



The Evolution of ELT Methods: A Comparative Analysis of Pre and Post-COVID-19 Pedagogical Practices in Pakistan

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Abstract

The present research was designed to investigate the effect of the pandemic on the teaching methods of the English language that are used in Pakistan and also to analyze the adaptations and innovations that occurred in English Language Teaching after COVID-19. A literature review of 5 research studies was conducted to acquire deeper knowledge about the evolution of the ELT methods in Pakistan. Interviews and questionnaires assisted in quantitative and qualitative data collection from teachers. During the research, the researchers discovered that the pandemic has accelerated the changes in pedagogical practices so quickly that online and remote teaching modalities have become compulsory. Teachers were focused on the dynamic characteristics of flexibility, creativity, and continuous professional Development for maneuvering the complexities of distance education and learning. This study concludes that the ELT method is very active, and it involves a lot of digital tools, online platforms, and blended learning approaches, which means that the teaching and learning methodologies could be more stable, but they are adaptable and diversified. Therefore, educators and policymakers should prioritize integrating digital tools and online resources into that curriculum to improve accessibility and engagement.

Keywords: Evolution In Teaching, ELT, English Language Teaching, Pedagogical Practices, Covid-19, Teaching Methods.

1. Introduction

The education system around the globe went through a radical change due to the Coronavirus, and in Pakistan, English Language Teaching (ELT) was not left untouched (R.B. Singh, 2024). This unexpected crisis, therefore, required the teachers to shift from the traditional face-to-face class to the more flexible, digital teaching and learning modes. There was not merely a shift in the teaching medium, but it also launched a new era of pedagogical practices, teacher-student interactions, and utilization of educational technologies (Tan, 2023). The ELT transition presented difficulties and opportunities, greatly impacting its evolution. The primary goal of this research is to do a comparative analysis of ESL pedagogic practices in Pakistan before and after the COVID-19 outbreak (Singh et al., 2024).

ELTs in Pakistan before the COVID-19 pandemic were mostly classroom-based, where the major parts were characterized by face-to-face contact and relied heavily on traditional teacher-student interaction within the classroom (Fan & Tian, 2024). In certain contexts, the methods are good but are limited to incorporating digital technologies and innovative teaching that will cater to student's needs and learning styles. Nevertheless, the pandemic catalyzed the reform of the education system, making teachers explore new pedagogical methods. The abrupt closure of educational institutions shutdown and shift to online environments caused educators to retool their teaching methodologies and prepare for the world with technological dimensions (Khumalo, 2023).

The transition to online and hybrid learning settings requires reconsideration of current ELT techniques and the practices of incorporating digital instruments and materials into the learning process to achieve successful language learning (Hoorain et al., 2023). This disruption in the educational system inspired teachers to explore and experiment with various teaching and learning methodologies like synchronous and asynchronous online classes, digital language learning tools, interactive multimedia resources, and virtual collaboration platforms. Not only did these innovations allow for continued education during lockdowns, but they also provided insight into the potential of technology-enhanced language learning (Atashinsadaf et al., 2024).

The impact of the pandemic on ELT techniques in Pakistan is multifaceted as it is the thing that not only brings changes to the technology but also teaches content and evaluation means. The involvement of the students in remote learning has been the reason for the shift from a teacher-centered to a student-centered approach, which adds a greater number of independent tasks and personalized learning to the language learning process. Additionally, the issue of the digital divide or a situation where some students are not sufficiently equipped with tech has been a monumental indicator of a need to adopt more inclusive and equitable teaching methods (Zamiri & Esmaeili, 2024).

This paper seeks to examine the coronavirus's effects on teaching ELT (English as a language) in Pakistan, focusing on the extent of pedagogy changes and their efficacy in communicative language learning. By studying the adaptation and innovations in ELT styles from pre-pandemic era to post-pandemic era, the research intends to understand the implications and success of these changes on the ELT in future in Pakistan (Naveeda & Wajahat, 2024). Two research aims are conducting the suggested analysis and offering productive insights into the current

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reformation of ELT methods. This study will help teachers, policymakers, and other stakeholders provide better-quality and accessible education of the English language despite the upcoming challenges (Khan et al., 2024).

1.1. Research Problem

The onset of COVID-19 pandemic has impacted many sectors across the globe and academic institutions are not spared. The study, however, explores uniquely the challenges and transformation present in ELT, a sphere mostly dominated by traditional face to face methods in Pakistan. This sudden shift to intermingled learning methods necessitating online and remote learning modalities in the wake of the pandemic brings up different questions on the effectiveness, accessibility, and pedagogical outcomes of these newly evolving teaching approaches. Therefore, it is the primary mission of this research study to research the full scope of the ELT methods in Pakistan in terms of how they have adapted during the COVID-19 pandemic, highlighting the innovative approaches that arose and assessing their levels of sustainability and effectiveness in the post-pandemic educational system.

1.2. Research Objectives

This research was conducted to achieve the following research objectives:

- To investigate the impact of the COVID-19 pandemic on English language teaching methods used in Pakistan.
- To analyze the adaptations and innovations that have emerged in ELT after Covid-19 pandemic.

1.3. Significance

This research has great importance for the English Language Teaching (ELT) field in Pakistan, for educators, policymakers, and all the other stakeholders in the education sector. The study covers the effects of the COVID-19 pandemic on ELT approaches, analyzing the adaptations and innovations introduced so far by conducting research that provides valuable knowledge to those who wish to understand the changes faced by language education in the country. Comprehending how ELT practices have evolved in response to the pandemic is of utmost importance for future pedagogical strategies, curriculum development, and teacher training programs. Besides, the development of evidence-based and sustainable teaching methods, taking into account the emergence of new challenges, can encourage better quality and availability of English language instruction for learners in different settings and circumstances. The value of this study is that it can become one part of ongoing discussions on resilience, innovation, and adaptation in educational systems in the post-pandemic world, and, in addition to that, it makes initiatives to improve language teaching in Pakistan and many other countries worldwide more evidence-based.

2. Literature Review

The pandemic called COVID-19 brought a significant change in the field of English Language Teaching (ELT) that is why this change can be used as a basis for a study on evolving pedagogical practices. It was the common situation in Pakistan before the pandemic that the traditional teacher-student interaction and the face-to-face classroom teaching methods were the teaching methods in which teacher was the medium of transmission and the student was the final receiver (Kazim et al., 2023). These approaches have been useful for achieving some learning outcomes, but, on the flip side, they discourage the use of digital tools and the adoption of 21st-century teaching methods (Aslam et al., 2024). The outbreak of COVID-19 and the consequent onset of online learning triggered an exceptionally high level of transformation in ELT methods, with teachers being more determined to incorporate technology into their teaching practices more holistically (Aslam et al., 2022).

Online platforms that emerged suddenly created challenges and opportunities for Amharic language teachers in Pakistan. (Nazeer et al., 2023) Stressed that the pandemic made educators think of different instructional strategies, driven to use various digital tools and resources for the continuity of learning. The change was not just technological but pedagogical, necessitating a review of old pedagogical theories, and this review was in favor of flexible and student-oriented learning styles. Interactive language games, peer learning platforms, and virtual classrooms turned out to be at the forefront of ELT. These are a total rejection of conventional teaching methods (Shah et al., 2024).

Using these new ESL methods was challenging. These problems of the digital divide, lack of technological infrastructure, and resistance of educators and students to changes were and still are serious issues (Nazeer et al., 2023). While this technological advancement has seen the onset of various challenges, a bright side has been the adoption of online learning during the COVID-19 pandemic, which has led to the realization of the huge potential that the technologies have in language learning. As stated by Sotoodeh Jahromi et al. (2024), the pandemic has furthered the modification as it became a 'catalyst for change' that has prompted educators to look for and use innovative teaching methods that will take into consideration the different needs and learning styles of students (Khan, 2023).

Furthermore, the transition of learners to distance and hybrid learning settings has placed the need to develop digital literacy among teachers and learners in focus. Synchronous learning environments and multimedia resources, rarely used in Pakistan in teaching English as a language, have now seen great adoption to offer learners flexibility and access to a wide variety of materials for English learning (Tianyi & Hussain, 2024). The digital

transformation resulting from the educational disruption has revealed that technology allows us to develop individualized, exciting, and efficient language learning.

The pandemic has also shown how ELT methods have evolved in Pakistan over the years and how critical it is for teachers to keep improving their skills through continuous professional development. The transition to online teaching, which has been quite rapid, has necessitated educational instructors to acquire new knowledge and start utilizing e-platforms immediately. New mastery development programs that include an effective digital pedagogy, online test methods and tools for language training are highly demanded in professional development (Nazeer et al., 2023).

The post-COVID-19 era presents an opportunity for schools to review those transformations and measure how they have affected the diverse teaching of English. Whereas technology use in foreign language teaching was just an accompaniment in the past, it is currently a central part of the education conversation. The shift from traditional ESL system to e-learning suggests that wider changes are introduced into educated methods for learners of this language. The consequences of those dynamics can be what curriculum design, teacher training and assessment methods will be based on (Qadar et al., 2024).

The literature shows that both the methodology and pedagogy of English language teaching in Pakistan changed through time due to the COVID-19 epidemic. This transition has highlighted the improvement in technologies and resources used in digital communication which has been both a challenge and a chance for ESL teaching and learning. Unfortunately, the majority of education systems are not in a position to adapt efficiently to the post-pandemic environment and this calls for the exploitation of the lessons drawn from the period and improvement of the power of the language teaching approaches and accessibility without neglecting the relevancy to the digital world (Meng et al., 2024).

3. Methodology

The study adopts qualitative methodology to undertake a deeper investigation on the transformations in ELT techniques spanning the pandemic in Pakistan. The study is investigating pedagogical innovations and adaptations in pre and post pandemic era. For this, five articles published between 2021 and 2023 from Google Scholar were carefully chosen. These articles were directly connected to the pre and post-pandemic practices in English teaching. The evaluation criteria were based on the articles' relevance, scholarly value, and the scope to which they addressed the research issues. This evaluation was followed by a process of close reading the articles. The initial stage of the literature review at the beginning of the analysis was fundamental for forming the foundational understanding of the global and local ELT methodologies changes, thus forming the leading moment for the in-depth study of the pandemic's effect on language teaching and learning.

Building upon the insights gleaned from the literature review, the study progressed to a more personalized and detailed investigation through the conduct of in-depth interviews with ten English teachers, selected to represent a range of educational institutions across Pakistan. Such interviews were tailored to investigate the day-to-day interaction, changes in pedagogical delivery, and the challenges that the teachers faced as they switched from face-to-face to pandemic-influenced ELT practices. The semi-structured nature of the interviewing allowed me to explore the technology adoption, online vs. by studying in-class interaction, online discussions, and multi-faceted pedagogical approaches; this research generated valuable qualitative data that has enabled the attainment of the second research objective. From the combined evidence acquired from the literature review and teachers' interviews, the research provided comprehensive coverage of the influence of the COVID-19 pandemic on ELT practices in Pakistan, shedding light on the resilience and ingenuity of educators in overcoming unforeseen problems. The teachers collected quantitative data after the interview regarding using different ELT methods in Pakistan before and after the coronavirus epidemic.

4. Data Analysis

The researcher selected five research articles, and a deep review was conducted. The results after the analysis are given below in the form of a qualitative review:

4.1. Review of Related Studies

Farrukh et al. (2023) research provides a critical perspective on the sudden shift of educational styles from traditional face-to-face learning techniques to online education as a result of the COVID-19 pandemic, and it offers relevant insight into the Evolution of ELT Methods used during the Pre and Post-COVID-19 Pedagogical Practices in Pakistan. This study examines the digital shift that has seen traditional teaching methods transformed through virtual technologies, exhibiting the reality of success or failure in the Pakistani education system, and reflecting the global trend in teaching English. While the qualitative and quantitative data on the teachers' and parents' viewpoints on the efficiency of online education in the article highlight the mixed reactions to this change, they bring about the complexities associated with adjusting the ELT practices during the pandemic. The article's critical approach, contrasting the prevailing paradigm about online education before the emergency implementation with its current version, reflects the same critical analysis needed to comprehend ELT progress in Pakistan. The present article provides insights into several issues related to the adoption of online education

and implications for implementing ELT methodologies, a major dimension of the discourse on educational methodologies in the face of unforeseen global circumstances (Farrukh et al., 2023).

The study participants are university faculty who had switched to online teaching during the pandemic, have deep experience of the process, and are valuable contributors to this investigation. This investigation into the difficulties of adopting online teaching methods, including the cultural and gender issues, teaching effectiveness, and the battle between pedagogy and technology, is aligned with the overall cultural shifts encountered in the ELT of Pakistan. Through interviews with teachers, the qualitative analysis allows us to represent the faculty's immediate amendments to their work, as the initial online learning options were not developed enough in terms of preparation and established online learning practices (Dewaele & Li, 2021). The findings indicate how the faculty members widely use technology and the call for hybrid teaching supported by the seen educational methods transition with the tendency of the educators to combine face-to-face instruction with digital platforms for enhanced student learning. The present article contributes to the understanding of changes in the pedagogic field in Pakistan's educational landscape, highlighting the pandemic as a motivation for reviewing and modernizing the ELT methodologies by means of technology and innovation (Abid et al., 2021).

The evidence from Khan et al. (2021) focuses on a larger South Asian Region (SAR). It enables us to appreciate Pakistan's specific experiences by creating a comparative frame through which we can better see what problems in Pakistan were due to poverty, unemployment, and the sudden move from traditional to distance learning during the pandemic. As the article draws from the mixed-methods approach to investigate the effects of COVID-19 on higher education and the remarkable challenges in the process of transition to online education under the circumstances of scarce infrastructure and lack of digital content, the need for educational transformation is being highlighted (Abbas et al., 2024). This metamorphosis goes beyond the mere adoption of digital infrastructure and includes pedagogical approaches to improve learning and skill development. The results of this study highlighting the need for technological innovations and strategic recovery plans are equally salient, considering the shift in the English language teaching (ELT) modes in Pakistan, where teachers had to tackle the same transformation process. This comparative study reveals that modern education approaches and technology utilization can have worked against the current crisis and contributed to the reform of the ELT practice for a future that balances traditional teaching and new digital requirements (Khan et al., 2022).

The research findings reported by Shah et al. (2024) are highly related to the theory of the same study. This investigation about the perceptions of online PT before and during COVID-19 illuminates the wider educational issues and adaptations in the ELT field in Pakistan. The approach of a qualitative study on the part of pre-service teachers, like anxiety, adjustment, and reflections in online education, provides proof of the high complexity of the transition to online education, which is one of the main concepts of the evolution of ELT methods in the post-COVID-19 era. The corresponding challenges, resistance to change, engagement difficulties, and struggles to maintain teaching presence may arise in a virtual environment, similar to the challenges faced by our ELT practitioners nationwide, discussed by M. Aslam et al. (2024). In addition, the principle that systematic observations, critical reflections, and collaboration with peers affect the quality of e-learning course promotion also gives us useful hints about methods for improving the teaching and learning of the English language in the future. Moreover, these findings emphasize the need for redesigning the new forms of the educational teacher training model and practice teaching to help teachers be ready with the skills and adaptability required for successful online and blended learning, hence contributing to the discussion on the changes of ELT methodology in the era of pandemic crisis (Alvi, 2023).

The research titled "The Pre-Post COVID-19 Higher Educational Sector Perspective: The article "Mediating Role of Intention to Adopt Technological Applications to Determine the Students' Satisfaction" explores the topics of pedagogical practices in Pakistan, which were found to be relevant for this purpose. The present research is designed to explore students' satisfaction in public sector universities of Punjab, Pakistan, during and after the lockdown caused by COVID-19. It draws particular attention to the vital role of such educational technologies as components of the evolution of teaching methods. The study reveals the dynamic factors, such as e-education awareness, facilitating conditions, and behavioral intention to adopt the technology, which illuminates the complex challenges of adapting to the online learning platforms which are crucial in the post-pandemic ELT (Fayyaz et al., 2022). The results, showing the mediating role of the intention to adopt the tech applications, indicate that students' attitudes towards the use of technology and their readiness to integrate technology directly impact the levels of satisfaction. Thus, this factor needs to be considered by ELT practitioners while they seek to design the most suitable pedagogical approaches in the digital era. From this, the study's focus on future research directions, like refining the measurement scales and exploring the effects of workplace variables on learning outcomes, further enhances the ELT methodologies, which aligns with the growing discourse on utilizing the most effective approaches in the evolving post-COVID educational landscape. In general, this write-up is rich in crucial information explaining how the outdated and time-worn pedagogical techniques of language teaching yield to the current modern methodologies in Pakistan. The effect of the COVID-19 pandemic is categorically visible, which changed how education is conducted and shaped the students' preferences.

4.2. Results of Semi Structured Interviews

The semi-structured interviews with ten English language and literature teachers from the colleges of Sialkot and Gujranwala have provided a great deal of information about the changes in the methodology of ELT, which pursues the research objectives through adequate means. Teachers worldwide reported a pronounced disturbance in the traditional methodologies due to the pandemic, stressing an abrupt switch to online platforms. The introductory phase was fraught with much resistance and doubt by teachers and students, mostly driven by the challenges posed by technology and the lack of experience with digital tools. Nevertheless, this issue has been evolving quickly into a rapid adjustment period when teachers have actively sought training and resources to help them build their digital teaching competencies.

The interviews revealed both positive and negative regarding the impact of the COVID-19 pandemic on ELT methods. On the other hand, the need to deliver online teaching required a set of pedagogical hurdles, for instance, a lack of student engagement and a challenge to ascertain the accuracy of student progress. On the other hand, some new instruction approaches have been developed during this period, such as the application of interactive digital learning tools, web-based collaboration projects, and more multimedia tools in teaching activities to improve student's learning interests and accessibility. The pandemic had no way to forestall the use of technology in teaching languages that had been on its course. Therefore, the teachers had to identify digital tools and platforms they would incorporate into their teaching.

As for changes and improvements in ELT nowadays, the interviews emphasized continuous adaptation. It is an appraisal from the teachers that the blended learning models provide lots of flexibility and make up for the best online and traditional face-to-face instruction. Multiple educators have continued using digital means even after the beginning of in-person teaching since they have discovered advantages such as increased student participation, individual feedback, and an inclusive learning environment that may cater to students' different needs.

The interviews also demonstrated a change in pedagogical priorities and strategies. Pre-pandemic was the grammar and vocabulary through traditional options because they were the main focus. Although the post-pandemic period has been characterized by nurturing critical thinking, digital literacy, and autonomous learning among students, it is worth highlighting. A key teaching point was to prepare students for a fast-paced, dynamic world as foreign language learning should cover beyond reading, writing, and speaking; it should also include skills like critical thinking, problem-solving, and efficient online relationships.

The interviews with English language and literature teachers from Sialkot and Gujranwala paint a picture of resilience and innovation in the face of unprecedented challenges posed by the COVID-19 pandemic. While the transition to online and blended learning was fraught with initial difficulties, it ultimately led to exploring and adopting new teaching methodologies, tools, and practices. These adaptations have addressed immediate challenges and paved the way for lasting changes in ELT pedagogy in Pakistan, indicating a significant evolution in teaching methods from pre- to post-COVID-19.

4.3. Results of Quantitative Data

After conducting the interviews, the researcher found 8 ELT methods. The researcher then made a questionnaire to collect data on using ELT methods before, during, and after the Covid-19 pandemic. This questionnaire was also filled in from ten already selected teacher participants. Based on that data, the results are given below in table

Table 1: Evolution of ELT methods used in Pakistan before and during/post-COVID-19

ELT Methods	Pre-COVID-19	During/ Post COVID-19
Traditional Classroom Teaching	70%	30%
Interactive Language Games	80%	40%
Group Discussions	75%	35%
Language Immersion	60%	20%
Online Virtual Classrooms	20%	70%
Asynchronous Learning	10%	50%
Recorded Lectures	15%	55%
Multimedia Resources	25%	65%

Table 1 summarizes the change in ELT methods in Pakistan before, during, and after COVID-19 using the quantitative data collected from ten teachers. The results highlight a considerable shift from the traditional teaching approach (group discussions, classroom teaching, and interactive language games) towards using a hybrid blended learning model of instruction, with a decrease in usage percentages during the COVID-19 pandemic and after compared to pre-pandemic time. On the other side, asynchronous learning has seen a great improvement. At the same time, online virtual classrooms, recorded lectures, and multimedia resources have also begun to be used frequently after COVID-19, with the transition to distance and online teaching. This transformation conforms to the circumstance of rapidly using tech to help teach languages amid the global

challenge of the pandemic. Such discoveries underline that ELT is not static and highlight the need for teachers to upgrade themselves and develop in the face of changes in educational contexts.

Chart 1: Percentage of the Usage of ELT Methods Before and After Covid-19 Pandemic

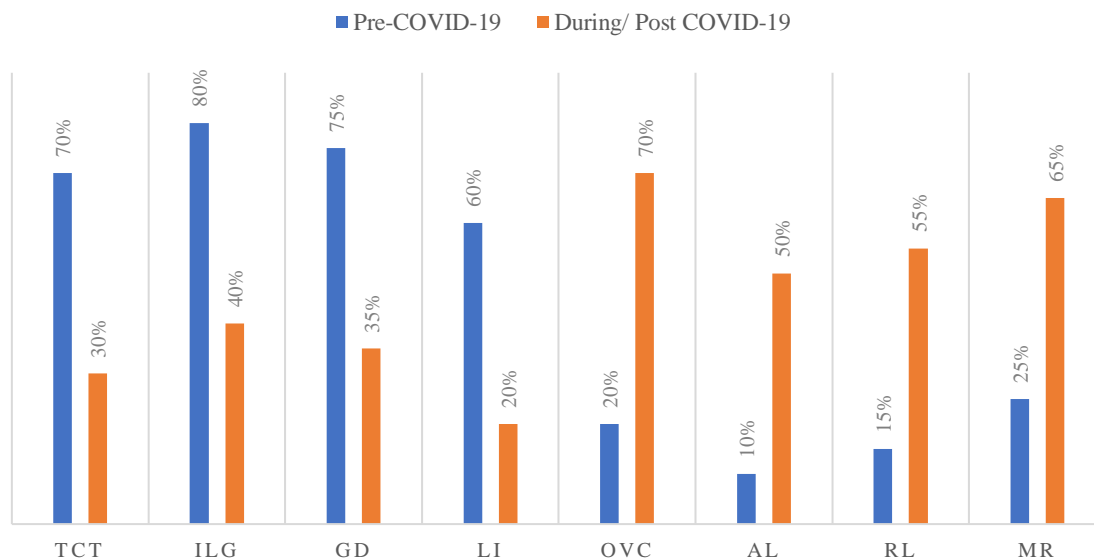


Chart 1 demonstrates the percentage of English language teaching methods that were in use before and after the COVID in the picture above. The pandemic effect has been such that the traditional classroom teaching method has been reduced from 70% to 30% as the students have been requiring more learning, and that is due to the shift to the online classroom. This section shows we have achieved a 40% reduction in the use of this method for teaching more than 40% of teachers in this category because face-to-face teaching can be used as a classroom lesson. The COVID pandemic prioritized online teaching; therefore, virtual classrooms are used with the highest percentage, which is 70%. The other methods are similarly used in Pakistan. The stack with a blue color demonstrates the proportion of the time before the pandemic, while the piles with an orange color show the percentage of ELT methods that are used after the pandemic.

4.4. Findings

Through the process of literature review, a complex understanding of modifications in the methodology of teaching English during the COVID-19 pandemic in Pakistan has been identified. A research analysis performed cleared the fact that the covid-19 pandemic, being a catalyst of major pedagogical changes, necessitated an adoption of online and remote teaching modes initially quite rapidly. Although there was a dominant use of face-to-face methods prior to the pandemic, the literature clearly indicts that coercive measures to replace the traditional face-to-face approach with digital technologies and remote teaching platforms emerged in the post COVID-19 period, highlighting the imminent reformation in the methodologies of English language teaching in response to the arising educational demands and circumstances.

An analysis of the interview data disclosed valuable insights into the lives and points of view of the English language and literature teachers in Sialkot and Gujranwala. Teachers offered views on their struggles, and adjustments they made and innovations they tried in response to the pandemic which in effect showed that ELT practices in Pakistan were dynamic. The versions of the interviews depicted a mixed effect on teaching approaches during the pandemic, though learning curves were witnessed in the beginning when educators found it difficult to switch fully to online teaching but ultimately, they adopted digital tools and blended learning. Teachers were encouraged to focus on flexibility, creativity, and lifelong professional development in order to cope with the complex intricacies of distance teaching and learning.

The quantitative results, which are shown in Table 1, was in the agreement with the qualitative data as they represented a quantitative overview of the evolution of the ELT methods in Pakistan before and during COVID-19. The statistics present the increased popularity of digitally based and online methods of teaching after the pandemic as opposed to the conventional classroom by a substantial measure, with the percentage of the usage of interactive language games, group discussions and physical classes trending lower while that of online virtual classrooms, asynchronous learning, recorded lecture sessions and digital resources with multimedia support on the increase. The message of this research is that the COVID-19 pandemic has brought the real change in the practice of ELT in Pakistan, emphasizing the need for teachers to learn to cope with emerging challenges and adopt the most advanced and relevant teaching techniques for the achievement of the desired results in the digital age.

5. Discussion

The results of the literature review, interviews, and quantitative data collectively lead to a complete story of the fast change in the methods of English Language Teaching in Pakistan brought about by the COVID-19 pandemic. In pre-pandemic times, most ELT approaches were based on conventional classroom teaching using many face-to-face contact and traditional academic methods. While that, the infection of COVID-19 made an emergency to use remote learning and hybrid learning because of the need to adapt to different technology and teaching approaches. This transformation goes beyond the mere change of approach as it manifests a critical reality: that the teachers and the students are adaptive to change and will embrace emerging challenges in the teaching and learning environment. Deviating from the traditional classroom model, virtual classrooms, asynchronous learning platforms, and multimedia resources emerge, which signifies a shift towards flexibility and adopting different and diversified teaching and learning experiences.

Additionally, digital ELT methods affect the practicalities of the teaching and learning process even after the pandemic. Technology has been a compulsory step in learning; nevertheless, it has brought to light some possibilities for making the learning process more engaging, personalized, and flexible. While the first period of the transition presented some difficulties to teachers who were interviewed, the experiences expressed show educators' development of their understanding of the possibilities of digital technologies for ELT. This development may be regarded as a transformation towards a more collaborative language teaching model, which entails applying the 'best of both worlds' and meeting the needs of modern learners in parallel. Given educators' insights and learnings from the COVID-19 period, where the change has been rapid, the future strategies for ELT training can be informed to incorporate more adaptive, inclusive, and robust practices to facilitate language acquisition.

6. Conclusion

The impact on English teaching during the COVID-19 pandemic is the subject of the current research. It became clear that there was a massive change in pedagogical methods. Therefore, there was a sudden necessity for a transition from conventional face-to-face teaching to online and distance teaching methods. The pandemic drove change, motivating teachers to explore innovative ways of using new technologies and teaching strategies to ensure language learning continuity. Through this study, it becomes clear that the pandemic has not only disturbed the status quo but also allowed us to improvise and revise ELT practices, which are now designed to meet the evolving needs of learning and the ever-changing circumstances.

The result of the study about the analysis of adaptations and innovations in ELT after the COVID-19 pandemic guided by the search findings indicates an ever-changing scenario marked by many educators' adaptability, creativity, and resilience in Pakistan. The post pandemic era was characterized by the massive increase of electronic tools and online platforms. It blended teaching methods, which represent a new way of thinking about the teaching process, more flexible and diverse. Through this analysis, it is possible to identify the power point of the pandemic, not only with respect to the immediate adoptions but also to the long-term impact of the use of technology in ELT. While educators experience and discover the concurrent challenges and opportunities that the evolving post-COVID-19 educational landscape offers, this analysis gives insights that can be used in formatting future strategies to heighten language teaching and learning in Pakistan and beyond.

7. Recommendations

As the findings from this study highlight the evolution of English Language Teaching (ELT) methods in Pakistan before and after the COVID-19 pandemic, educationists and policymakers should consider integrating digital tools and online resources as part of the curriculum to ensure accessibility and engagement. As the move towards more digital and hybrid learning environments becomes obvious, teacher professional development programs should be designed and introduced to equip teachers with the right skills and knowledge for effective online teaching. However, educational institutions should encourage cooperative networks that will share good practices and innovations with ELT, which also would make teaching methodologies responsive to the changing learners' needs. Moreover, being aware of the need to keep students engaged and motivated in learning from a distance, it is crucial to explore means of interactive teaching and other student-centered approaches that can go side-by-side with traditional methods. Finally, we need research and feedback to develop ongoing measures to evaluate ELT practices of the future and see how they fit with future challenges and solutions.

8. Implications

The impact of this study on ELT methods in Pakistan's education field must be considered, and this relates educators, policymakers, and the sector education stakeholders in the country. The COVID-19 pandemic has necessitated a nontraditional approach to teaching that leverages digital and hybrid methods. In this context, an active and adaptable approach should be used to face both typical and unexpected learning situations. This, firstly, highlights the essence of acceptance of change and adaptation to the shifting nature of education. It emphasizes the necessity of being prepared technically and also skillfully to handle the challenges that you might face in the unconventional setting of teaching. By taking this approach, the teachers can provide a great learning atmosphere where the students will also excel in their academics. Teachers must keep updated with the recent teaching

techniques and help involve technology in developing the platform, be it more accessible, easier to communicate and to deliver instruction more efficiently. Policy makers must place their investments into digital infrastructure and teacher training to determine the success of implementing digital education in the ELT syllabus. Moreover, the stakeholders of ELT should cooperate for the further transfer of the best practices, build an atmosphere of constant progress, and adjust the ELT programs to the rapidly evolving field of language learning. Finally, this study highlights the urgent need to develop flexible systems to be quick, resilient, and innovative across the country and around the world.

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