles faced by students during home-based learning. Although school closures enabled learning to continue remotely, evidence suggests that governments, educators, and learners were largely unprepared for the abrupt transition. Many individuals experienced significant disadvantages due to the pandemic. Kim (2020) argues that online learning does not always provide adequate opportunities for students who require greater interaction and hands-on experiences. In rural areas, for instance, limited access to technology such as laptops, smartphones, and stable internet connections forced teachers to conduct home-to-home instruction to ensure students understood the learning materials.

Within the context of English as a Second Language (ESL) education, English remains one of the most prominent foreign languages taught in Indonesian schools. Studies by Jayanti and Norahmi (2014), Kam (2002), Lie (2007), and Yusny (2013), as cited in Atmojo and Nugroho (2020), indicate that English has been formally included in Indonesian secondary school curricula for decades. The language is taught due to its importance in employment, business, and tourism sectors. Consequently, English teachers are expected to employ

instructional methods that effectively engage students and facilitate comprehension.

This study focuses on English teachers at vocational high schools, where students often undervalue foreign language learning. Teaching English in such contexts requires additional effort to stimulate students' interest and motivation, particularly when instruction is delivered through online platforms.

2.1.1 EFL Novice Teacher

Novice teachers are typically defined as educators in their first 1–5 years of teaching experience (Amin & Rahimi, 2018), who are still developing proficiency in core instructional skills. Their early career stage is characterized by high vulnerability, fluctuating professional confidence, and strong dependence on guidance from mentors or senior colleagues. They are still transitioning from theoretical knowledge to practical classroom application, making them more susceptible to challenges posed by unpredictable teaching environments.

Novice teachers, who are also called newly qualified teachers (NQTs), are usually defined as teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an educational institution (Amin & Rahimi, 2018). So, based on that, novice teachers are undergraduate students from universities who have done any material or practicum related to education to several schools, either as teachers in high school or junior high school and they teach permanently at the school they choose or become a teacher private.

Basically, the novice teacher is developing a conception of the "self as teacher" they formulate teacher identities related to institutional, personal, and professional conceptions of the role of novice teachers. The initial transition of teachers from pre-service education to professional practice is often 'disturbing,' as there is no gradual introduction into the teaching profession. Beginners most often teach like experienced teachers, so they have multiple roles such as being students, teachers and researchers (Smith & Sela, 2005). There seems to be a common understanding that what is required of an experienced teacher is also required of a novice teacher.

Despite the fact that novices do not have the qualities of experienced teachers, they are expected to meet the same requirements as soon as they enter the field, and at times, this injustice goes further and novice teachers usually accept the most difficult teaching assignments (Yost, 2006). This creates another challenge in the novice teacher struggle. As a result, novice teachers leave the field at a higher rate than novice workers in other careers (Wonacott 2002). Teachers enter the education profession and are attracted to teaching as a career because of what they see as the role of the teacher (Anhorn, 2008). Culross (2004) stated that what motivated him to continue his profession as a teacher was his love for continuous learning and teaching. Educators experience satisfaction in their role as teachers because of the affection they have for teaching students and subject matter (Loui, 2006).

There are many studies that discuss novice teacher almost every year this research is quite in demand (Kang & Cheng, 2013; Erkmen, 2014; Amin &

Rahimi, 2018; Sali & Kecik, 2018; Farrel & Avejic, 2020; Farrell & Stanclik, 2021). Research from Kang and Cheng (2013) they focused to explore the classroom aspect it turns out the novice teacher

2.2 Teaching Models during Pandemic

The worldwide outbreak of Coronavirus Disease 2019 (COVID-19) has profoundly transformed patterns of human behavior across various aspects of daily life (Nugroho et al., 2021). To curb the spread of this highly infectious virus, governments around the globe have enforced social and physical distancing measures (Reluga, 2010). In response to these conditions, the Indonesian Ministry of Education and Culture instructed schools located in affected regions to shift to online learning modalities (Mendikbud, 2020b). As infection rates continued to rise, this directive was expanded, requiring all educational institutions nationwide to implement online learning starting on 24 March 2020 (Mendikbud, 2020a). Consequently, students were required to study remotely, while teachers conducted instruction from home, fully replacing conventional face-to-face classroom interaction with virtual learning environments.

Online learning refers to an instructional approach delivered through digital devices such as computers, tablets, and smartphones, relying on internet connectivity to facilitate learning activities. As a form of distance education, it enables learners to access educational content regardless of geographical location. Interaction between teachers and students can be mediated through various digital platforms, including communication applications such as Skype and WhatsApp,

as well as asynchronous tools like email, recorded videos, and podcasts (Gonzalez & St. Louis, 2018). Despite its flexibility, distance education also presents inherent challenges related to physical separation and other contextual constraints that limit students' ability to participate in in-person instruction (Hrastinski, 2008; Kara, 2020; Singh & Thurman, 2019).

As previously noted, the COVID-19 pandemic forced educational systems to transition abruptly from structured classroom-based instruction to digitally mediated learning. This sudden transformation produced several significant consequences. First, it placed teachers, students, school administrators, and policymakers in an unanticipated situation, as the global health crisis had not been foreseen (Amin & Sundari, 2020). Second, both educators and learners were compelled to rapidly adjust to emergency remote teaching and learning arrangements (Abdulkareem & Eidan, 2020). Finally, the shift from physical classroom interaction to online instruction introduced a combination of advantages, challenges, and limitations for both teachers and students (Ivone et al., 2020; Satar & Akcan, 2018).

Previous research has extensively documented the benefits of online learning for educational stakeholders. These include advancements in online pedagogical practices (J. A. Cohen, 2020), effective digital teaching strategies (Inayati et al., 2021), and innovative instructional methods and curriculum design (Kostoulas-Makrakis, 2016). Moreover, studies indicate that online learning environments can enhance student engagement, communication abilities, and self-confidence (Halim & Hashim, 2019). Similarly, engaging and enjoyable online

learning activities have been shown to increase students' motivation levels (Pazilah et al., 2019). Teachers are also able to integrate authentic learning materials such as videos, television excerpts, and various multimedia resources from platforms like YouTube, Wikimedia, Wikipedia, and Spotify to create more dynamic and interactive learning experiences.

In addition, digital tools such as educational applications, learning management systems, and social networking platforms have become essential components of teaching and learning during the pandemic. Contemporary language education, in particular, has increasingly incorporated digital technologies, social media, and virtual environments to enhance instructional effectiveness (Lam et al., 2018; Nugroho & Mutiaraningrum, 2020). Research findings suggest that these technological integrations positively influence language learners' development (Chun et al., 2016; Hembrough & Jordan, 2020; Lam et al., 2018).

Nevertheless, despite its numerous advantages, online learning also presents several challenges. Students may become distracted by unrelated digital content, which can reduce their level of engagement during lessons or learning activities (Omar et al., 2012). Additionally, technical difficulties such as unstable internet connections and audio or video disruptions pose further obstacles to effective online instruction (Halim & Hashim, 2019).

EFL (English as a Foreign Language) refers to the learning of English in contexts where the language is not used for daily communication and is primarily

taught as an academic subject (Author, Year). EFL teaching emphasizes developing students' communicative competence, cultural understanding, and linguistic skills across reading, writing, speaking, and listening. Effective EFL instruction typically requires interactive learning, real-time feedback, and meaningful communication conditions that were significantly altered by pandemic constraints.

While online learning is normally planned and supported with structured instructional design (Author, Year), Emergency Remote Teaching (ERT) was implemented as a crisis response without adequate preparation. The pandemic forced educators into ERT conditions where teachers utilized any available technological resources, often without training, planning, or pedagogical guidance. This distinction is crucial in understanding the stressful teaching realities for novice teachers.

Recently, some institutions learning distancing especially in the school because of the pandemic situation. The implementation of distance learning is identical to online learning, this refers to the definition of distance learning which is defined as teaching and learning activities carried out through the use of technology and information in a structured manner in which there is communication/relations between students and students and teachers regularly, substantively, and supportive (Churiyah, et.al, 2020).

Facing the Covid-19 pandemic, the government made a policy that is learning conducted at home. This policy is certainly very good to implement,

considering that in some countries affected by the virus also applies the same thing. However, online learning is not easy, because the learning objectives must also be carried out entirely through the online media, such as the existence of apperception, the delivery of material, the question and answer process and evaluation activities.

In addition, online teaching had convincing role in improving students' performance. During the pandemic, there have been many learning models created by several parties. In this moment, especially in the teaching process the teachers will play an important role to build the students enthusiastic in learning while pandemic situation. According to (Yao, et.all. 2020) on academic performance teacher should make the teaching strategies and methods that have a significant impact on student performance. The interactive teaching model has the largest impact on performance among all other teaching strategies.

In this pandemic situation, the use of technology plays a role in improving students' academic achievement (Supena, 2020). Compared with students who do not use technology or use traditional teaching methods, the use of technology could help students improve their academic performance. Mastering technology can help the teacher and also the students to keep learning even though it's during the pandemic. Even some more radical views believe that in the future, with the help of artificial intelligence, virtual teachers can replace most of the roles of offline teachers do (Yao et.all, 2020).

This online learning design must also be accompanied by careful preparation from the school, teachers, students and parents. Online learning has actually been researched over the past decade where this learning model utilizes media in the form of smartphones, desktop PCs, laptops, or other media connected to the internet (Churiyah, et.al, 2020). However, smartphones are preferred by users compared to other devices, this is because the convenience of smartphones to carry and the price offered is also more affordable than other devices. Online learning is a system that facilitates learners to do a wider and more varied learning.

Through the facilities provided by the system, students can learn without being limited by distance, space and time. Learning through online media not only presents material in written form, but can also be more varied such as the addition of video or audio. Online learning is also called distance learning. This learning model illustrates efforts to provide access to learning for teachers and students who are constrained by geographical distance, so that in the learning process requires an interactive communication system to connect the two with various resources needed in it. Distance learning is adopted to increase students' motivation towards collaborative learning, reduce the limits in learning offered by schools, and enable students to achieve unforgettable learning experiences. The distance learning process offers the possibility to encourage learning that can cross national borders, through free access to educational sites for different subjects. Distance learning is a revolution that describes other forms of learning, for example online learning or E-learning.

2.2.1 Forced Online Teaching and Learning

During the pandemic situation, the teaching method in learning in the school has change. It was make the campus or some institution suspension of face-to-face classes. In Indonesia, face-to-face classed resumed in April 2020. Due to the suspension, some schools in southeast Sulawesi especially Kendari city decided that temporarily courses would be taught completely online. As courses were designed for face-to-face instruction, this meant that course tutors needed to adapt them to make them suitable for online instruction (Moorhouse, 2020).

Due to the suspension of face-to-face classes, the course had to be delivered online exclusively. The asynchronous online instruction involves the dissemination and storage of readings and session materials on the LMS with the addition of annotated Power Points, with the tutor providing voice-over narration (Bao, 2020). Session activities and discussion tasks were changed to individual tasks with additional instruction and notes provided for clarity.

These are held a few days after the students receive the session materials. Initially, these were optional and designed to be open discussions about the session content where students could ask questions and session activities could be discussed. However, the tutor found that less than ten students joined, and unlike the face-to-face sessions, the students rarely talked, instead preferring the text chat function (Moorhouse, 2020).

In order to help the students can follow the lesson well, introduce the learning media is important. There are some media that can carry out the learning

proses. Using some technology can forced students and the teacher in learning activity. Some media that teacher can use is zoom. Then students come to the session prepared to discuss the task in groups and also increased student participation and interaction.

2.2.2 Hybrid Teaching and Learning

There are three major types of blended learning in higher education specifically: a) technology-enhanced courses, b) hybrid courses or reduced face-time courses, and c) blended programs or degrees (Caulfield, 2012). Hybrid learning is defined as a coherent design approach that integrates the power of face-to-face and online learning to address valuable educational goals (Rusli, Rahman, and Abdullah, 2020). Hybrid learning also means learning strategy for integrating, innovation and technological progress through an online learning system with the interaction and participation of traditional learning strategies.

Today, advances in technologies make possible new models for hybrid education. One such model features hybrid learners' synchronous online attendance of face-to-face courses with other student's physically present on-campus, in the classroom (Gleason, 2017). This model has the potential to enrich students' learning and make teaching and resource allocation more efficient, but poses several challenges. One is that students' ability to establish social presence defined as learners' ability to project their personal characteristics into the learning environment maybe particularly challenging to establish in synchronous hybrid learning models.

Social presence has been shown to be critical to course satisfaction, students' engagement, development of a community of inquiry and student learning outcomes. This study investigates whether the learning outcomes of a particular cohort of undergraduate university students differ according to whether the students' learning experience occurs via a relatively traditional teaching model or a hybrid flexible delivery model. The hybrid flexible delivery model in this study is defined as a teaching model that introduced flexibility through the electronic delivery of content as well as maintaining regular face-to-face classes.

This definition is broader than that used in previous research which has generally termed flexible delivery to mean the introduction of technology only. The flexible delivery model in this paper involves fortnightly seminar-style contact supported by extensive multimedia. On the other hand, implementing synchronous hybrid learning poses challenges for students and instructors. One challenge is that social presence an important aspect of a successful learning experience often more difficult for online students to form.

Online students, especially, often complain about feeling disconnected from their instructor in the learning environment or as interrupting interactions happening in the physical space of the classroom. Establishing social presence or the ability of students to project their personal characteristics into the community of inquiry, there by presenting themselves to other participants as "real people" has proven to be very important for student satisfaction.

2.3 Part of EFL Novice Teachers' Experience in Teaching English During the COVID-19 Pandemic

2.3.1 Teaching English During the COVID-19 Pandemic

Over the past two years, online learning has emerged as a major issue within the educational landscape. Although often perceived as a recent phenomenon, its origins can be traced back to the 1960s and have continued to evolve over time (Sarkar, 2020). In its early stages, online learning was primarily implemented in higher education institutions, as universities and their students were considered more adequately prepared to adopt digital instruction (Dick et al., 2020). However, the COVID-19 pandemic accelerated the widespread adoption of online learning across all educational levels, as it offered a viable alternative for maintaining instructional continuity while minimizing health risks (Sarkar, 2020). In Indonesia, this shift was mandated through policies issued by the Ministry of Education and Culture, which required the suspension of face-to-face educational activities and their replacement with online learning formats (Pemimpin Perg et al., 2019).

Online learning has been widely promoted as an effective educational approach due to its numerous advantages. It supports learner-centered instruction (Singh & Thurman, 2019), encourages innovative teaching practices (Butler Kaler, 2012), allows flexibility in time and location, and reduces financial burdens related to transportation and accommodation (Dhawan, 2020). Despite these advantages, online learning continues to generate debate, particularly among

teachers and students, due to its inherent limitations. Moreover, the emergency implementation of online learning during the pandemic differs substantially from pre-pandemic online education practices, which were typically more planned and structured (Huber & Helm, 2020).

A growing body of research indicates that the implementation of online learning presents a wide range of challenges (Atmojo & Nugroho, 2020; Febrianto et al., 2020; Lie et al., 2020; Rasmitadila et al., 2020; Sepulveda-Escobar & Morrison, 2020). For example, a study conducted in Chile highlighted that the sudden transition to online learning and the absence of direct, face-to-face interaction significantly disrupted the learning process (Sepulveda-Escobar & Morrison, 2020). Similar difficulties have been reported in studies conducted in other contexts. In Indonesia, research suggests that challenges in online learning stem from multiple factors, including teachers' and students' readiness, limitations in technological and pedagogical competencies, technical issues, and inadequate learning tools (Atmojo & Nugroho, 2020; Febrianto et al., 2020; Lie et al., 2020; Rasmitadila et al., 2020).

The teaching and learning processes during the COVID-19 pandemic deviated substantially from established routines, as both teachers and students struggled to adjust from conventional classroom instruction to online learning environments (Sasongko et al., 2022; Sumardi & Nugrahani, 2021). In Indonesia, many teachers encountered significant difficulties in developing effective strategies for online instruction (Sasongko et al., 2022). These challenges were not limited to non-millennial teachers, who are often perceived as less familiar with

digital technologies, but also affected novice teachers who were still in the early stages of their careers and lacked prior teaching experience (Farrell, 2012; Raymond-West & Rangel, 2020).

Interaction plays a crucial role in ensuring that meaningful learning occurs within any instructional context. Consequently, teachers are responsible for facilitating interaction throughout the teaching learning process. Moore (1989) identifies three essential forms of interaction in education: learner content interaction, learner instructor interaction, and learner–learner interaction. Learner content interaction refers to students’ engagement with and understanding of instructional materials. Learner instructor interaction involves communication between students and teachers, such as asking and responding to questions. Learner interaction occurs when students collaborate with peers through discussions or group work. In the context of online learning, Hillman et al. (1994) introduced an additional form of interaction learner interface interaction which emphasizes engagement with digital platforms as the primary medium of distance education. More recently, Wang et al. (2021) proposed another critical dimension for effective online learning: self-interaction. This form of interaction involves reflective practices by both teachers and students, enabling them to evaluate learning experiences and make informed decisions to improve future instructional activities.

The COVID-19 pandemic has caused an unprecedented disruption to education systems worldwide, forcing schools and universities to shift rapidly from face-to-face instruction to online learning environments. This transition,

often described as *emergency remote teaching* (ERT), differed significantly from planned online education because it was implemented suddenly without sufficient preparation, training, or infrastructure (Hodges et al., 2020). In the field of English as a Foreign Language (EFL), this shift created complex pedagogical challenges related to language exposure, interaction, feedback, and assessment.

English language teaching relies heavily on interaction, communication, and immediate feedback, which are often difficult to replicate in online settings, particularly in contexts with limited technological resources. During the pandemic, many EFL teachers were required to redesign instructional materials, adapt teaching strategies, and utilize unfamiliar digital platforms to ensure continuity of learning. These challenges were felt more intensely by novice teachers who were still in the early stages of their professional development.

2.3.2 EFL Novice Teachers and Professional Challenges

Novice teachers are commonly defined as teachers with limited teaching experience, typically within the first three to five years of their careers. Research has consistently shown that novice teachers face various challenges even under normal teaching conditions, including classroom management, lesson planning, assessment design, and professional identity formation (Farrell, 2016). In EFL contexts, novice teachers may also struggle with language confidence, pedagogical competence, and adapting teaching methods to diverse learner needs.

The pandemic exacerbated these challenges by placing novice teachers in an unfamiliar instructional environment. Unlike experienced teachers who may have

developed coping strategies and flexible pedagogical repertoires, novice teachers often lacked prior exposure to online teaching and were still adjusting to their professional roles. As a result, the sudden transition to online teaching intensified feelings of uncertainty, stress, and self-doubt among novice EFL teachers.

2.3.3. Technological Readiness and Digital Competence

One of the most frequently reported issues in the literature concerns technological readiness. Effective online teaching requires not only access to digital tools but also the ability to integrate technology pedagogically. Studies conducted during the COVID-19 pandemic reveal that many EFL teachers, particularly novice teachers, had limited digital literacy and insufficient training in using learning management systems, video-conferencing tools, and online assessment platforms (Trust & Whalen, 2020).

In developing regions, including parts of Indonesia, technological challenges were compounded by poor internet connectivity, limited access to devices, and high data costs. These constraints affected both teachers and students, making synchronous online instruction difficult to implement. For novice EFL teachers, technological difficulties often resulted in reduced instructional effectiveness and increased workload, as they had to spend additional time learning digital tools while simultaneously managing teaching responsibilities.

2.3.4. Pedagogical Challenges in Online EFL Instruction

Pedagogical adaptation emerged as another major theme in the literature. Teaching English online requires different instructional approaches compared to

traditional classrooms, particularly in fostering interaction and communicative competence. Research indicates that novice EFL teachers struggled to maintain student engagement, encourage participation, and monitor learners' progress in online settings (Gao & Zhang, 2020).

Assessment practices also posed significant challenges. Many novice teachers reported difficulties in designing valid and reliable online assessments while minimizing academic dishonesty. The lack of direct supervision and limited student interaction made it challenging to assess speaking and writing skills effectively. Consequently, some teachers resorted to simplified tasks or focused primarily on receptive skills, potentially limiting students' language development.

2.3.5. Emotional and Psychological Experiences of Novice Teachers

Beyond technical and pedagogical issues, the pandemic had a profound emotional impact on novice EFL teachers. Several studies highlight heightened levels of stress, anxiety, frustration, and emotional exhaustion during online teaching. These emotional responses were often linked to increased workload, students' low participation, technological failures, and pressure to meet institutional expectations.

Emotional regulation became a crucial aspect of novice teachers' professional experience during the pandemic. Some studies suggest that novice teachers adopted coping strategies such as peer collaboration, reflective practice, and self-directed learning to manage emotional challenges. However, the absence

of consistent mentoring and institutional support often left novice teachers feeling isolated and overwhelmed.

2.3.6. Students' Readiness and Learning Constraints

The literature also emphasizes the role of students' readiness in shaping teachers' experiences. Many EFL learners were unfamiliar with online learning environments and lacked self-regulated learning skills. Limited digital literacy among students affected their ability to access learning materials, submit assignments, and participate actively in online classes.

For novice teachers, managing students who were unprepared for online learning added another layer of difficulty. Teachers often had to provide additional guidance on how to use digital platforms, which reduced time for language instruction. This situation highlights the interconnected nature of teacher and student readiness in online EFL education.

2.3.7. Adaptive Strategies and Professional Growth

Despite the challenges, the literature also reports positive outcomes related to novice teachers' professional growth. The pandemic forced many novice EFL teachers to develop new skills, including digital competence, instructional flexibility, and reflective teaching practices. Some studies suggest that novice teachers became more creative in designing teaching materials, integrating multimedia resources, and experimenting with alternative teaching strategies.

This period of forced adaptation contributed to the development of resilience and professional agency among novice teachers. The experience of teaching during the pandemic may serve as a foundation for future engagement with blended or technology-enhanced learning environments.

2.3.8. Implications for Teacher Education and Research

The reviewed literature underscores the need for stronger support systems for novice EFL teachers, particularly during times of crisis. Teacher education programs should integrate training on online pedagogy, digital literacy, and emotional resilience to better prepare future teachers for unpredictable teaching contexts. Mentoring programs and professional learning communities can also play a vital role in supporting novice teachers' development.

From a research perspective, further studies are needed to explore long-term impacts of pandemic teaching experiences on novice teachers' professional identity and career trajectories. Context-specific research, especially in underrepresented regions, remains essential to understanding how local conditions shape teachers' experiences.