



P-ISSN 2355-2794
E-ISSN 2461-0275

Effective English Teachers in Online EFL Learning: A Post-Pandemic Reflection on Students' Perspectives

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Abstract

In the framework of conventional academic settings, there have been a large number of studies on the qualities of effective teachers; however, studies in the context of online environments seem to be scarcely documented in the literature. This explanatory sequential mixed-method study of 224 secondary school students, 21 of whom were interviewed in detail, examined their perspectives on effective teacher characteristics in online EFL instruction. This study differed from earlier investigations of the qualities of effective teachers in terms of its research site and inquiry emphasis. The results of the surveys and interviews provided students' judgments of effective teacher traits in terms of roles, professional abilities, personal qualities, and pedagogical expertise. According to the results of the polls, the most significant criteria for effective online learning management were instructors' classroom management roles and their professional skills. The interviews stressed the importance of teachers' qualities in managing classrooms and their pedagogical knowledge. In an online EFL instruction, students needed their teachers to scaffold them and explain what they should do with the lesson and the procedures they should follow for activities and assignments. In addition, the interviews validated teachers' capacity to establish a favorable rapport with the students to facilitate their meaningful learning. As this study identified teachers' professional abilities in managing online learning as a requirement, an online-learning-based professional development

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Citation in APA style: Agustin, F., Suherdi, D., & Purnawarman, P. (2024). Effective English teachers in online EFL learning: A post-pandemic reflection on students' perspectives. *Studies in English Language and Education*, 11(1), 188-204.

Received January 6, 2023; Revised July 12, 2023; Accepted September 7, 2023; Published Online January 31, 2024

<https://doi.org/10.24815/siele.v11i1.30124>

program for teachers is highly recommended as the most plausible alternative for the post-pandemic reflection of this current study.

Keywords: Effective teacher, online learning, students' perspectives, teacher professional development.

1. INTRODUCTION

Academic contexts have been significantly impacted by the COVID-19 pandemic, which has significantly altered both the physical and social ties between people on a global scale. As the severity of the epidemic varies from zone to zone, educational institutions have been forced to adopt a variety of approaches in terms of classroom learning to accommodate these differences. Training strategies and innovative experiences in the classroom have been reported (Ferdig et al., 2020) and how institutions and stakeholders adapted to the new scenario created by the COVID-19 pandemic (Bao, 2020; Flores & Gago, 2020; Quezada et al., 2020). Internet-based learning has become increasingly prevalent in educational institutions across the globe as a means of customizing the curriculum to the different needs of students. In classrooms across the world, students are increasingly adopting online learning as their instructional method. Due to the minimal cost of transportation, lodging, and the overall expense of institution-based education, online learning is regarded as one of the most cost-effective educational alternatives (Dhawan, 2020). Online learning, which is internet-based learning, makes education more accessible, encourages adaptability so students can overcome geographical and temporal barriers, and opens up exciting new opportunities for tailoring instruction to students' different needs and interests (Bonk & Graham, 2006; Huang et al., 2020).

EFL teachers should receive more recognition for their expertise in online pedagogy and the qualities they bring to online classrooms. Even though the characteristics of effective instructors may not differ substantially between online and traditional courses, online teachers encounter unique challenges and opportunities (Baran et al., 2011). DiPietro (2010) found that instructors who employed behavioral management techniques to address disruptive students could provide safe classroom environments for their students. Hence, it is imperative for educators to possess a comprehensive understanding of suitable pedagogical approaches, techniques for managing virtual or online learning environments, and methodologies that successfully foster student engagement.

Numerous studies on the characteristics of effective instructors have been conducted in the context of more traditional face-to-face (f2f) academic settings and a variety of locations. The studies on the effectiveness of teaching have focused on identifying the characteristics of effective teachers and effective teaching, as well as proposing models of effective teachers and teaching that can be implemented in schools and universities (Chen et al., 2012). In conventional face-to-face settings, academics have studied teachers' pedagogy-specific knowledge, personality traits, professional abilities, and classroom behavior (Al-Mahrooqi et al., 2015; Carmel & Badash, 2019). From teachers' perspective, effective instructors are viewed as student-focused, exam-oriented, fostering student engagement, and employing novel approaches in typical classroom settings. This is how teachers perceive effective

educators (Tavakoli & Baniasad-Azad, 2016). From students' perspectives, excellent teachers are approachable and assertive, kind, patient, helpful, articulate, enthusiastic, disciplined, professional, and humorous (Minott, 2020).

Since the qualities of teachers in all fields of study have been studied in traditional classroom settings for several years and from a variety of perspectives, it is imperative to ascertain the educational needs of students and the desired outcomes they expect their instructors to achieve during their participation in online learning experiences. Students are the classroom's active recipients; consequently, a number of questions must be posed to elicit their perspectives on effective teacher characteristics and their conceptions of how effective teachers deliver instruction. This must be determined through investigation. Therefore, this study aims to investigate secondary school students' perspectives on the characteristics of effective instructors in online EFL learning in the Indonesian context. The results of this study provide secondary school English instructors with a comprehensive profile of their students' perspectives on the characteristics of effective online EFL teachers. As a direct result, the following issues were investigated during the research:

1. What are the distinguishable qualities of an effective English teacher for students who are engaged in EFL online learning?
2. Which qualities are considered to be the most essential for the effective management of online learning?

The students' responses pertaining to the inquiries explored within this study provide valuable insights into the discernible attributes of effective English teachers in the realm of online EFL learning.

2. LITERATURE REVIEW

2.1 Effective Teachers in Traditional Classroom Settings

Acquiring the necessary skills and knowledge to become an effective educator, while concurrently employing pedagogical approaches that align with the broader societal milieu of the students, is imperative for achieving optimal outcomes in the educational setting. It is suggested that teacher quality, efficacy, resilience, and retention are all interconnected with teacher preparation and the teaching profession (Mansfield et al., 2012). Teacher quality issues are affected by how quality is evaluated, judged, and used to inform teacher education, policy, practice, and research (Carmel & Badash, 2019). Extensive research has been conducted on the topic of effective teachers, encompassing various educational contexts. However, when it comes to online learning, a consensus regarding the specific attributes and characteristics that define an effective teacher has yet to be reached.

Numerous studies (e.g., Afshar & Doosti, 2014; Al-Mahrooqi et al., 2015; Borg, 2006; Gu & Day, 2007) have examined what made an excellent educator in a traditional face-to-face classroom setting. These studies investigated subject matter knowledge, class management skills, pedagogical competence, and fairness. In Al-Mahrooqi et al. (2015), teachers' general characteristics and affective variables were the most relevant categories. The student participants viewed their teachers as having a good command of English, speaking and writing effectively, being prepared for class, and treating them equally, with patience and care, and a passion for teaching. In

a comprehensive study conducted by [Borg \(2006\)](#), a meticulous examination was carried out on a sample of 200 individuals who were currently engaged or aspiring to be foreign language instructors. These individuals were carefully observed and evaluated under diverse circumstances, allowing for a comprehensive understanding of their experiences and perspectives. The findings of his research elucidated the disparities among language instructors in terms of their respective disciplines, pedagogical approaches, interpersonal dynamics with students, and apprehensions pertaining to the distinction between native and non-native language educators. In the scholarly work of [Gu and Day \(2007\)](#), it has been observed that instructors who achieved success possessed a distinct disposition and a repertoire of skills, which they unwaveringly adhered to, regardless of any challenges encountered. The study conducted by [Afshar and Doosti \(2014\)](#) revealed a convergence of opinion between instructors and students regarding the admiration of certain professional attributes. These encompassed the instructor's domain expertise, effective communication, adept interpersonal abilities, and proficient classroom governance.

Personal characteristics and instructional skills influence students' learning attitudes, motivation, and outcomes ([Chen, 2012](#)). And the efficacy of teaching cannot be solely attributed to experience, as it is contingent upon the instructor's active engagement in self-reflection and subsequent modification of classroom practices. Therefore, teachers should require personal traits since they help learning and may affect student learning. Classroom dynamics and student achievement were both enhanced by enthusiastic EFL instructors. Having a teacher that is calm, friendly, helpful, goal-oriented, humorous, and has a good grasp of the material could make for a far more pleasant learning environment. Therefore, being well-versed in subjects and able to convey them effectively is not enough to be a good EFL instructor; EFL teachers should be comfortable, kind, and supportive to help students learn and build a positive classroom atmosphere ([Chen, 2012](#)).

2.2 Effective Teachers in Online Learning Settings

Online learning occurs when students use numerous internet-connected devices to study synchronously or asynchronously and communicate with instructors and classmates ([Singh & Thurman, 2019](#)). Using technologically enhanced terminal devices, online learning has become a popular educational technique for shifting conventional learning practices, allowing people to study anytime and anywhere ([Liu & Pu, 2020](#)). The implementation of online education necessitates the utilization of technological tools and the vast expanse of the internet ([Adedoyin & Soykan, 2020](#)). This study operationally defines online learning as utilizing the internet for synchronous and/or asynchronous activities outside the conventional face-to-face classroom using any internet-based devices.

The transfer to online education for secondary school students and teachers is rapid and remains unclear since online learning has not been thoroughly defined ([Singh & Thurman, 2019](#)) and varies widely ([Chigeza & Halbert, 2014](#)). Online pedagogies and how to promote online learning are seldom taught in teacher training courses; therefore, many instructors cannot manage online learning ([McAllister & Graham, 2016](#)). It is worth noting that the concept of online learning still remains unfamiliar to a significant number of educators within certain educational settings. Consequently, it is plausible that instructors may encounter deficiencies in their understanding

pertaining to asynchronous discourse tasks, virtual research undertakings, recorded educational presentations, and real-time video engagements. Furthermore, it is imperative to acknowledge that online education is confronted with a myriad of challenges, encompassing the realms of effective communication, student comprehension, and the accurate measurement of progress (Gurley, 2018).

The role of online learning facilitators encompasses the crucial task of assisting students in discerning their individual learning needs, selecting appropriate educational materials, and devising effective strategies to address their academic challenges. Consequently, online learning requires teachers who are proficient with technology. They should be proficient in ICT (Information and Communication Technology). Since communication, technology, time management, pedagogy, and assessment have been identified as critical issues affecting online education quality (Limperos et al., 2015), their distinctive teaching style and socio-affective abilities should be improved. They are encouraged to effectively construct instructional frameworks for online learning environments, substantiating their efficacy by asserting that internet-based resources and activities are appropriate, devoid of any detrimental effects or misleading content. Kerr (2011) found that instructors should use the internet to promote active, constructive, purposeful, genuine, and collaborative learning in schools. This underscores the need for effective online remote education methods.

3. METHODS

Grounded in Creswell and Creswell (2018), the explanatory sequential mixed methods approach used in this study involved two phases of data collection. In the first phase, the researcher collected quantitative data and analyzed the results. The second phase was planned or built upon using the results from the first phase. Quantitative results informed participant selection and question formulation for the qualitative phase. The design used qualitative data to provide more detailed explanations for the initial quantitative results. It was crucial to connect the quantitative results with the qualitative data collection. The procedure involved collecting survey data, analyzing it, and conducting qualitative interviews to explain confusing or contradictory responses.

3.1 Participants

The participants of this study were secondary school students attending public schools in Lampung, Indonesia. With written approval from teachers, 224 secondary school students participated in the survey, and 21 were randomly selected for the interview. Online classrooms were implemented throughout this pandemic research. Most students utilized Google Classroom and Zoom Meetings, while others took WhatsApp chat classes. The interviewees met two criteria: (1) the online learning activity was part of the school's official curriculum, and (2) the students had no previous experience with organized online instruction. In addition, their age range was 15–18 years old, and they had pseudonyms.

3.2 Instruments and Data Analysis

This study employed a modified Al-Mahrooqi et al. (2015) 4-point Likert-type questionnaire. This research investigated personal qualities, pedagogical knowledge, professional skills, and teacher roles. The quantitative data from the survey was used to statistically describe the characteristics of students' favorite teachers. Interview data was thoroughly analyzed. Students were asked about the personal qualities, pedagogical knowledge, professional skills, and teacher roles of effective face-to-face and online EFL teachers. These themes were used to interpret the replies. The qualitative data from the interviews were taken to support the quantitative data.

4. RESULTS

The quantitative data in this study revealed students' perceptions of effective teachers' characteristics in online EFL learning. The survey's results demonstrated that teachers' roles in managing their classes, professional skills, personal qualities, and pedagogical knowledge were the students' most perceived characteristics in online EFL learning.

Table 1. The most perceived teachers' characteristics.

Characteristics	Percentage (%)
teachers' roles	85.7
professional skills	83.4
personal qualities	74.0
pedagogical knowledge	71.7

Students' perspectives on the four dimensions of effective teachers' characteristics were then analyzed from the most perceived characteristics for each dimension. The five most perceived characteristics ranged from the highest percentage in each dimension.

4.1 Students' Responses to the Four Dimensions of Effective Teacher Characteristics

Table 2 describes the most perceived characteristics of an effective teacher in online EFL learning. Data gathered from 224 students responding to the survey were taken from the highest percentage of the student's responses.

Table 2. The most perceived teachers' characteristics in the four dimensions.

Teacher's roles	%	Teacher's professional skill	%	Teacher's personal qualities	%	Teacher's pedagogical knowledge	%
stimulating students' interest in learning	85.7	identifying students' progress	83.4	Fair	74.0	Creative in teaching	71.7

Table 2 continued...

helping students in the process of learning	79.8	identifying and adjusting the teaching with the students' learning styles	74	Responsive	73.5	Explaining & clarifying complex concepts	68.6
giving appropriate feedback on students' mistakes	74.4	coping with the current changes and innovations	72.6	Strategic thinker	72.2	proportional Use of English	63.7
managing the classroom	71.7	focusing more on students' interests	65.9	Patient	70.9	Technology savvy	63.5
creating a positive and fun learning environment	68.2	accepting students' different backgrounds in a sensible way	64.1	Friendly	65.5	Good command of English	61.0

The findings of the survey showed that an effective teacher in online EFL learning in the dimension of teacher's roles was characterized by the teachers' ability to stimulate students' interest in learning, help the students in the process of learning, give appropriate feedback to students' mistakes, manage the classroom, and create positive and fun learning. Teachers' professional skills were viewed from the teacher's ability to identify students' progress, identify and adjust the teaching with the student's learning styles, cope with the current changes and innovations, focus more on students' interests, and accept students' different backgrounds sensibly. Teachers' personal qualities were characterized by the teacher's fairness, teacher's well-accepted responses to students' work, the teacher's strategic thinking, willingness to repeat the explanation and employ strategies for weak students, patience, and friendliness. In the dimension of pedagogical knowledge, creativity in teaching, the ability in explaining and clarifying complex concepts, the use of proportional English regarding the students' different levels of competency, the ability to use online gadgets, and a good command of English were viewed to be the most chosen characteristics.

4.2 Students' General Perspectives

4.2.1 Perspectives of effective teachers' characteristics in EFL F2F classrooms

Two questions were addressed to the students in the interview sessions. The first question elicited students' perspectives on the characteristics of EFL teachers in face-to-face (f2f) learning. This question was addressed to get students' perspectives of effective teachers' characteristics from a general point of view. The statements made by the twenty-one students had been thematically tabulated accordingly, and as a result, general descriptions of effective teachers were voiced from the following excerpts.

- (1) Effective teachers are those who are able to master the material, able to master the class, have broad insight, are creative and innovative, and have other positive characteristics. (S11)

- (2) Good teachers should be able to explain things clearly and quickly so that their students can understand them and it doesn't take too much time. They should have a nice, kind personality, but they shouldn't be too distracted when it's time to teach. (S4)
- (3) Teachers who have a passion for teaching, are able to make the students understand the lesson, master the material, master the class, and have broad insight. They should be creative and innovative, and they should have positive characters that can serve as role models for students at school. (S20)
- (4) Teachers who are able to create fun learning. Teachers who do not put pressure on students... are cheerful, patient, fair, and understand students well. (S21)
- (5) Disciplined, friendly, and fun to students. (S9)
- (6) Generally, the so-called ideal teacher is a teacher who is knowledgeable, is able to master the class, has broad insight, is creative, innovative, and has positive characteristics that can make students feel comfortable in learning. (S14)

The statements indicated that effective teachers in face-to-face EFL learning were characterized by their roles in managing the classroom and creating positive and fun learning; their professional skills to cope with the current changes and innovations; their personal qualities of being nice, kind, fun, cheerful, fair, patient, disciplined, and friendly; and their pedagogical knowledge involving the creativity in teaching, and the ability in explaining and clarifying complex concepts.

4.2.1 Perspectives of effective teachers' characteristics in online EFL learning

The second question was addressed to elicit students' perspectives on effective teachers' characteristics in online EFL learning. Classified from the students' general perspectives, the interviews revealed the following statements:

- (7) Many teachers expect students to understand the lesson, but they don't explain it well. In online classes, teachers just give assignments without explaining them. The teacher must guide the students until they understand the material. For example, the teacher might make his own video and give it to the students. (S6)
- (8) I think it's important for teachers to assign regular homework via the learning app and maintain regular contact with students through Google Classroom or WhatsApp chat so that students understand the importance of the assignments they've been given. (S8)
- (9) An English teacher must be an English lover. He must have a good knowledge of English. He must know various methods of teaching English. He must have the ability and skills to teach systematically using the most appropriate method. (S12)
- (10) In an online classroom, teachers should be more active in giving explanations, and not be in a hurry when giving material. Teachers should be tolerant... they should know that each of us has a different condition. (S19)
- (11) They should convey the material as clearly as possible, and they should not be in a rush in conveying the material. (S18)
- (12) In my opinion, the characteristics of English teachers in online learning are teachers who can provide clear and easy-to-understand materials for their students. They should not be boring. They can give us videos to watch... creative teachers present their material in videos and animation videos. (S15)

Students' perspectives about effective teachers in online EFL learning requested the teacher's roles to stimulate students' interest in learning, help the students in the process of learning, manage the classroom, and create positive and fun learning. They also requested teachers' professional skills to identify and adjust the teaching to the students' conditions, cope with the current changes and innovations, and sensibly accept students' different backgrounds. Teachers' personal qualities were viewed from the teacher's characteristics of being a strategic thinker who is willing to elaborate the lesson and employ strategies for students, being patient and friendly to students. In addition, teachers' creativity in teaching, teachers' ability in explaining and clarifying complex concepts, and teachers' command over English knowledge were viewed to be the most chosen characteristics of teachers' pedagogical knowledge.

5. DISCUSSION

5.1 Reflections on Students' Perspectives

Students' perceptions of effective teacher characteristics in terms of teachers' roles, professional abilities, personal qualities, and pedagogical expertise were gathered from surveys and interviews conducted during a pandemic in which online schools were operational. Teachers' classroom management, professional skills, and pedagogical knowledge were the most important criteria for effective online learning management, according to the results of the questionnaires and interviews. To facilitate online learning, instructors must be well-versed in instructional management and techniques, according to the findings. Online teaching and learning necessitate roles, skills, and professional development strategies (Ní Shé et al., 2019). This is evident in curriculum, pedagogy, assessment, and participant engagement (Carrilo & Flores, 2020).

Student engagement is commonly used to describe the degree to which students actively participate in their online courses (Ma et al., 2015). Engaged students have been demonstrated in numerous studies to be more likely to have better academic achievement (Soffer & Cohen, 2019). Since the need for relatedness and interest is not met when online learning has no social and physical interaction with teachers and peers in an actual school setting (Wong, 2020), online teachers should draw their recognition on student engagement and operate targeted strategies. Teachers need to provide meaningful activities, practical guidance, and constructive feedback to reinforce engagement, to avoid the typical online learning barriers.

Students' perception of online learning is hindered by a dearth of communal engagement, technical impediments, and challenges in comprehending pedagogical objectives. Henceforth, it is imperative for course designers to meticulously deliberate upon the utilization of social networking and other technological tools in order to facilitate and enhance the process of student learning. Developing content in an online course is best practiced with collaborative activities, reflective activities, clear assessment criteria, and integration of technology (Niess & Gillow-Wiles, 2013). Online learning activities ought to possess qualities such as creativity, interactivity, relevance, student-centeredness, and a focus on group collaboration. Teachers must dedicate their time and energy to establishing efficient methods for delivering online instruction. Strategies encompass the deliberate process of devising plans, verifying

the credibility of sources, overseeing and providing assistance, fostering dialogue and collaboration, developing subsequent tasks, utilizing diverse resources, fostering independence, and being cognizant of the impact of technology on instruction.

Due to the importance of social connection in language learning (Ma et al., 2020), online courses should be dynamic, engaging, and interactive; teachers should humanize the learning process so that students can easily adjust to the learning environment (Dhawan, 2020). Teachers should possess the ability to effectively teach in the classroom, ensuring a polite climate while demonstrating mastery in their subject matter. They should be able to elaborate on the information, show concern for student performance, exhibit creativity, and provide education that is tailored to individual student needs. In order to foster an engaging and enjoyable learning experience in their online classrooms, teachers have the option to utilize several tools such as videos, WhatsApp, Google Forms, Worksheets, YouTube, and Zoom for delivering the learning material.

This study found that students value fun and joyful learning in both traditional and online classrooms. The students suggested using videos in the classroom to make academic study less monotonous. Audio and video discussions can improve online learning by increasing learner participation, helping learners elaborate on their responses, improving communication and connection with peers, and making communication less time-consuming (Ching & Hsu, 2015). Videos enhance students' practical knowledge and bridge the gap between educational theory and practice (Carillo & Flores, 2020). Teachers can now easily access a wide range of resources, whether self-created or from the internet, to create videos for classroom learning.

In conventional face-to-face classrooms compared to online learning contexts, students emphasized the relevance of teachers' personal qualities in most of their remarks. Teachers' responsibilities, expectations, and traits are heavily influenced by their work environment. Therefore, it is understandable that in one school context, particular teacher attributes are highly valued, while in another, they are considered insignificant or even undesirable. To provide the greatest learning results for all students, a teacher may need to change their behavior. Teachers' actions toward students are influenced by their personalities (Göncz, 2017). Students prefer instructors who are extraverted, open, collaborative, and conscientious (Göncz et al., 2014) compared to the general population. The ability of students and teachers to interact, collaborate, and build relationships greatly impacted the cohesiveness of learning communities (Komninou, 2017), participants' co-construction of knowledge (Jaber et al., 2018; Jackson & Jones, 2019), and the effectiveness of online teaching and learning practices (Biasuttie, 2011). Successful online settings should change instructors' duties from teaching to enabling learning (Chigeza & Halbert 2014). Teachers should prioritize providing emotional support to students by ensuring they feel valued, respected, and loved throughout their educational journey. Additionally, their academic assistance should focus on students' perception of the teacher's efforts to facilitate their learning.

5.1 Post-Pandemic Reflections

Scaffolding seems to be required by students in online EFL learning as they require detailed explanations in doing the tasks. To appropriately scaffold students, teachers need to possess and show a range of emotional skills such as empathy and

patience, knowing when and how to provide close support, and taking it away (Kirschner & Hendrick, 2020). Accordingly, the students' voices proposed that teachers draw effective strategies for their online instructions. Online instructions should be carefully developed. To promote independent learning and encourage active participation, teachers should carefully design, assess, and supervise instructional activities, while also fostering chances for discussion and collaboration. Additionally, they should implement follow-up tasks to ensure a productive learning experience. As stated by Baran et al. (2011), students' perceptions of their learning experience are strongly influenced by the quality of instruction they receive; hence, it is important to provide students with a wide range of interesting and personalized learning activities (Zhang & Lin, 2019). The findings from the survey and the interview in the current study suggested that effective teachers in online EFL learning should have extensive content knowledge, should be able to effectively promote student engagement, and should be able to control and manage their classroom environments.

The COVID-19 pandemic has raised awareness of online education even further (Ivone et al., 2020). After the pandemic, instructional methodologies were reassessed, and lessons learned from the past may influence new approaches to high-quality training (Adhya & Panda, 2022). Post-pandemic teacher education should mix face-to-face, online, and self-learning to improve health safety, teaching-learning experiences, and professional progress (Zhu, 2020; Zhu & Liu, 2020). Online teachers must connect with students, engage in ongoing discourse, and actively monitor student development to understand them (Velasquez et al., 2013). Teachers must provide a flexible, autonomous, and personalized online learning environment to motivate students beyond academics (Lai, 2017). To optimize the efficacy of online instructional materials, it is imperative to incorporate elements that foster active engagement and critical thinking among learners. This can be achieved by encouraging feedback, promoting questioning, and facilitating the expansion of course material. Furthermore, technological tools should be effectively used to support learning in both face-to-face and online contexts. Games, animations, films, wikis, podcasts, voice boards, virtual worlds, e-book readers, e-portfolios, and massive open online courses all require task-appropriate resources (Biasutti & El-Deghaidy 2014; Cullen et al., 2013). In post-pandemic education, instructors must grasp technology and comprehend their instructional options (Cullen et al., 2013).

Online education is becoming the standard in academics as the COVID-19 pandemic changes how we live, study, and work (Khalili, 2020). The pandemic forced social isolation, marking a turning point in online education (Khalili, 2020; LeBlanc, 2020; Moor, 2020). Many see online education as a complement to conventional in-person education due to concerns about students feeling estranged from the course material, colleagues, and instructors (Phirangee & Malec, 2017). Thus, EFL education after the pandemic should create successful online learning settings. Effective online learning environments need good pedagogy, relevant activities, and the correct tools and technology. Students should have the autonomy to learn at their preferred speed in online educational environments, while adhering to well-defined objectives and time limits. Students' needs, strengths, and interests, and their preferred e-learning techniques should be considered (Chambers et al., 2012; Tai et al., 2019). Formative assessment should concentrate on peer-to-peer review to engage students (Gikandi & Morrow, 2016) and increase learning (Uribe & Vaughan, 2017). Breakout or chat rooms may be used to assign students to work in groups online (Biasutti & El-

Deghaidy, 2014). Online education should take into consideration all of its components, including course content, students, instructors, and technology (Borba et al., 2018; Evens et al. 2017; Niess & Gillow-Wiles, 2014).

As the globe recovers from the current pandemic, we may witness a trend toward hybridized education and online learning (Adedoyin & Soykan, 2020). Since blended and hybrid courses are projected to become the norm, instructors who effectively integrate an open and collaborative online learning technique with strong personal relationships will greatly benefit students' educational experiences (Singh et al., 2021). Connecting with students helps them reach their intellectual potential (Pacansky-Brock et al., 2020). Teachers of online, hybrid, and blended courses should organize course resources so students may easily discover units, modules, and assignments (Singh et al., 2021). To provide meaningful and engaging learning experiences for students, instructors and academic administrators must prioritize faculty capacity building so they are familiar with online learning approaches, e-learning tools, and innovative technology to facilitate teaching and learning (Singh et al., 2021). An integrated strategy for teacher training, regardless of delivery modality, is essential to assist present and future educators in coping with crises like the COVID-19 pandemic (Zhu & Liu, 2020). To assist the present and future instructors to become more resilient to crises like the COVID-19 epidemic, it is vital to foster the creation of a comprehensive teacher education system, independent of instruction delivery type (Zhu & Liu, 2020).

6. CONCLUSION

Indonesian secondary school students characterized effective online EFL teachers as those who motivate students, assist them in learning, give appropriate comments on their mistakes, manage the classroom, and promote positive and pleasurable learning. They should be able to track students' progress, adapt classes to their learning methods, address modern advances, concentrate on students' interests, and accept their different backgrounds. In addition, they should be fair, strategic, patient, and pleasant. They have to be creative, able to explain complicated topics, utilize appropriate English for students' different abilities, and use online technology.

Post-pandemic EFL teaching practices should provide effective online learning environments with pedagogical approaches, meaningful tasks, and the right tools and technology. Students expect their teachers to be more competent in EFL pedagogy, face-to-face and online learning, which are proposed for post-pandemic education. This study recommends that teachers of EFL learning develop their pedagogical knowledge regarding online learning. Online teacher professional development programs would help teachers manage their online learning and create effective teaching in online learning. Therefore, online teacher professional development must be relevant, accessible, theoretically and pedagogically sound, scalable, and sustainable. Workshops, conferences, seminars, lectures, and other short-term training of the traditional paradigm of professional development should be rebuilt and updated for online EFL learning.

The scope of this research is limited to the students' perspectives. Therefore, there is a need for additional literature reviews and studies that can effectively combine and analyze empirical research on teacher professional development in the context of

online teaching and learning. The focus should be on identifying and addressing the genuine concerns and challenges faced by both students and teachers in nowadays real-world contexts. In the present era following the pandemic, it is also imperative to conduct additional research on EFL learning in the context of hybrid learning, which combines face-to-face and online learning. The studies should aim to gather insights from teachers regarding the most effective pedagogical approach to adopt within the current educational landscape.

ACKNOWLEDGMENTS

The authors would like to thank the Indonesian Endowment Fund for Education (LPDP) for supporting this research.

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