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### **Post-Covid Pedagogical Innovations**

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The Covid-19 pandemic upended education worldwide, forcing an abrupt shift from classrooms to digital spaces. Edited by María Rossana Ramírez Ávila, *Post-Covid Pedagogical Innovations* opens with a vivid prologue that captures the confusion, resilience, and creativity of TESOL educators during this time. While some adapted quickly, others faced barriers such as limited internet access and unfamiliar digital tools. Organized into three thematic sections—*Active Learning Strategies in EFL*, *Professional Development*, and *Philosophy in Education*—and seven chapters (listed below), the volume explores active learning in EFL contexts, professional development in remote teaching, and philosophical perspectives on hybrid education. Drawing on case studies from Bolivia, Ecuador, the Philippines, and the United States, it provides practical insights and enduring lessons for post-pandemic language education.

Chapter One, “Self-Assessment on Students’ Oral Interaction and its Implications in the Development of Accuracy” by Jhoanna Carolina Herrera Vallejo and Tatiana Cozzarelli Vásquez, examines the role of self-assessment in enhancing oral accuracy in online EFL contexts. Conducted with four Ecuadorian university students during the Covid-19 pandemic, the study traces learners’ initial resistance to self-assessment and its gradual transformation into a constructive learning strategy. The action research highlights how, through guided training in rubrics and reflection, students improved their awareness, error correction, and oral accuracy. Despite early challenges—limited time, confidence, and unfamiliarity with assessment criteria—the process fostered reflective, autonomous learning. The chapter affirms the value of metacognitive strategies in language education and offers practical guidance for promoting learner autonomy in remote and blended classrooms.

Chapter Two, “Peer Assessment of Students’ Role-Plays to Improve Their Speaking Skills” by Adriana Elizabeth Cango Patiño and María Rossana Ramírez Ávila, investigates the impact of peer assessment on speaking skills in an online EFL context. Conducted with 30 Ecuadorian university students, the action research employed role-plays assessed through structured peer feedback and detailed rubrics. The study reveals that peer assessment enhanced learner engagement, performance awareness, collaborative learning, and critical reflection. Although students initially felt insecure about evaluating peers, guided practice and teacher support fostered confidence and clearer understanding of speaking criteria. Role-plays provided authentic communication opportunities, while peer feedback identified strengths and areas for improvement, resulting in measurable gains in fluency, pronunciation, and interaction. The chapter underscores peer assessment’s value as a scaffolded, effective strategy for fostering communicative competence in virtual or hybrid classrooms.

Chapter Three, “Influence of Peer Assessment to Improve Writing Communication by Emails: An Action Research Study” by Lucía del Cisne Arizaga Ortega and Adrian Aragundi Solórzano, examines the role of peer assessment in enhancing A2-level EFL students’ writing skills in a virtual Ecuadorian high school. Focused on email writing, the study employed a backward design approach within a four-week online program integrating structured peer review activities. Despite initial apprehension, students grew more confident in identifying errors, applying feedback, and revising their work using peer suggestions and checklists. The chapter highlights not only measurable academic gains through improved pre- and post-test scores but also the social and cognitive benefits of collaborative learning. It affirms that, with appropriate scaffolding, peer assessment fosters learner autonomy, self-reflection, and motivation, while navigating the technical and emotional challenges inherent in remote peer evaluation.

Chapter Four, “Impact of Graphic Novels in an Online EFL Class” by Luis Humberto Bermudes, investigates how visual storytelling enhances motivation, engagement, and language skills in virtual EFL contexts. Through a mixed-methods study with 40 Ecuadorian high school students, the chapter compares outcomes between a control group reading traditional texts and an experimental group engaging with Jeff Smith’s *The Dragonslayer*. Findings reveal that students exposed to the graphic novel achieved higher reading and writing scores and reported greater interest and participation. The chapter underscores how visuals aid comprehension and contextualization, particularly for B2-level learners in online settings. Interactive activities, including character analysis and creative reinterpretations, fostered deeper understanding and expressive opportunities. While some students initially struggled with narrative elements, overall feedback affirmed graphic novels’ pedagogical value in promoting literacy and language development in remote and blended classrooms.

Chapter Five, “Developing Peer Assessment and Collaboration in the Remote and Hybrid EFL Classroom” by Beatriz Erazo, presents a reflective action research study conducted over multiple semesters in Bolivia. Addressing the challenges of Covid-19, the author implemented a multi-cycle intervention to enhance collaborative writing, peer assessment, and audio feedback in online and hybrid EFL contexts. Findings show that training students to collaborate via Google Docs and Kaizena, and to exchange constructive written and oral feedback, significantly improved engagement, critical thinking, and writing quality. Audio feedback, in particular, provided clarity, emotional connection, and accessibility, which students preferred over written comments. Despite initial hesitation, students valued the process, and the iterative, student-informed approach exemplified a sustainable model of pedagogical innovation. The chapter offers timely, methodologically sound insights for EFL practitioners navigating post-pandemic educational landscapes.

Chapter Six, “Redefining Digital Pedagogies During Confinement: A Shifting Perspective Through Critical Participatory Action Research” by John I. Lontas, offers a theoretically rich examination of identity, agency, and pedagogy in digital spaces. Set within a doctoral seminar during the Covid-19 lockdown, eleven international doctoral students engaged in Critical Participatory Action Research (CPAR) through the Dialogic Circles of Digital Pedagogy framework. Utilizing dialogic learning, digital storytelling, and collaborative inquiry, participants redefined their roles as language educators and constructed new professional identities. Integrating the epistemological dimensions of digital pedagogy (exploration, discovery, and creation) with rhetorical principles (ethos, pathos, logos, kairos, decorum, and telos), the study demonstrates how digital storytelling fosters personal expression and professional transformation. Lontas underscores technology’s role as a catalyst for educational change, not a neutral tool. Concluding with his poem *Without a Story*, the chapter affirms the enduring importance of narrative agency, critical reflection, and human connection in post-pandemic education.

Chapter Seven, “Hybrid Education: Technology’s Humanizing Effect through Postmodernism” by Rhodora Magan, offers a philosophical inquiry into how technology, often viewed as dehumanizing, can advance social good when framed through postmodernist thought. Positioning hybrid education as a form of “creative deconstruction,” the chapter draws on Derrida’s deconstruction, Schumpeter’s innovation model, and social constructivism to argue for technology’s potential to promote inclusivity, adaptability, and learner agency. Magan connects the pandemic’s disruption of traditional schooling to hybrid education’s emergence as both necessity and democratizing force, fostering personalized, lifelong learning. The chapter situates hybrid pedagogy within a cultural turn toward multiplicity and subjective meaning, asserting that education must perpetually evolve to remain humane. Through empirical studies, global case examples, and theoretical critique, Magan delivers a resonant call to view hybridity not as a concession, but as an educational strength anchored in postmodern values.

*Post-Covid Pedagogical Innovations* offers a timely, multifaceted account of how English language educators navigated educational disruption with creativity and vision. The first five chapters showcase active learning strategies—from peer assessment to digital storytelling—fostering autonomy and reflective engagement in remote settings. Chapter Six adds philosophical depth through identity-centered action research, while Chapter Seven reframes hybrid education as a humanizing, postmodern practice. Together, these studies advocate lasting pedagogical shifts that prioritize agency, inclusivity, and critical reflection, affirming that the future of education depends not on tools alone, but on reimagining learning as a shared, human experience.

A minor limitation of the volume is the uneven depth and style across chapters, occasionally disrupting cohesion. While the range of topics is enriching, stronger thematic integration could have enhanced the volume’s unity. Nevertheless, it remains a valuable resource for TESOL professionals, teacher educators, and graduate students, offering practical strategies and theoretical insights for pandemic-era and post-pandemic education. Particularly useful for methodology and digital pedagogy courses, the chapters provide real-world examples of innovation and resilience, while philosophical reflections deepen understanding of broader educational shifts. In sum, this volume ultimately encourages imaginative, purposeful language teaching for a changing world.

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