A Scoping Review of Scopus-Indexed Free- and Open-Access English Teaching and Learning Publications in the COVID-19 Era

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Article Info

ABSTRACT

This scoping review explores the trend of technology use in the teaching and learning of English during the Covid-19 pandemic. The materials included in the systematic scoping review were Scopus-indexed research-based articles published in 2021 and 2022 exploring and/or examining technology utilized for the teaching and learning of English during the Covid-19 pandemic. The criteria of inclusion applied were (1) Scopus-indexed articles; (2) Research-based publication; (3) published in 2021 and 2022; (4) free- and/or open-access article; and (5) focus on the utilization of technology in TEFL during Covid-19 pandemic. In addition, this scoping review also reveals the methodological trend applied by publications in the mentioned years of publication. The result shows that the most popularly utilized technology in TEFL during COVID-19 pandemic are respectively video-conferencing applications, website and learning management systems (LMS), instant messaging application, social media, and video-sharing platform. In terms of the focus of studies, affective aspect and cognitive aspect become the mostly researched topics. Furthermore, studies on the utilization of technology in TEFL during Covid-19 pandemic are dominated by respectively quantitative studies, qualitative studies, and mixed method. Worldwide practice of teaching English through technology during Covid-19 pandemic is expected to inspire educational practitioners, further researchers, and instructional learning designers and developers about the potential of technologies to be adopted, adapted, and developed for teaching and learning purposes in post-Covid-19 pandemic.
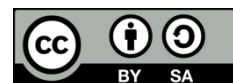
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1. INTRODUCTION

In December 2019, COVID-19, severe acute respiratory syndrome coronavirus 2 or also known as SARS-CoV-2 (Ciotti et al., 2020), was detected and reported as a dangerous disease by WHO (Gössling et al., 2021). By WHO, Covid-19 was declared as a highly transmittable and pathogenic viral infection causing global pandemic (Shereen et al., 2020). The effects of Covid-19 is found not only dangerous for human's physical health rapidly transmitted by inhalation with

infected droplets (Singhal, 2020). A point that makes Covid-19 even more dangerous is that it also negatively affects mental and psychological health (Liddell et al., 2021; S. X. Zhang et al., 2022). In a publication outlining Covid-19 as one of its research variables, it is found that the psychological consequences of stressors related to COVID-19 encompass a broad spectrum of symptoms and are more intense compared to those arising from other sources of stress (Olff et al., 2021). Not only restricted to its effects on human physical and mental health, Covid-19 also affects various spheres of life including economy, industries, global market, agriculture, human health, and health care (Kumar & Nayar, 2021), including the domain of education, more specifically the domain the teaching and learning of English – provable through the significant amount of studies and publications outlining Covid-19 and English education as research variables (Kundra et al., 2023; Kupolati et al., 2021; Mirhosseini, 2022; Ockey, 2021; Ockey et al., 2021). In scenario where face to face meeting is not allowed for any reason, moving to virtual delivery mode became the only way to continue the practice of education (Adedoyin & Soykan, 2020).

It seems reasonable that educational domain was moved into the virtual mode of delivery. In addition to virtual platforms being the only one option left due to the prohibition of in-person meetings in any form and for any reason, the reliability of virtual modes has also been scientifically tested in delivering effective learning processes. Long before the Covid-19 pandemic, numerous studies had explored and examined the reliability of virtual learning mode of delivery and the general findings mainly point towards positive conclusion.

Although Covid-19 has been stated as epidemic and under control in 2022, it still becomes interesting to study how education was executed during Covid-19 pandemic for at least one reason – Covid-19 pandemic brought sudden change to education and forced all institutions to be ready for something which may never have been practiced before. In addition, what has been practiced in education during Covid-19 pandemic can be treated as learning point that predicts the future of online distance learning in post-Covid-19 pandemic. Therefore, studying how education dealt with pedagogical methods, strategies, and approaches that had not been scientifically validated due to rapid change caused by Covid-19 pandemic becomes an interesting issue to be explored.

To learn how educational practice was run during Covid-19 pandemic, research-based articles can be a reliable resource. This study systematically reviews free and open access Scopus-indexed research-based articles published in 2021 and 2022. Free and open access Scopus-indexed is chosen because it is considered as the best representation of good quality indexer which receives and publishes only good quality articles. Furthermore, articles published in 2021 and 2022 are applied as parameter because Covid-19 pandemic took its peak during the mentioned period of time.

This scoping review aims at systematically and scientifically explore and analyze the Scopus-indexed free- and open-access publications in the field of English teaching and learning published within the COVID-19 era. By synthesizing existing literature, this review seeks to provide insights into the diverse strategies, methodologies, and technologies employed to address the unique challenges posed by the pandemic under the domain of English education. Through a comprehensive examination of relevant publications, this study seeks to identify emerging trends, gaps in knowledge, and areas for future research, ultimately contributing to the ongoing discourse on effective pedagogical approaches in the context of global crises such as the COVID-19 pandemic.

2.   METHOD

This study applied systematic scoping review which technically refers to an approach to reviewing literature by synthesizing studies applying different types of research designs (Arksey & O'Malley, 2005). Furthermore, the term so called systematic emphasizes that this study opens opportunity to address of the state of knowledge in a field, from which future research priorities can

be identified (Page et al., 2021). In addition, scoping review was chosen as the mode of review due to materials explored and examined were broad and general in nature.

Scoping review has been applied by many researchers around the world. Some examples are study reviewing the effect of Covid-19 pandemic on maternal and perinatal health (Kotlar et al., 2021), the investigation of information on social media during Covid-19 pandemic (Tsao et al., 2021), the investigation of lockdown effect on dietary habits (Bennett et al., 2021), and the investigation of Covid-19 infection during pregnancy and childbirth (Elshafeey et al., 2020). The most widely used steps in applying scoping are (1) identification of research questions; (2) identification of relevant studies; (3) selection of study; (4) data charting; and (5) summarization of results. Various methodological approaches applied in scoping review are (Davis et al., 2009):

Table 1. Methodological Approach in Scoping Review

No.	Methodological Approach in Scoping
1.	Review and analysis of the literature.
	Literature review
	Literature review plus stakeholder/key informant type consultancy
	Literature review, policy and related documentary analysis plus stakeholder/key informant type consultancy
2.	Combination of one or more dimensions from Category 1 plus other qualitative research elements.
3.	Primary research elements presented as scoping Questionnaire surveys.
	Literature review and questionnaire survey
	Questionnaire survey, interviews and focus groups
	Workshop focus groups, questionnaires and pilot evaluation of training
	Focus groups, interviews and secondary data review

In this study, the total of 34 articles Scopus-indexed publications published in 2021 and 2022 were systematically scoping-reviewed. An online service so called Publish or Perish was applied to generate articles for review. The keywords written in the Publish or Perish were "English Teaching Covid" (n=34) and "English Learning Covid" (n=38). In selecting articles included in this scoping review, the following criteria were applied.

Table 2. Criteria of Inclusion

No.	Criteria	Reason
1.	Scopus-indexed articles	To ensure the quality of content and language of publication.
2.	Research-based articles	To be specific only on findings generated through research-based articles.
3.	Free access	To ensure that the articles included are cross-checkable.
4.	Focus on technology in teaching and learning of English during Covid-19 pandemic	To know what recently-published publications explore and examine technology in TEFL during Covid-19.

3.   RESULTS AND DISCUSSION

Based on the previously mentioned criteria as presented in Table 2, Publish or Perish recommended the total of 72 publications. The total of 72 documents were generated from two parameters, first using keyword "English Teaching Covid" and second using keyword "English Learning Covid".

The first parameter was "English Teaching Covid". The result showed the total of 34 publications – 24 research-based articles 6 conference articles, 2 reviews, 1 note, 1 erratum. Figure 1 illustrates the scientifically-generated documents suggested in Publish or Perish.

Figure 1. The Suggested Documents Based on Keyword "English Teaching Covid"

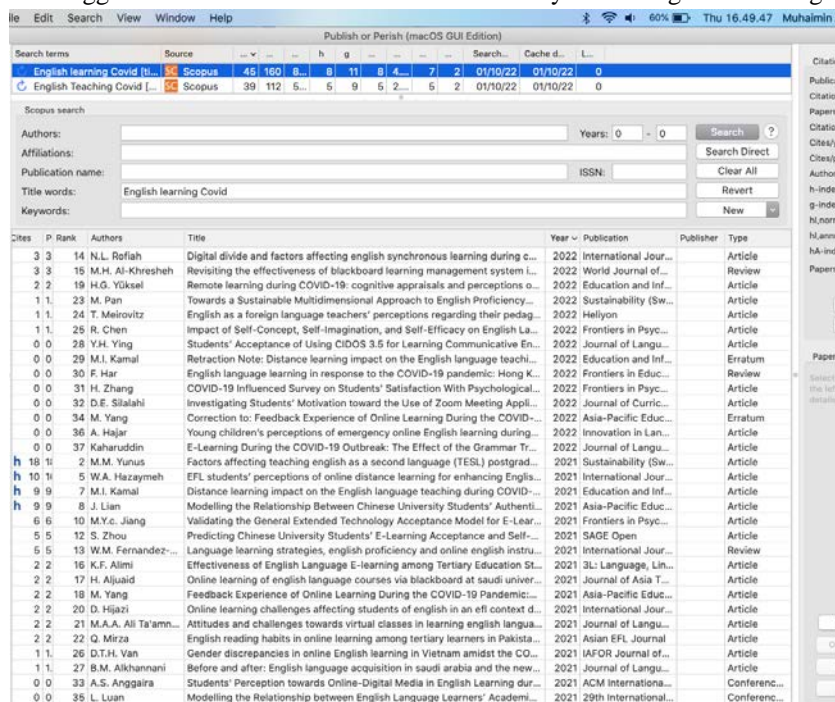| Cites	P	Rank	Authors	Title	Year	Publication	Publisher	Type
3 3		11	M.H. Al-Khresheh	Revisiting the effectiveness of blackboard learning management system i...	2022	World Journal of...		Review
0 0		21	H. Zhang	Research on the Feedback Mechanism of Mobile and Digitized English Te...	2022	ACM Internationa...		Conferenc...
0 0		22	M.I. Kamal	Retraction Note: Distance learning impact on the English language teachi...	2022	Education and Inf...		Erratum
0 0		23	H. Zhang	COVID-19 Influenced Survey on Students' Satisfaction With Psychological...	2022	Frontiers in Psyc...		Article
0 0		24	Y. Ding	Mental Health Management of English Teachers in English Teaching Unde...	2022	Frontiers in Psyc...		Article
0 0		25	M. Uysal	Opinions of Teachers on Distance Education Applications in English Langu...	2022	Frontiers in Psyc...		Article
0 0		26	F. Estrella	Ecuadorian university English teachers' reflections on emergency remote t...	2022	International Jour...		Article
0 0		27	K.Z.S. Carneiro	Emotions in a Brazilian teacher's experience report on remote English tea...	2022	Revista Brasileira...		Article
0 0		30	S. Vera Balderas	TEACHING COMPETENCIES IN ENGLISH LANGUAGE TEACHING IN A UNI...	2022	Universidad y So...		Article
0 0		32	Ö. Üstündağ Güv...	Changes in the Teaching of Literature: A Study of Practices in the English...	2022	Changing English...		Article
0 0		34	B. Griffiths	Community College English Faculty Pandemic Teaching:Adjustments in th...	2022	Community Colle...		Article
0 0		35	S.A. Mirhosseini	COVID-19 and Language Education: Lessons of a Pandemic for English Te...	2022	Changing English...		Article
h 18 1i		2	M.M. Yunus	Factors affecting teaching english as a second language (TESL) postgrad...	2021	Sustainability (Sw...		Article
h 9 9		4	M.I. Kamal	Distance learning impact on the English language teaching during COVID...	2021	Education and Inf...		Article
5 5		6	S. Zhou	Predicting Chinese University Students' E-Learning Acceptance and Self-...	2021	SAGE Open		Article
5 5		7	N.A. Drajati	Investigating the adoption of TPACK-21CL by English pre-service teachers...	2021	Indonesian Journ...		Article
4 4		9	B.L. Moorhouse	Responses of the English-Language-Teaching Community to the COVID-1...	2021	RELC Journal		Review
4 4		10	F.Y.R. Lo	Technology-Enhanced Synchronous And Asynchronous College Distance...	2021	Contemporary Ed...		Article
2 2		12	J.E. Castañeda-Tr...	Pedagogical Strategies Used by English Teacher Educators to Overcome t...	2021	Ikala		Article
2 2		13	M.A.R. Hakim	An Online English Teaching Module for CCU Subject: A Solution on the Pa...	2021	Journal of Physic...		Conferenc...
2 2		14	F. Orabueze	Methods and techniques of teaching English and German classes in Nigeri...	2021	XLinguae		Article
1 1.		15	F. Köprülü	The Effect of Using Technology Supported Material in Teaching English to...	2021	Frontiers in Psyc...		Article
1 1.		16	Z.L.G. Martinez	Teaching English Online to Students with Autism Spectrum Disorder and...	2021	Ikala		Article
1 1.		17	B.M. Alkhannani	Before and after: English language acquisition in saudi arabia and the new...	2021	Journal of Langu...		Article
1 1.		18	M.M. Hamad	The challenges of online english language teaching from efl instructors' p...	2021	Journal of Langu...		Article
1 1.		19	F.A. AlTameemy	Impact of Covid-19 on English Language Teaching in Yemen: Challenges a...	2021	TESOL Internatio...		Article
0 0		28	L.Q. Vázquez	Teaching English Pronunciation Online during the COVID-19 Crisis Outbreak	2021	International Con...		Conferenc...
0 0		29	C. Owen	Teaching During Lockdown: English Teachers' Experiences in the Time of...	2021	English in Australia		Article
0 0		31	V.T.K. Anh	THE APPLICATION OF CIPP MODEL TO EVALUATE ONLINE TEACHING FO...	2021	Journal of Institut...		Note
0 0		33	N. Lo	Online English Language Teaching in Hong Kong Higher Education during...	2021	ACM Internationa...		Conferenc...
0 0		36	F.A.S. Bezerra	Remote English teaching-learning experiences in the teaching degree in E...	2021	Ilha do Desterro		Article

The second parameter was "English Learning Covid". The results showed the total of 38 scientifically-published documents – 28 research-based articles, 5 conference articles, 3 review articles and 2 erratum articles. The following table illustrates the articles included in this study.

Figure 2. Suggested Documents Generated Based on Keyword "English Learning Covid"

Cites	P	Rank	Authors	Title	Year	Publication	Publisher	Type
3 3		14	N.L. Rofiah	Digital divide and factors affecting english synchronous learning during c...	2022	International Jour...		Article
3 3		15	M.H. Al-Khresheh	Revisiting the effectiveness of blackboard learning management system i...	2022	World Journal of...		Review
2 2		19	H.G. Yüksel	Remote learning during COVID-19: cognitive appraisals and perceptions o...	2022	Education and Inf...		Article
1 1.		23	M. Pan	Towards a Sustainable Multidimensional Approach to English Proficiency...	2022	Sustainability (Sw...		Article
1 1.		24	T. Meirovitz	English as a foreign language teachers' perceptions regarding their pedag...	2022	Heliyon		Article
1 1.		25	R. Chen	Impact of Self-Concept, Self-Imagination, and Self-Efficacy on English La...	2022	Frontiers in Psyc...		Article
0 0		28	Y.H. Ying	Students' Acceptance of Using CiDOS 3.5 for Learning Communicative La...	2022	Journal of Langu...		Article
0 0		29	M.I. Kamal	Retraction Note: Distance learning impact on the English language teachi...	2022	Education and Inf...		Erratum
0 0		30	F. Har	English language learning in response to the COVID-19 pandemic: Hong K...	2022	Frontiers in Educ...		Review
0 0		31	H. Zhang	COVID-19 Influenced Survey on Students' Satisfaction With Psychological...	2022	Frontiers in Psyc...		Article
0 0		32	D.E. Silalahi	Investigating Students' Motivation toward the Use of Zoom Meeting Appli...	2022	Journal of Curric...		Article
0 0		34	M. Yang	Correction to: Feedback Experience of Online Learning During the COVID-...	2022	Asia-Pacific Educ...		Erratum
0 0		36	A. Hajar	Young children's perceptions of emergency online English learning during...	2022	Innovation in Lan...		Article
0 0		37	Kaharuddin	E-Learning During the COVID-19 Outbreak: The Effect of the Grammar Tr...	2022	Journal of Langu...		Article
h 18 1i		2	M.M. Yunus	Factors affecting teaching english as a second language (TESL) postgrad...	2021	Sustainability (Sw...		Article
h 10 1i		5	W.A. Hazaymeh	EFL students' perceptions of online distance learning for enhancing Englis...	2021	International Jour...		Article
h 9 9		7	M.I. Kamal	Distance learning impact on the English language teaching during COVID-...	2021	Education and Inf...		Article
h 9 9		8	J. Lian	Modelling the Relationship Between Chinese University Students' Authenti...	2021	Asia-Pacific Educ...		Article
6 6		10	M.Y.c. Jiang	Validating the General Extended Technology Acceptance Model for E-Lear...	2021	Frontiers in Psyc...		Article
5 5		12	S. Zhou	Predicting Chinese University Students' E-Learning Acceptance and Self-...	2021	SAGE Open		Article
5 5		13	W.M. Fernandez-...	Language learning strategies, english proficiency and online english instru...	2021	International Jour...		Review
2 2		16	K.F. Alimi	Effectiveness of English Language E-learning among Tertiary Education St...	2021	3L: Language, Lin...		Article
2 2		17	H. Aljuaid	Online learning of english language courses via blackboard at saudi univer...	2021	Journal of Asia T...		Article
2 2		18	M. Yang	Feedback Experience of Online Learning During the COVID-19 Pandemic:...	2021	Asia-Pacific Educ...		Article
2 2		20	D. Hijazi	Online learning challenges affecting students of english in an efl context d...	2021	International Jour...		Article
2 2		21	M.A.A. Ali Ta'amn...	Attitudes and challenges towards virtual classes in learning english langua...	2021	Journal of Langu...		Article
2 2		22	Q. Mirza	English reading habits in online learning among tertiary learners in Pakista...	2021	Asian EFL Journal		Article
1 1.		26	D.T.H. Van	Gender discrepancies in online English learning in Vietnam amidst the CO...	2021	IAFOR Journal of...		Article
1 1.		27	B.M. Alkhannani	Before and after: English language acquisition in saudi arabia and the new...	2021	Journal of Langu...		Article
0 0		33	A.S. Anggaira	Students' Perception towards Online-Digital Media in English Learning dur...	2021	ACM Internationa...		Conferenc...
0 0		35	L. Luan	Modelling the Relationship between English Language Learners' Academi...	2021	29th International...		Conferenc...

In the initial screening of this scoping review, 34 articles were included and 38 articles were excluded. The excluded articles were 11 conference articles, 5 review articles, 3 erratum articles, and 1 note article were excluded (n = 20). The rest of the publications (52 articles) were research-based articles and those were screened again to filter articles met the criteria of inclusion.

Figure 3. Inclusion and Exclusion of Articles
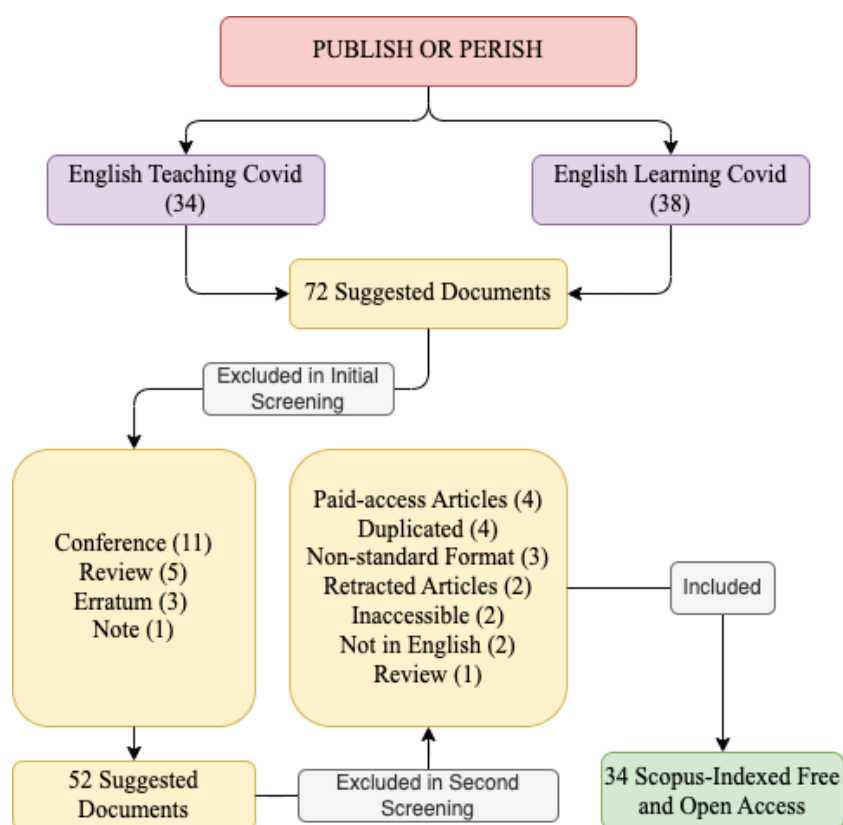
In the second screening, 17 research-based articles were excluded for various reasons. These included 4 paid articles, 4 duplicated articles, 3 articles with non-standard IMRD format, 2 retracted articles, 2 inaccessible articles, and 2 non-English articles. The screening yielded a total of 34 research-based articles.

This study finds that technology applied during Covid-19 pandemic in English teaching and learning as appeared in open access Scopus-indexed research-based articles published in 2021 and 2022 are dominantly approached through quantitative lens with the frequency of 18 (52.94%) studies, 10 (29.41%) qualitative-based studies, and 6 (17.65%) mixed method studies.

Furthermore, this study finds that the most widely researched theme is users experience which in this study is termed as affective aspect. Studies reviewed covering users' experience are conducted by the total of 22 studies including (Alanya-Beltran & Panduro-Ramirez, 2021; Alimi et al., 2021; Bezliudna et al., 2021; Castañeda-Trujillo & Jaime Osorio, 2021; Chen et al., 2022; Estrella, 2022; Hamad et al., 2021; Jiang et al., 2021; Lian et al., 2021; Md Yunus et al., 2021; Meirovitz et al., 2022; Mirza, 2021; Orabueze et al., 2021; Rofiah et al., 2022; Ta'amneh, 2021; Uysal & Çağanağa, 2022; Van & Thi, 2021; M. Yang et al., 2021; Ying et al., 2022; Yüksel, 2022; H. Zhang & Li, 2022; Zhou et al., 2021). The trend is followed by studies focused on cognitive aspect which covers learning enhancement and achievement. Almost all research-based articles included in this scoping review agree that the application of technology in the teaching and learning of English

during Covid-19 pandemic is beneficial for both educators and students. Some of the conclusions are participants improves their English learning achievement and self-regulation skills on English through the application of multiple stimuli and approaches (Giraldo Martinez & Ramos Carvajal, 2021), students enhance their English achievement score (Lymar & Storozhuk, 2021), and students improve their English competence through video-conferencing application (Kaharuddin, 2022).

Although the utilization of technology is beneficial in terms of pedagogy, some studies report some problems and/or potential problems of online distance learning. Some of these are insufficient training on the use of technology applied for teaching, internet shortage and lack of hardware (Carneiro & Lima, 2022; Uysal & Çağanağa, 2022), anxiety in executing online learning (Estrella, 2022), limited teachers' support (Rofiah et al., 2022), poor internet connection, server stability, and device technical specification (AlTameemy & Alrefaee, 2021), instructors' less-familiarity with technology (Hijazi & AlNatour, 2021), students' cheating (Hamad et al., 2021), and cost in performing online distance learning (Van & Thi, 2021).

Some other articles examine supporting teaching instruments including study exploring the implementation of online English proficiency test (Pan & Tao, 2022), the application of bipartite graph convolutional network (BGCN) to measure teachers' mental health (Ding & Wang, 2022), and the adoption of TPACK-21CL in teaching (Drajati et al., 2021).

Figure 4. English as Foreign Language Teaching and Learning during Covid-19 Pandemic as Informed in Free and Open Access Scopus-based Articles
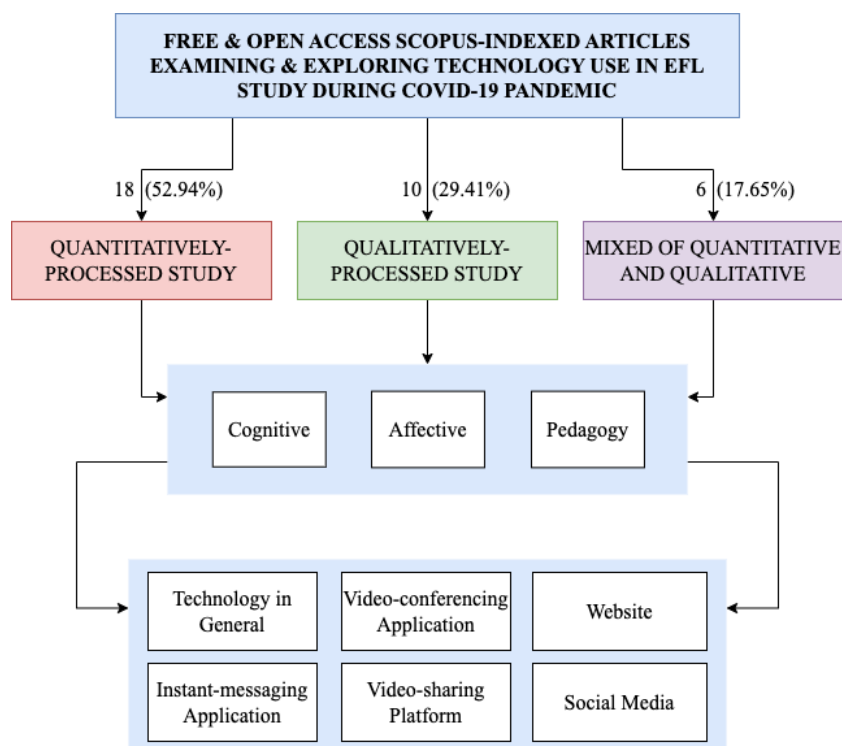
Figure 4 above illustrates the focuses of research studies on the utilization of technology in TEFL as published in 2021 and 2022 free-accessed Scopus-based articles. From the visual, it can be concluded that the free and open access Scopus-indexed research-based articles published in 2021 and 2022 fall into 3 major categories – affective aspect including perception, reflection and experience of the utilization of technology in the teaching and learning of English; cognitive aspect

which mainly covers learning achievement as the result of learning treatment; and pedagogy which covers how teaching and learning are conducted during Covid-19 pandemic.

With regard to technology explored and/or examined, most of studies included in this scoping review do not specifically refer to particular technology instead of mentioning technology in general with the frequency of 18 (52.94%) articles. Furthermore, 3 (8.82%) articles apply learning management system; and 2 (5.89%) article applies website. The rest of articles (11 (32.35%) report the utilization of multiple platforms including video-conferencing applications, video-sharing platform, instant messaging application, and social media.

It is not surprising that majority of studies exploring and examining the application of technology in the teaching and learning of English during Covid-19 pandemic fall into positive conclusion since internet technology has been popularly applied prior to Covid-19 pandemic. The fact that technologies prior to Covid-19 pandemic has become less expensive and various forms of multimedia have been increasingly accessible makes online learning environments becomes the preferred mode of delivery for teaching and learning purposes (Z. Zhang & Kenny, 2010). During Covid-19 pandemic, the ability of online distance learning to prevent crowds becomes the top reason of why technology is preferred in teaching and learning during Covid-19 pandemic (H. Zhang & Li, 2022).

Based on the findings of this scoping review, it can be inferred that the trend of studies on the teaching and learning of English during Covid-19 pandemic do not exclusively focus on what is applied but on how it affects teaching and learning. It proves that the essence of the utilization of technology in teaching and learning is to help institution, educators, and students to reach the objective of course which does not guarantee the successfulness of teaching and learning. In other words, technology in education should be merely treated as medium which eases the teaching and learning process that never replaces educators' role in classroom (Abdullah, 2018).

In this scoping review, the total of 11 articles applying the combination of video-conferencing application, instant-messaging application, video-sharing platform, and social media as media of delivery during the restriction of physical meeting confirm the potential of those media of delivery for the teaching and learning of English. The potential of those media to help both educators in teaching and students in learning are also confirmed by significant number of Scopus-indexed articles. The potential of video-conferencing application in learning English has also been confirmed for language exchange purposes (Arellano-Soto & Parks, 2021) and for the learning of translation (Ro, 2022), the potential of video-sharing platform (Albahiri & Alhaj, 2020; Elangovan et al., 2021; Simbolon & Febrianti, 2020), instant messaging application (Y.-T. C. Yang et al., 2012), social media (Rezaul Karim et al., 2022). Some number of articles also apply website and learning management system (Abdullah, 2018; Alizadeh, 2019; Yanto, 2020).

As the 2021 and 2022 free and open access Scopus-indexed research-based articles reviewed in this manuscript reported the capability of technology in handling the teaching and learning of English in distance, it is predicted that such technology mentioned in this study will still be adopted and/or adapted in post-pandemic (Murphy, 2020). However, some researchers warn the need for comprehensive view of the pedagogy of online education that integrates technology to support teaching and learning (Carrillo & Flores, 2020).

4.   CONCLUSION

The comprehensive examination of free and open access Scopus-indexed research-based articles published between 2021 and 2022 underscores a pervasive emphasis on the utilization of technology within the teaching and learning of English. The articles reviewed in this scoping review employ a variety of methodological approaches, including quantitative, qualitative, and mixed

methods, reflecting the multifaceted nature of research in this domain. Notably, the exploration of technology in TEFL extends across multiple dimensions, with affective, cognitive, and pedagogical aspects emerging as focal points of inquiry. Within the affective dimension, studies delve into learners' perceptions and experiences regarding the integration of technology into language learning environments. Cognitive inquiries mainly center the focus on the effectiveness of technology in enhancing learning outcomes and academic achievement. Additionally, the pedagogical dimension encompasses investigations into various teaching and learning techniques, methods, strategies, and approaches facilitated by technological tools and resources.

The analysis reveals a discernible trend towards the broad application of technology in English language education beyond the confines of TEFL-specific contexts. Many scoping-reviewed articles extend their purview to encompass the broader landscape of technology-enhanced language learning, encompassing diverse platforms and digital resources. Notably, a significant subset of articles focuses on the utilization of websites and learning management systems (LMS) as integral components of language instruction and curriculum delivery. Moreover, the exploration of technology-mediated language learning extends to encompass a diverse array of digital platforms, including video-conferencing applications, video-sharing platforms, instant messaging apps, and social media networks. These platforms serve as conduits for innovative pedagogical practices that facilitate interactive communication, collaborative learning experiences and cultural exchange among language learners and educators.

This study acknowledges some limitations. The most obvious limitation is on the source of articles explored and examined which is only from Scopus. In fact, there are other popular article's indexers such as Web of Science, SINTA, etc. In addition, the year of publication set as the criteria of this systematic review study, which is restricted to only those published in 2022, is also considered as limitation of this study for the fact that Covid-19 was around the globe since 2019. Another limitation may come from the keywords applied in finding the articles.

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