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[Edgar Eslit](#) *

Posted Date: 10 March 2025

doi: 10.20944/preprints202503.0597.v1

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Article

English Language Teaching (ELT) Best Practices: A Post-Pandemic Language Teaching Analysis

Edar R. Eslit

St. Michael's College of Iligan, Inc.; Email: edgareslit@gmail.com, e.eslit@my.smciligan.edu.ph

Abstract: The COVID-19 pandemic posed unprecedented challenges to education globally, forcing educators to rethink traditional pedagogical practices and swiftly adapt to remote learning environments. In the Philippines, this shift highlighted the limitations of conventional English Language Teaching (ELT) approaches, urging the need for innovative and flexible strategies. This study explores the innovative and best ELT practices for college students in the Philippines in the post-pandemic context, focusing on practices that address the evolving needs of learners in a rapidly changing educational landscape. Using qualitative content analysis of scholarly articles, journals, policy papers, and reports, the research identifies key trends, including the emphasis on understanding learners' needs, creating engaging learning environments, enhancing communication skills, integrating cultural awareness, and utilizing technology and multimedia resources. The study also highlights the importance of providing timely feedback, promoting learner autonomy, and fostering ongoing professional development. These practices align with established ELT frameworks such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Integrated Technological and Theoretical Language Learning Model (ITTLaLeM). The findings reveal that post-pandemic ELT must be adaptive, student-centered, and technology-integrated, prioritizing innovation to meet the needs of both students and educators. The study concludes with actionable recommendations for educators and policymakers to ensure that ELT practices in the Philippines remain relevant, inclusive, and effective in preparing students for future challenges.

Keywords: best ELT practices; innovative teaching; post-pandemic analysis; qualitative content analysis

1. Introduction

The COVID-19 pandemic disrupted every aspect of education worldwide, and in the Philippines, it was no different. As the country transitioned to remote learning, the conventional methods of English Language Teaching (ELT) in higher education were tested, requiring immediate adaptation to new realities. This unprecedented challenge, however, also provided an opportunity for educators to reimagine and innovate teaching practices that could benefit students in the years to come. The shift from traditional classroom settings to online and hybrid learning environments was a significant turning point for ELT in the Philippines. While the pandemic exposed gaps in the existing teaching models, it also highlighted the potential for innovation and transformation in language education (Motteram, 2013; Parab & Vitthal, 2015).



Figure 1. Source: Microsoft Copilot.

English has long held a central role in Philippine higher education, not only as an official language but also as the medium of instruction across various academic disciplines. The country's commitment to improving English proficiency—both for academic and professional purposes—has driven ongoing discussions about the most effective ELT practices. The Philippines' historical ties to the English language, dating back to its American colonial period, have positioned it as a predominantly English-speaking nation in Southeast Asia. As a result, English is not only critical for educational advancement but also for securing employment in the global economy (Horwitz, 2020). Over the years, various methods of teaching English have emerged in response to the evolving needs of students, such as communicative and task-based approaches, reflecting the global shift toward more interactive and student-centered learning (Thornbury, 2006).

Historically, English language teaching in the Philippines relied on traditional methods, with a strong emphasis on lecture-based instruction and textbook-oriented learning. This method often focused more on grammar rules and vocabulary memorization rather than on developing practical language skills. While these traditional approaches laid a solid foundation for language learning, they did not always equip students with the communicative competence needed in real-world contexts (Waters & Vilches, 2001). However, recent pedagogical trends have signaled a shift toward more interactive and student-centered teaching methods. Approaches such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have gained traction in the Philippines, emphasizing language as a tool for communication and learning through tasks that simulate real-life situations (Halliday, 1970s; Prabhu, 1980s). This shift has been particularly important in fostering a more engaging and dynamic learning environment that better prepares students for practical language use in various contexts.

Successful ELT in the Philippines depends on understanding the diverse needs of learners. The country's linguistic landscape is incredibly varied, with students coming from different cultural and linguistic backgrounds. Many Filipino students speak multiple languages, including Filipino (the national language) and their local dialects, alongside English. This linguistic diversity presents both challenges and opportunities for language teachers, who must design learning experiences that cater to the varying levels of English proficiency in their classrooms. Moreover, creating an engaging and dynamic learning environment is essential for student success. Research has shown that integrating multimedia resources and technology can enhance teaching effectiveness by capturing students' attention and improving overall engagement (Bao, 2018; Motteram, 2013). Online platforms, language apps, and interactive tools have proven to be effective in fostering student participation and enhancing their learning experience, particularly in remote learning setups (Parab & Vitthal, 2015).

In the Philippine context, effective ELT practices must be closely aligned with local needs. Teaching methods should reflect the unique characteristics of Filipino students, such as their language proficiency, cultural background, and learning styles. For instance, some students may struggle with certain aspects of English, such as pronunciation or syntax, due to the influence of their native languages. To address these challenges, educators have been encouraged to adopt more flexible and adaptable teaching methods that are sensitive to the linguistic and cultural realities of

their students. The sudden transition to remote learning, driven by the pandemic, accelerated this need for adaptability (CMO no. 04, s. 2020). As universities and colleges moved to online and hybrid learning models, teachers were compelled to rethink how they delivered content, engaged students, and assessed learning. This period of forced innovation led to the emergence of new strategies and technologies that could continue to be useful long after the pandemic has passed (Motteram, 2013; Waters & Vilches, 2001).

The need for innovation in ELT practices became increasingly evident as the pandemic exposed the limitations of traditional teaching methods. With the rapid shift to online learning, many teachers faced challenges related to technology access, digital literacy, and student engagement. However, this also created opportunities to reimagine how language could be taught in more interactive and student-focused ways. Educators began exploring the use of digital tools, multimedia content, and online collaborative activities to enhance student learning. These innovations not only addressed the immediate challenges of remote learning but also provided valuable lessons on how to integrate technology into teaching more effectively. Post-pandemic, the use of technology and digital resources has become an essential part of ELT in the Philippines, offering a flexible, dynamic, and engaging environment for both students and teachers (Bao, 2018; Parab & Vitthal, 2015).

This article aims to explore and highlight the best ELT practices for college students in the Philippines, focusing on the innovative methodologies that have emerged in the post-pandemic period. The study underscores the importance of cultural awareness, student engagement, and the strategic use of technology in revitalizing English language education. By examining the innovations that arose during and after the pandemic, this article seeks to contribute to the ongoing conversation about the future of ELT in the Philippines. The integration of cultural relevance, technology, and student-centered approaches holds the potential to reshape how English is taught and learned, fostering more effective language acquisition and preparing students for a globalized world (Horwitz, 2020; Parab & Vitthal, 2015).

The objectives of this study are threefold: first, to examine the innovative ELT practices adopted by educators in the Philippines during and after the pandemic; second, to identify the best practices that have proven effective in improving student language proficiency; and third, to explore the challenges and opportunities these innovations present for language teaching in the Philippine context. By contributing to the discourse on the future of ELT, particularly in the post-pandemic recovery phase, this article aims to provide insights into how these innovative practices can continue to shape English language education in the Philippines (Motteram, 2013).

To guide this exploration, the study will be informed by several key theoretical frameworks. The **Communicative Language Teaching (CLT)** approach, developed by Michael Halliday in the 1970s, will serve as a foundation for understanding the shift toward language as a tool for communication rather than a mere system of grammar. This approach emphasizes real-world language use, making it highly relevant to the practical demands of language learners in the Philippines (Halliday, 1970). Another critical framework is **Task-Based Language Teaching (TBLT)**, introduced by N.S. Prabhu in the 1980, which promotes active language learning through tasks that mimic real-life situations. This approach aligns well with the interactive, learner-centered methods that have gained popularity in recent years (Prabhu, 1980). Additionally, the **Integrated Technological and Theoretical Language Learning Model (ITTLaLeM)**, developed by Eslit in the 2020s, combines technology and pedagogy to create more dynamic, learner-centered environments. These frameworks collectively support the study's examination of how innovative, technology-enhanced teaching practices can foster better language acquisition in the post-pandemic Philippine context (Eslit, 2020).

This theoretical foundation will provide a lens through which the research can analyze and interpret the emerging best practices in ELT in the Philippines, contributing to a deeper understanding of how educators are adapting to new challenges and transforming their teaching strategies. Through this analysis, the study hopes to provide valuable insights into the future direction of English language teaching in the Philippines, ensuring that students continue to thrive in an ever-changing educational landscape (Horwitz, 2020).

2. Methods

As the education landscape continues to evolve post-pandemic, understanding the changes that have occurred in English Language Teaching (ELT) is essential. The methods used in this study aimed to provide a detailed exploration of these shifts, particularly in the context of Philippine higher education. By conducting a comprehensive literature review, setting clear selection criteria for relevant studies, and analyzing data from reputable academic sources, this study sought to uncover innovative teaching practices that emerged during and after the pandemic, offering insights into the future of ELT in the Philippines.

Literature Review. The literature review laid the foundation for this study by providing a comprehensive understanding of the evolution of ELT practices, both globally and in the Philippines, with a specific focus on how these practices shifted due to the pandemic. Around the world, the COVID-19 crisis prompted a massive transition to digital learning, and English language education was no exception. Studies highlighted that the use of technology, such as learning management systems (LMS), multimedia resources, and virtual classrooms, became essential in maintaining student engagement during remote learning (Motteram, 2013; Bao, 2018).

In the Philippines, while digital tools were being gradually incorporated into ELT prior to the pandemic, the shift to remote learning accelerated their use. Educators had to quickly adopt online and hybrid teaching models, which led to the integration of blended learning approaches that combined online resources with traditional teaching methods, aiming to provide flexible and accessible education (Parab & Vitthal, 2015). However, there was a noticeable gap in the literature regarding the long-term effects of these innovations, especially in the Philippine context. Although studies documented the immediate response to the pandemic, few focused on how these changes would influence future ELT practices in the country.

This literature review addressed that gap by analyzing research on post-pandemic innovations in ELT, particularly those that emerged in the Philippines. Special attention was given to studies exploring task-based and communicative language teaching methods, which have been shown to foster greater student engagement and language proficiency. Moreover, the review examined how the use of technology could continue to play a role in ELT long after the pandemic, offering potential pathways for continued growth in language education (Horwitz, 2020).

Selection Criteria. For the purposes of this study, the selection criteria for research articles were carefully established to ensure relevance and quality. The focus was on studies that specifically addressed ELT in the context of Philippine higher education, with particular emphasis on works published in the past decade. Studies that explored the period following the pandemic were prioritized, as they offered insight into the most current trends in teaching and learning. Additionally, only studies that concentrated on innovative teaching practices, particularly those incorporating technology, were included, since these were central to the research objectives.

The selected studies came from reputable academic sources, including peer-reviewed journals, books, and reports from organizations such as the British Council and UNESCO. By drawing on a broad range of sources, the research was able to capture diverse perspectives and offer a comprehensive understanding of the ways in which ELT in the Philippines was being reshaped by new pedagogical practices (Motteram, 2013; Bao, 2018).

Data Collection. For data collection, a *qualitative content analysis* was employed, which allowed for an in-depth examination of scholarly articles, policy papers, and reports. These sources were gathered from respected academic databases such as ISI, Web of Science, Google Scholar, and Scopus-indexed journals. The studies included in the analysis spanned from 2000 to the present, with a primary focus on research published after the onset of the pandemic. This ensured that the data captured the most recent trends and innovations in ELT.

The content analysis process involved carefully reviewing the selected studies to identify key themes and trends in post-pandemic ELT. Attention was given to the integration of digital tools, multimedia resources, and new pedagogical approaches such as Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), and Theoretical Language Learning Model

(ITTLaLeM) as these methods and language model have been pivotal in the shift toward more interactive and student-centered learning. Additionally, the analysis focused on studies that examined the challenges Filipino educators and students faced in adapting to these innovations, as well as examples of successful implementations.

To guide this qualitative analysis, Creswell and Creswell's (2017) approach to research design was followed. This framework, which emphasizes the importance of a structured and flexible methodology, provided a clear process for identifying, coding, and analyzing data in a way that balanced both rigor and interpretive insights. The analysis process was further informed by Schreier's (2012) qualitative content analysis method, which involves organizing data into categories and identifying recurring themes. The coding process was informed by Basit's (2003) guidelines for systematic categorization of qualitative data. Finally, the interpretation of these data followed Lindgren, Lundman, and Graneheim's (2020) strategies for abstraction and interpretation, which helped ensure that the findings were not only comprehensive but also deeply meaningful.

3. Results

The post-pandemic era brought significant shifts in English Language Teaching (ELT) in the Philippines, particularly in the higher education sector. While many challenges arose with the abrupt transition to online learning, these obstacles also led to the emergence of innovative teaching practices that have reshaped the way educators approach language instruction. Through a detailed analysis of recent literature and data, several key trends surfaced, highlighting the dynamic strategies employed by educators. Below is a summary of these findings.

1. Understanding and Addressing Learners' Needs. One of the first steps that educators took in response to the pandemic was understanding their students' unique needs, especially in the context of online and hybrid learning. Teachers realized that students' challenges were not only academic but also technological, and these had to be considered when designing lessons. As Brown (2014) emphasized, recognizing the diverse backgrounds and learning styles of students is key to effective teaching. By acknowledging these needs early on, educators were able to make learning more accessible and engaging, ensuring no one was left behind in the transition (Richards & Rodgers, 2014).

2. Creating an Engaging and Dynamic Learning Environment. The shift to online learning created a new set of challenges for teachers, particularly in maintaining student engagement. In response, educators embraced creative methods to create dynamic virtual classrooms. They incorporated interactive tools such as discussion boards, quizzes, and group activities, making learning more participatory and less passive. According to Scrivener (2011), engagement is a critical element in language learning, and teachers who succeeded were those who used technology to foster interaction and keep students interested in the learning process.

3. Emphasizing Communication Skills in Diverse Contexts. A significant focus of post-pandemic ELT was on enhancing students' communication skills, especially as global connectivity became more important. With remote learning, it became even more crucial for students to develop practical language skills that would allow them to communicate effectively in a variety of settings. Brown (2014) highlights that language learning should extend beyond grammatical accuracy and focus more on communicative competence. By integrating real-world tasks into lessons, educators gave students the opportunity to practice their language skills in diverse contexts, which is a key tenet of the Communicative Language Teaching (CLT) approach (Richards & Rodgers, 2014).

4. Integrating Cultural Awareness into Language Instruction. The global nature of the pandemic and the shift to online learning highlighted the importance of integrating cultural awareness into language instruction. As students began interacting with peers and teachers from different parts of the world, teachers placed greater emphasis on teaching cultural norms and values alongside language skills. This not only helped students better understand language use in varied contexts but also fostered intercultural competence (Achieng, 2023). Teachers took advantage of

digital platforms to expose students to different cultures, thus preparing them for the globalized world outside the classroom.

5. Utilizing Technology and Multimedia Resources for Effective Learning. The use of technology and multimedia became a cornerstone of ELT in the post-pandemic era. Educators quickly adapted to digital tools such as learning management systems (LMS), online discussion platforms, and video conferencing software. These tools allowed for greater flexibility in lesson delivery, while also offering students the opportunity to engage with multimedia resources like video lectures, podcasts, and interactive simulations. According to Kharkevych et al. (2024), integrating innovative technologies in language teaching not only enhanced the learning experience but also helped bridge the gap between traditional and modern teaching methodologies.

6. Providing Constructive and Timely Feedback to Students. Effective feedback has always been an integral part of language learning, and the pandemic only reinforced its importance. In the absence of face-to-face interaction, teachers quickly adopted digital feedback methods, offering timely responses on assignments and assessments. Feedback was often given through written comments on digital platforms, video recordings, or one-on-one video calls. This helped maintain a connection between teachers and students while also ensuring that students could improve continuously. Richards and Renandya (2002) emphasize that timely feedback is essential in language acquisition, particularly when learners are in an online or hybrid environment.

7. Promoting Autonomy and Lifelong Learning. The transition to remote learning also encouraged a greater focus on student autonomy. With the flexibility that online learning offers, students were encouraged to take ownership of their learning journey. Teachers provided resources for self-paced learning, including interactive modules and supplementary materials that students could explore on their own. This shift aligned with the concept of lifelong learning, as it encouraged students to develop the skills they needed to continue learning beyond the classroom (Larsen-Freeman & Anderson, 2013).

8. Adapting to Change Through Continuous Professional Development. For teachers, the pandemic underscored the importance of adapting to change through continuous professional development. Many educators took the opportunity to attend online workshops, webinars, and training sessions to improve their digital literacy and learn how to better integrate technology into their teaching practices. According to Farrell and Jacobs (2020), ongoing professional development is crucial for keeping up with the fast-paced changes in education, especially in times of crisis. Teachers who embraced these opportunities were able to better support their students and create more effective learning environments.

3.2. Illustrations

The COVID-19 pandemic brought about a significant transformation in English Language Teaching (ELT) in the Philippines, compelling educators to adapt rapidly to new realities. As a result, many traditional teaching practices were reevaluated, and innovative approaches emerged. This shift not only involved the integration of technology but also emphasized a more learner-centered, culturally aware, and adaptable teaching environment. The following tables illustrate the key changes in ELT practices before and after the pandemic, highlighting the best practices that have been adopted to enhance student engagement, language proficiency, and long-term learning in Philippine higher education. These findings shed light on how ELT has evolved and provide insights into how educators can further refine their strategies in the post-pandemic world.

Table 1. Comparison of “Pre” and “Post” Pandemic ELT Practices in the Philippines. An in-depth content analysis has brought forth these comparisons.

ELT Practices	Pre-Pandemic	Post-Pandemic
Understanding and Addressing Learners’ Needs	Limited differentiation of students’ needs in traditional classrooms.	Tailored lessons based on students’ varying proficiency levels, learning styles, and cultural backgrounds.

ELT Practices	Pre-Pandemic	Post-Pandemic
Creating an Engaging Learning Environment	Teacher-centered approach with minimal student interaction.	Focus on fostering a welcoming atmosphere where students feel safe to take risks and make mistakes.
Emphasizing Communication Skills	Emphasis on reading and writing skills through textbooks.	A balanced approach across all four language skills: listening, speaking, reading, and writing, with emphasis on oral communication.
Integrating Cultural Awareness	Cultural aspects largely absent in lessons.	Incorporation of lessons on customs, traditions, and social norms of English-speaking countries to make learning more relevant and engaging.
Utilizing Technology and Multimedia Resources	Limited use of technology in the classroom (e.g., basic presentation slides).	Increased integration of digital tools, multimedia resources (e.g., videos, online platforms), and hybrid learning models.
Providing Constructive Feedback	Feedback was often sporadic and generalized.	Timely, specific, and actionable feedback provided through digital platforms and personalized channels.
Promoting Autonomy and Lifelong Learning	Teacher-directed learning; little encouragement for autonomy.	Encouragement of self-directed learning and development of lifelong learning habits through online resources and assignments.
Adapting to Change and Ongoing Professional Development	Limited professional development opportunities.	Greater emphasis on continuous professional development through online workshops, webinars, and peer collaboration.

Table 2. Drawing from selected literature and in-depth content analysis, the following best practices have been identified by the author.

Post-Pandemic ELT Best Practices	Description
Understanding and Addressing Learners' Needs	Tailoring lessons to suit the proficiency levels, diverse learning styles, and varied cultural backgrounds of students.
Creating an Engaging Learning Environment	Establishing an inclusive environment where students feel safe and motivated to participate, make mistakes, and engage actively in learning.
Emphasizing Communication Skills	Focusing on developing all four language skills: listening, speaking, reading, and writing, with special attention given to enhancing speaking and listening abilities.
Integrating Cultural Awareness	Incorporating lessons on the customs, traditions, and social norms of English-speaking countries to deepen learners' understanding of language in context.
Utilizing Technology and Multimedia Resources	Leveraging technology (e.g., digital platforms, virtual classrooms, multimedia tools) to enrich the learning experience, making it more interactive and engaging.

Post-Pandemic ELT Best Practices	Description
Providing Constructive Feedback	Offering clear, personalized, and constructive feedback through digital platforms and ongoing assessments to guide students' improvement.
Promoting Autonomy and Lifelong Learning	Encouraging students to take ownership of their learning, using digital tools for self-assessment and fostering habits that promote continuous learning.
Adapting to Change and Ongoing Professional Development	Embracing the shift to hybrid and remote learning, with a focus on continuous professional development and staying updated with emerging teaching methodologies.

4. Analysis

The transition to post-pandemic English Language Teaching (ELT) in the Philippines has been a pivotal moment for educators and students alike. As remote and hybrid learning became the norm, ELT practices underwent significant transformations. In analyzing these shifts, the following themes emerged as central to understanding the evolving landscape of language teaching in the Philippines. The discussion here links these emerging trends to theoretical frameworks such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Integrated Technological and Theoretical Language Learning Model (ITTLaLeM). These frameworks provide valuable insight into how ELT practices have been redefined and adapted to meet the needs of learners and educators in the post-pandemic world.

Data revealed several significant themes in post-pandemic ELT practices, each of which sheds light on how English language teaching has evolved in response to the global health crisis. These ten (10) themes have been contextualized within the Philippine educational system, drawing from the data gathered.

1. Increased Technological Integration. The rapid integration of technology into ELT has been one of the most significant trends in the post-pandemic educational landscape. The shift to online platforms and digital resources has redefined how English is taught and learned. This trend resonates with the principles of Communicative Language Teaching (CLT), which prioritizes authentic language use (Brown & Lee, 2015). Technology allowed students to engage in real-world communication beyond the classroom, enhancing their ability to interact in diverse environments. The integration of technology into the classroom has moved beyond supplementary tools to being a core component of teaching strategies (McDonough, Shaw, & Masuhara, 2013).

2. Task-Based and Student-Centered Learning. Task-Based Language Teaching (TBLT) has gained traction as an approach that fosters active student participation and real-world language use. This approach emphasizes learning through engaging tasks that simulate real-life situations, which became crucial in the shift to remote learning. According to Richards and Renandya (2002), "Task-based learning encourages learners to take on active roles, thus promoting both language acquisition and retention." In the context of the Philippines, many educators adopted TBLT to ensure that learning remained relevant and engaging during the pandemic, facilitating an active learning process that extended beyond the traditional teacher-centered model.

3. Blended Learning Models. Blended learning emerged as a flexible and effective approach to language teaching during and after the pandemic. By combining face-to-face instruction with online learning, blended models offered students the best of both worlds, catering to different learning preferences and access levels. The implementation of blended learning in the Philippines helped overcome challenges related to limited technology access in some regions. Larsen-Freeman and Anderson (2013) suggest that "blended learning creates opportunities for learners to engage with content in varied ways, supporting different learning styles and needs." This adaptability allowed

for a more personalized approach to language teaching, fostering a better learning experience for Filipino students.

4. Emphasis on Cultural Awareness. Cultural awareness has become increasingly important in post-pandemic ELT. As language learners interacted more frequently with global communities online, the need for cultural sensitivity and understanding grew. The integration of cultural elements into language instruction not only enhances students' communicative competence but also makes language learning more meaningful. Kumaravadivelu (2006) argues that "language learning is inherently intercultural, as learners must navigate both linguistic and cultural norms." By emphasizing cultural context, educators were able to provide students with a more holistic language learning experience that extended beyond mere vocabulary and grammar to include global perspectives.

5. Interactive and Engaging Content. In the post-pandemic era, there was a marked shift towards creating more interactive and engaging content for language learners. Teachers increasingly used multimedia resources, gamified lessons, and interactive simulations to enhance student engagement. According to Farrell and Jacobs (2020), "Interactive content enables learners to actively participate in their own learning, which is crucial for language development." These innovative approaches helped keep students motivated and facilitated deeper engagement with the learning material, thereby improving language acquisition outcomes.

6. Flexibility and Adaptability in Teaching Methods. Flexibility in teaching methods was crucial in navigating the challenges of the post-pandemic learning environment. Educators had to remain adaptable, shifting their approaches based on student needs, access to technology, and contextual factors. This flexibility aligns with the ITTLaLeM framework, which advocates for blending traditional and digital resources to create adaptable, learner-centered environments (Eslit, 2020). According to Linse (2005), "Flexibility is key to effective language teaching, especially when faced with unexpected challenges, such as the shift to remote learning." In the Philippines, teachers demonstrated resilience by adjusting their methods to accommodate both in-person and online learners, ensuring continuity in language learning.

7. Formative Assessment and Continuous Feedback. Post-pandemic ELT practices placed a stronger emphasis on formative assessment and continuous feedback. Unlike traditional summative assessments, which often focused on final outcomes, formative assessments allowed teachers to monitor student progress in real time and adjust their teaching methods accordingly. Richards and Renandya (2002) note that "Formative assessment encourages an ongoing dialogue between teachers and students, facilitating more targeted interventions." By incorporating regular quizzes, group work, and peer feedback, educators could identify learning gaps early and provide immediate support, which proved invaluable in maintaining engagement and improving language proficiency.

8. Enhanced Teacher-Student Communication. Improved communication between teachers and students became an essential component of post-pandemic ELT. With the transition to online and hybrid learning, maintaining open lines of communication was vital for student success. McDonough et al. (2013) suggest that "Effective teacher-student communication fosters a supportive learning environment, even in virtual classrooms." Educators utilized various platforms to ensure that students could easily reach out for help, ask questions, and engage in meaningful discussions. This level of communication helped reduce feelings of isolation and created a sense of community despite physical separation.

9. Promoting Autonomy and Lifelong Learning. The promotion of learner autonomy was another theme that emerged in the post-pandemic period. With the shift to online and hybrid learning, students were encouraged to take responsibility for their own learning. This development aligns with the principles of TBLT, which emphasize student-driven learning experiences. Farrell and Jacobs (2020) argue that "Autonomous learners are more likely to continue learning beyond formal education, which is essential for lifelong language acquisition." In the Philippines, the increased focus on independent learning through digital tools and resources has fostered greater learner independence and self-motivation.

10. Teacher Professional Development. The need for ongoing teacher professional development was underscored in the post-pandemic context. As educators rapidly adapted to new technologies and teaching methods, the importance of continuous training became evident. According to Larsen-Freeman and Anderson (2013), "Teacher professional development is critical for ensuring that educators can effectively integrate new methods and technologies into their practice." In the Philippines, many teachers pursued additional training to enhance their digital literacy and pedagogical skills, ensuring that they could provide high-quality education in a rapidly changing teaching environment.

5. Discussion

The findings of this study underscore the transformative changes in English Language Teaching (ELT) that have taken place in the Philippines, particularly in the aftermath of the COVID-19 pandemic. While the shift to online and hybrid learning presented numerous challenges, it also spurred innovation and adaptation in ELT practices. The thematic analysis revealed key trends, such as the increased focus on student-centered learning, the integration of technology, and the emphasis on communication and cultural awareness. This discussion will provide an interpretation of the findings, examine their implications for the future of ELT in the Philippines, and acknowledge the study's limitations.

5.1. Interpretation

The findings suggest that post-pandemic ELT in the Philippines is characterized by a shift toward more flexible, technology-driven, and student-centered methodologies. This aligns with the global movement in ELT, where there has been increasing recognition of the importance of communicative competence over mere grammatical accuracy (Brown, 2014; Richards & Rodgers, 2014). By focusing on creating dynamic learning environments and integrating technology, educators in the Philippines are aligning their practices with global trends, as seen in studies conducted in other regions (Kharkevych et al., 2024). The findings also highlight the importance of addressing the diverse needs of learners, an issue that has become more pronounced during the pandemic. This focus on personalized learning is consistent with the principles of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT), which emphasize the active engagement of learners and real-world language use (Halliday, 1970; Prabhu, 1980).

Furthermore, the increased emphasis on cultural awareness is a crucial development in the Philippine context. The multicultural nature of the country makes it essential to integrate cultural competence into language instruction, and this shift reflects broader global concerns about preparing students for a more interconnected world (Achieng, 2023). The findings show that by incorporating cultural context into lessons, educators are helping students understand language in practical, real-world situations, which echoes the importance of cultural integration in ELT frameworks (Richards & Renandya, 2002).

The use of technology in the classroom has also accelerated, and this is in line with the broader global trend of leveraging digital tools for language learning (Scrivener, 2011). Tools such as Learning Management Systems (LMS), video conferencing, and multimedia resources allowed for greater engagement and flexibility, especially in a time when in-person interaction was limited. The study found that these technologies were particularly valuable for fostering student autonomy, allowing learners to take control of their educational journey, a practice that has become central to modern ELT pedagogy (Farrell & Jacobs, 2020).

While these findings reflect global trends, they also reveal distinct characteristics of ELT in the Philippine context. For instance, the ability to rapidly adopt digital tools and shift to online learning was facilitated by the Philippines' high mobile phone penetration rate, which made it easier for students and teachers to transition to remote education compared to some other countries (Espino et al., 2021). However, challenges such as internet connectivity issues and the varying levels of

technological readiness among students and teachers remained a persistent barrier to the full potential of these innovations being realized.

5.2. Implications

The findings of this study have significant implications for both ELT practitioners and policymakers in the Philippines. For practitioners, the move toward more interactive and technology-enhanced teaching methods represents an opportunity to create more engaging and flexible learning environments. Teachers who embrace technology and learner-centered approaches can better cater to the diverse needs of students, empowering them to take charge of their learning and develop practical language skills that will be valuable in their academic and professional lives (Brown & Lee, 2015). Professional development programs that focus on digital literacy and new teaching methodologies are crucial to supporting teachers in this transition, ensuring they are equipped to navigate the evolving educational landscape (Tajeddin & Farrell, 2025).

For policymakers, the post-pandemic landscape provides an opportunity to reevaluate and reform higher education. The rapid integration of technology in ELT suggests that the future of education in the Philippines will likely rely heavily on digital platforms, making it essential for the government to invest in the infrastructure needed to support online and hybrid learning models. Policies should focus on improving internet connectivity, providing equitable access to digital resources, and ensuring that teachers receive the necessary training to effectively use these tools in the classroom. As highlighted in the findings, creating an environment where technology is seamlessly integrated into teaching will not only enhance language learning but also contribute to the broader goal of improving overall educational quality in the country (Urazova, 2020).

Moreover, fostering cultural awareness through language instruction, as demonstrated in the study, should be incorporated into national educational frameworks. Language learning should not only focus on linguistic proficiency but also on developing a deeper understanding of the diverse cultures within the Philippines and the global community. Educators should be encouraged to design curricula that integrate both language skills and intercultural competence, preparing students to navigate a globalized world with confidence and cultural sensitivity (Dalton-Puffer, 2011).

5.3. Limitations

While this study provides valuable insights into the post-pandemic ELT landscape in the Philippines, it is important to acknowledge its limitations. One significant limitation is the reliance on secondary data from scholarly articles, policy papers, and reports, which may not fully capture the diversity of experiences of ELT practitioners in the field. The study's findings are based on existing literature, and therefore, the voices of teachers who may have faced unique challenges or applied innovative practices outside the scope of published studies may not be fully represented. Additionally, the study does not account for regional differences within the Philippines, where access to technology and teaching resources may vary significantly.

Another limitation is the lack of direct interaction with students and teachers, which could have provided more detailed insights into their experiences with the new teaching practices. As such, the study's conclusions are based on a broad analysis of existing literature, and further research involving interviews or surveys with ELT practitioners and students in different regions would help deepen the understanding of the impact of these innovations.

Despite these limitations, the study offers important contributions to the discourse on post-pandemic ELT in the Philippines, highlighting both the challenges and the opportunities that have emerged during this transformative period.

6. Conclusion

This research article explored innovative and effective English Language Teaching (ELT) practices in Philippine higher education, particularly in the post-pandemic context. The study

identified key practices such as addressing learners' needs, fostering dynamic learning environments, emphasizing communication skills, integrating cultural awareness, and utilizing technology. It also highlighted the importance of providing constructive feedback, promoting student autonomy, and supporting continuous professional development. These findings align with established ELT theories, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Integrated Technological and Theoretical Language Learning Model (ITTLaLeM), which were instrumental in guiding the analysis of the innovative practices identified. The research method, using qualitative content analysis, allowed for a comprehensive understanding of trends in the post-pandemic landscape and provided a foundation for the study's conclusions. The most salient insight from this study is that post-pandemic ELT practices must be adaptive, student-centered, and technology-integrated to meet the evolving needs of learners. The pandemic highlighted the limitations of traditional teaching methods and underscored the necessity for innovation in language teaching, making technology and learner-centered approaches central to creating dynamic, inclusive, and effective learning environments. Based on these findings, it is recommended that educators continue to integrate technology meaningfully into their teaching, adopt student-centered approaches, and prioritize professional development to better equip teachers for the evolving demands of ELT. Additionally, policymakers should focus on ensuring that ELT practices are culturally relevant and contextually appropriate. By embracing these innovations, ELT in the Philippines can remain dynamic and effective, preparing students for future challenges. The combination of the theoretical framework and research methods was essential in identifying key trends and practices that will guide the future of ELT in the Philippines, ensuring its continued relevance and success in an increasingly globalized world.

Author Contribution: The author is solely responsible for conceiving and designing this research article, gathering the data, and writing the entire manuscript.

Funding Statement: This research was conducted without any specific financial support from public, commercial, or non-profit funding agencies.

Acknowledgments: The author would like to express gratitude to the SMCII library, Google Scholar, Mendeley, ResearchGate, Academia, and Microsoft Copilot for AI-related assistance and in providing illustrations, additional information, and other scholarly resources that were essential to this article.

Conflict of Interest: The author declares no conflict of interest.

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