The pathways of technology and class models of English language learning: reflecting the new normal era

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ABSTRACT

This research aims to showcase English language learning in the new normal era from 17 May 2022 to 30 June 2023. It focuses on conditions, class models, the reasons for class model adjustment, and the role of technology. Using an open-ended questionnaire, the researchers obtained information about the phenomenon and complete data from 83 teachers in Salatiga and Semarang Regency, Central Java, Indonesia. The study findings demonstrate that the conditions of English language learning in the new normal era coped with learning adaptation, challenging learning, learning improvement, changes in character, the amusement of face-to-face classes, and low understanding of the material. Regarding class models, during two years of the pandemic, teachers predominantly used offline, blended, hybrid, and online class models. The main reasons for the adjustment in the class models were the need for social interaction, knowledge development, behavioral education, and health factors. Regarding technology's contributions, it was crucial to develop learning materials. This study concludes with empirical insights into consideration for further development of English language learning by integrating technology and various class models so that teachers can mitigate and sustain learning due to probable extenuating circumstances in the future.

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Introduction

Before the COVID-19 outbreak in 2020, the teaching and learning process was dominated by face-to-face meetings where students and teachers met in the classroom. Teachers delivered material in the classes directly using various media such as books, videos, or audio. Meanwhile, students receive the material and interact directly in the classroom (Bao, 2020). These conditions are something that all educational institutions have done for decades, namely, normal conditions without any obstacles in the learning process with a face-to-face classroom model (Bozkurt et al., 2020).

Since March 2, 2020, the COVID-19 pandemic began to hit Indonesia, which was also in line with the designation of COVID-19 as a global pandemic by World Health Organization (WHO) on March 11, 2020. The pandemic then caused the Indonesian government to make a new normal policy where the people remained productive in carrying out their daily activities (Kim et al., 2022) by implementing seven health protocols (Muhyiddin, 2020) set by the government to prevent the spread of COVID-19.

Implementing the new normal conditions gave rise to the term lockdown or regional quarantine, later modified into the term Large-Scale Social Restrictions (PSBB) in Indonesia. It was promulgated in the Minister of Health Regulation (PMK) No. 9 of 2020, one of the contents of which was to close school activities. This policy then made educational institutions and students inevitably have to do distance learning to maintain distance and break the chain of spreading the COVID-19 virus (Murphy, 2020).

For two years, from the start of the COVID-19 pandemic until May 17, 2022 (Hadfield, 2022), the teaching and learning process was carried out using a distance model, occupying online media or other media following the resources and needs of students. Many things must then be suddenly adjusted from the curriculum to learning tools. Within these two years, people saw firsthand the dominance of technology in bridging the teaching and learning process. There was rising use of computers and mobile phones for class video conferences, collecting assignments via WhatsApp, or learning material from videos made by teachers on YouTube accounts (Fitria, 2020). Online learning, initially difficult and lagged due to technical or other factors, gradually became a common thing and a culture because it was done daily.

The terms electronic learning (e-learning), digital (digital learning), and online learning are similar and can be used reciprocally without reducing their meaning (Traxler, 2018). Although other media may be used in distance learning, the electronic delivery model is the most favorable because it aligns with the current technological developments. The latest technology commonly used by the public is internet-based technology accessed through desktop computers or mobile phones. The Internet is the leading choice because it is effective and efficient. This technology is cheap, effective, efficient, and supported by 5G network technology. It has three times the speed of the 4G network to present audio-video broadcasts smoothly, cheaply, and efficiently (Deng & Li, 2023).

Online or distance learning turned into face-to-face meetings when the president announced the mask-easing policy on May 17, 2022. To date, the policy has continued implementing face-to-face classes at all levels of education, including higher education. Although the face-to-face class policy has been established and implemented, teachers must still consider using technology and developing remote classes, as technology and distance learning promise effectiveness and efficiency (Farrah & Zalloum, 2022).

Technology and distance learning are essential topics of discussion because this learning model may be needed if face-to-face learning is not possible due to extenuating circumstances such as pandemics, wars, remote accommodation of students, the workload of teachers, and limited funding. Moreover, during the two years of the COVID-19 pandemic, teachers and students have become accustomed to and comfortable using technology in learning despite the initial difficulties (Ghufron, 2021). This means it is unfortunate that teachers overlook the above considerations when the class returns face-to-face.

In practice, people remain divided, arguing the advent of distance learning. Putra and Warnars (2019) state that people still think that distance education fails to achieve learning objectives well and that face-to-face learning is the best educational model for achieving maximum learning objectives. Valentino et al. (2021) reinforced this by a survey comparing online and offline learning in the new average era. The result was that 60% of parents chose face-to-face learning because they observed children feeling bored and lacking in online learning. 75% of parents considered face-to-face learning very effective compared to online learning.

On the contrary, people support the existence of distance learning as long as the process can achieve learning objectives effectively and efficiently (Khasanah et al., 2020). This means that the media used to convey learning materials can change according to the conditions and needs. In practice, teachers can use audio, visual, multimedia, books, pictures, and text. The limitation in the context of distance learning is that the mechanism for distributing information or learning materials can be done through various media. Experts do not specify what media should be used in distance learning. They only provide limitations in this sense. For example, Kennedy and Duffy (2008) states that distance education includes three primary keys: independent learning, using media to convey information, materials, or learning materials, and the absence of direct meetings between students and teachers.

One sample is the research overtaken by Rahmawati (2016), which shows that there needs to be more learners who need training, as well as teachers and institutions providing training. Another obstacle is the problem of limited time because the training participants are teachers who must stay in their classes. When organizing conventional or face-to-face training for educators, distance, cost, and location are problems. Rahwati then started to develop Edmodo, an LMS (learning management system) application with features to support distance learning, such as assignments, file collection and links, quizzes, polls, libraries, awards, etc. These features support the learning process for discussion, communication, assessment, and evaluation.

By understanding and knowing the current classroom conditions, class models, the reasons for class model adjustment, and the role of technology, teachers can analyze how the experience during the two-year COVID-19 pandemic in using technology and distance learning has made changes in the teaching and learning process in the new normal post COVID-19 era. Moreover, this knowledge can be used as a consideration for further development of English learning to accommodate technology and various class models so teachers can mitigate and sustain learning due to probable extenuating circumstances.

Method

This qualitative study thoroughly explores the aspects of conditions, class models, the reasons for class model adjustment, and the role of technology in the new normal era post-COVID-19. The questions were broad and general and presented as descriptions (Creswell, 2008; Bogdan et al. (2016). This study tries to analyze the phenomena related to the research problems from the beginning of the new normal era from May 17, 2022 to June 30, 2023. The implementation of the study began by distributing open-ended questionnaires to teachers willing to be research participants.

The participants of this study were EFL teachers in Salatiga and Semarang districts, Central Java, Indonesia, in both public and private schools. 83 EFL teachers participated in this research by filling out the open-ended questionnaire. The data was only populated from primary sources directly gathered by the researchers, i.e. questionnaires. The information from the questionnaire is genuine, has firsthand experience, is unpublished, and is directly populated by the researcher (Sugiono, 2009). The questionnaire is open-ended, and participants can elaborate on their answers in the provided forms.

The data were interpreted using the procedures from Creswell and Creswell (2018), i.e. summarizing the overall findings, comparing the findings to the literature, discussing a personal view of the findings, and stating limitations and future research. In terms of validation, the member-checking strategy was applied to confirm the information. This strategy used participants' information to monitor, clarify, and determine the accuracy of the populated data.

Findings and discussion

The conditions of English learning in the new normal era of post-COVID-19

Six conditions of English learning in the new normal era involve learning adaptation, challenging learning, learning improvement, changes in character, amusement of face-to-face classes, and low understanding of the materials.

Forty-eight EFL teachers (58%) out of 83 respondents assumed it was necessary to adapt to changes in learning conditions that were initially face-to-face before the pandemic, then changed to online for two years, and returned to the face-to-face model as directed by the government. Teachers found it chaotic when they first started to return to the face-to-face model because government regulations sometimes changed according to the situation. In addition, students needed help to detach from their dependence on technological tools that help them learn. Getting them to focus on learning in class and paying attention to the teacher became a chore for teachers in the new normal era. Confronting students' dependence on technology, schools and teachers were adopting and innovating learning by integrating technology into learning. Although classes had returned to the face-to-face model, in practice, online, hybrid, blended, and technology-enabled class models were still being used. In addition, students' ability to use technology has increased rapidly in the past two years. Therefore, teachers opted to make adjustments by continuing to use technology and developing various learning models according to the needs of learning materials.

Fifteen EFL teachers (18%) out of 83 respondents said that dealing with students in the new normal era was challenging. Some teachers have experienced the division of a study group into two classes. It indicates that he had to go back and forth from one class to another to teach alternately; he precisely felt that he needed to be more optimal in teaching because the time to assist them did not increase. Teachers noticed that students were shocked when returning to normal face-to-face learning. Students had difficulty communicating and were quiet/passive in the classes. They also felt unfamiliar and uncomfortable with their new classroom conditions. Two years of online learning has changed their learning culture. They also need time to change to a new learning culture. Students accustomed to using technology in learning challenged teachers to continue using the media in learning to attract their

interest. Nevertheless, learning new technical technology-related things took work for teachers.

Eight EFL teachers (9%) out of 83 respondents said that adjusting to face-to-face teaching improved learning. They stated with great confidence that this was indisputable. They pointed out that students' abilities improved in many ways daily, although not in it was not rapid.

Four EFL teachers (5%) out of 83 respondents stated that students experienced behavioral changes during the pandemic. They felt shy, strange, clumsy, and had difficulty interacting socially in face-to-face learning. They also looked less confident and seemed reluctant to come to class because they felt that face-to-face classes could have been more interesting. They found it hard to focus in face-to-face classes because they were used to learning alone and capitalizing on various technological media at home.

Four EFL teachers (5%) out of 83 respondents stated that they were happy and grateful for the return of online to face-to-face learning conditions. They were starting to adjust back to conditions before the pandemic. With the face-to-face model, teachers felt that they could maximize their teaching and supervise students' learning development both physically and psychologically. Teachers could see directly and monitor whether students were sleepy, lacking enthusiasm, unfocused, or serious.

Four EFL teachers (5%) of 83 respondents stated that students did not understand English. For example, they did not understand greeting expressions in English, so teachers had to repeat the material they had taught in online learning sessions during the pandemic. Simultaneously, teachers also had to teach how to correctly pronounce these greeting sentences in English. At the beginning of the new normal era of face-to-face classes, teachers put in more effort because they had to repeat the material to catch up with students' understanding.

In the case of Islamic boarding schools (*sekolah pondok pesantren*), the face-to-face class model in the new normal era was not surprising because, during the pandemic, they could conduct face-to-face learning according to school policies that follow the laws of Islamic boarding. Students lived in accommodations according to building allocations, and the classes occupied a hybrid system as the use of electronics in the boarding school was restricted. Classes were mainly face-to-face meetings and combined with a few online classes. Thus, online learning needed to be more formal and conducted according to a predetermined need for more. The hybrid system is being applied because some commuters and students do not live in the boarding area. They only study in formal schools and return to their homes afterwards. To accommodate these conditions, the class model was adjusted to a hybrid model, where students got more face-to-face classes and a few online classes according to their learning needs.

Surprisingly, there was a performance gap between those who lived in the boarding and those who commuted. During the pandemic, the commuting students should stay at home and unfortunately did not get hybrid learning models like those who lived in the boarding. They merely got online learning and ultimately had different performances than those who lived in the boarding.

Learning adaptation was the condition most complained about by the EFL teachers, with 48 (58%) of the 83 respondents expressing this. The online learning culture constructed during the two-year pandemic has formed passive students. Moreover, as revealed in the questionnaire results, the parents did the assignments and homework, making students need help understanding school learning materials. Students used to learn at home using distance learning media suddenly have to enter a face-to-face class and immediately follow a new culture of learning directly from the teacher. They had to sit, listen, and be supervised during school hours. This was challenging, especially for the students themselves. The word bored emerged from the results of teacher evaluation when face-to-face learning activities took place.

This, respectively, becomes a challenge for teachers to find variations and innovations to maintain students' interest and motivation to learn. Teachers still maintain technology in learning and gradually look for methods that suit students' character and technological abilities, conditions, environment, regulations, and school needs to achieve their learning goals. The uncertain conditions and many challenges, including students' characters who have difficulty focusing, lack confidence, are shy, clumsy, have difficulty interacting socially, and have low understanding of the material, make teachers reluctant or unhappy when they have to move to face-to-face meetings in the new normal era even though they know that with face-to-face meetings, teachers can directly deliver material and provide evaluations. They can deliver subject matter while educating students' morals. These two contradictory things are common when people undergo a new change.

English language learning has undergone significant transformations, with digital tools becoming a central element in the learning process. One of the key findings is the widespread adoption of online learning platforms, which have enabled continued access to education despite physical restrictions. According to a study by Bao (2020), the transition to online learning has been largely successful in terms of accessibility, with a majority of students reporting satisfaction with digital resources. However, the effectiveness of these platforms varies widely, with some learners struggling due to a lack of digital literacy or inadequate access to high-speed internet (Dhawan, 2020). This digital divide highlights the importance of addressing infrastructure and training needs to ensure equitable learning opportunities for all students.

Moreover, the shift to online and hybrid models has necessitated a re-evaluation of pedagogical approaches in English language learning. Traditional classroom practices, such as face-to-face interaction and immediate feedback, have been challenged by the constraints of virtual environments. Research by Zhang et al. (2021) indicates that while asynchronous learning tools, such as discussion forums and recorded lectures, have been beneficial for promoting independent learning, they may also reduce opportunities for spontaneous communication and cultural immersion, which are crucial for language acquisition. To mitigate these challenges, educators have been experimenting with blended learning models that combine online and in-person instruction, offering a balanced approach that leverages the strengths of both formats.

Lastly, the psychological impact of the pandemic on learners has also been a significant factor in shaping the conditions of English learning in the new normal. Studies have shown that the abrupt shift to remote learning and the associated social isolation have contributed to increased anxiety and reduced motivation among students (Pekrun et al., 2020). This has

been particularly pronounced in language learning, where confidence and social interaction play critical roles. This study not only supports language acquisition but also fosters a sense of belonging and resilience among learners as they navigate the uncertainties of the post-pandemic world.

The class models of English learning in the new normal era of post-COVID-19

The dominant class model remains face-to-face, and the other models involve blended, hybrid, and online classes. The findings are presented as follows:

Fifty-seven EFL teachers (69 %) out of 83 respondents stated that they had run face-to-face classes from the beginning of the new normal era until 2023. They employed the model because they adjusted to government policies and school directives and saw the existing environmental conditions. These face-to-face classes were still integrated with technology to support the implementation of classes, such as collecting assignments, conducting exams, communicating with students and parents, quizzes, e-books, and material presentations.

Eighteen EFL teachers (22%) out of 83 respondents stated that blended classes were an option to manage the classes to invite students' attention by capitalizing on the latest technological developments. For example, a vocational school teacher runs this class model intermittently every week, face-to-face in one week and online in another week. Teachers eventually had to follow the current regulations and make adjustments. They had to choose either online or face-to-face meetings.

Seven EFL teachers (8%) out of 83 respondents stated that they had run a hybrid class model in certain conditions where most students attended face-to-face classes. However, the assignments and examinations were provided online, including communication, consultation, and submission. However, the term hybrid, in this case, was biased because students continued attending the face-to-face class. Meanwhile, the assignments and examinations were available online, according to the teacher's statement: *"Choosing a hybrid learning model allows students to learn online by accessing online resources while still maintaining social interaction and direct teaching through limited face-to-face sessions. This model allows personalization of learning, allowing teachers to pay attention to students' needs."*

One EFL teacher (1%) out of 83 respondents stated that online classes were still relevant in the new normal era of COVID-19. He argued that online learning provided many opportunities, facilities, and access. His statement is actually in line with the institution's profile. It is a non-formal institution that has provided online English courses since the beginning of its establishment before the outbreak of the COVID-19 pandemic, and it still runs the business to date.

The most common classroom model teachers use is face-to-face classes, with as many as 57 teachers (69%) out of 83 respondents. This confirms the survey results by Valentino et al. (2021), which stated that 60%-75% of parents choose face-to-face learning because of its effectiveness. From these results, the face-to-face classroom model is the best model for achieving learning objectives.

Some EFL teachers still use hybrid, blended, and online class models. However, only around 30% of respondents use them; these class models are generally integrated with face-to-face classes and used under certain circumstances.

Based on the results of the open-ended questionnaires, this study depicts that in the new normal era following the COVID-19 pandemic, English language learning has seen a shift towards innovative class models designed to accommodate the changing needs of learners and educators. One of the primary findings is the increasing adoption of blended learning models, which combine online and face-to-face instruction. According to Garrison and Kanuka (2020), blended learning has proven effective in balancing the flexibility of online education with the engagement and interaction that in-person classes offer. This model has been particularly beneficial for English language learners, as it allows them to practice language skills in real-time settings while also providing access to digital resources and personalized learning pathways. However, the success of blended learning is contingent on effective integration and the ability to seamlessly transition between different modes of instruction.

Another significant class model that has gained traction is the flipped classroom, where students engage with instructional content at home through videos or readings and then apply their knowledge in interactive, in-class activities. Research by Bergmann and Sams (2021) highlights that this approach encourages active learning and critical thinking, which are essential for mastering a new language. In the context of English language learning, the flipped classroom model has been particularly useful in enhancing students' speaking and listening skills, as class time is devoted to discussions, role-playing, and other communicative activities. However, the flipped model requires a high level of student self-motivation and discipline, as well as access to digital devices and a stable internet connection, which can be challenging for some learners.

Fully online learning models have also become more prevalent in the post-pandemic landscape, particularly for adult learners and those in remote areas. According to a study by Sun and Chen (2021), online language courses have been successful in reaching a broader audience, providing opportunities for people who might not have access to traditional classroom settings. These courses often include a mix of synchronous and asynchronous activities, such as live online discussions and self-paced exercises, which cater to different learning styles. However, the study also notes that online-only models can sometimes lead to a lack of social interaction and reduced language immersion, which are critical components of language acquisition. To address this, some programs have introduced virtual exchange initiatives and online language communities to foster interaction among learners.

Lastly, the rise of hybrid learning models—which combine aspects of blended, flipped, and fully online models—has emerged as a flexible and adaptive approach to English language education in the new normal era. Hybrid learning allows institutions to tailor their programs to meet the specific needs of their students, blending the best practices from various instructional models. As noted by Means et al. (2020), hybrid models can be particularly effective in accommodating diverse student populations, including those with varying levels of language proficiency and technological access. However, the implementation of hybrid learning requires careful planning and ongoing support for both educators and students to ensure that the potential benefits are fully realized. This model's success also hinges on the ability to maintain high levels of student engagement and provide meaningful, culturally relevant content.

The reasons for the class model adjustments of English learning in the new normal era of post-COVID-19

The questionnaire results revealed four reasons for class model adjustments in English language learning in the new normal era post-COVID-19. The main reasons for the adjustments in the class model are the need for social interaction, knowledge development, behavioral education, and health factors.

Forty-one EFL teachers (49%) out of 83 respondents favored changing the classroom model because they felt the importance of direct interaction with or between students. Each individual will have emotional attachment and two-way communication skills by meeting directly. They learned to be social creatures and meet other humans. Students developed their communication, teamwork, and networking skills with social interaction. Lack of social interaction led to a lack of ethics, behavior, personality, and motivation. By having students interact, the classroom will become more interesting and dynamic. They became enthusiastic and gained knowledge optimally because the material was more understandable.

Thirty-two EFL teachers (39%) out of 83 respondents stated that students will learn more flexibly by involving technology and creating various class models (offline, blended, hybrid, online). They will be rich with learning experiences and can explore and use additional resources, videos, WhatsApp groups, Google Classroom, electronic school books, and other digital media that may not be available in face-to-face classes. When students are with their teacher, they will learn directly from a source and simultaneously get supervision. If they have questions, they can ask directly, get directions, answer, and confirm the questions. In this sense, students will understand better and master the subjects. When the students have self-regulated learning, they must learn to manage their time well to be independent learners and use technology wisely. Thus, the class becomes more interesting and diminishes the boredom of students already accustomed to living with technology. The variety of classroom models allows students to learn from anywhere, anytime, work in groups with classmates, and encourage creativity and feedback independently.

Six EFL teachers (7%) out of 83 respondents said that the teacher's job was to deliver learning materials and educate students' morals. Through face-to-face classes, teachers can see, educate, guide, and supervise the development of students' personalities and behavior and teach the values of life. In this sense, teachers can create the right formula to shape students' behavior according to their personality development about what is good and bad. In a small-scale society, students will learn how to behave at school. They will be more mature when they enter university. They have learned how to study independently, in pairs, and in groups at school. They also learned how to express their opinions well, debate, and express gratitude to others.

Four EFL teachers (5%) out of 83 respondents stated that health factors were one of the reasons for the class model adjustments. Conditions that gradually improve over time allow the return of the face-to-face class model with all its variations (offline, blending, hybrid, online). Individual and environmental conditions that are generally good and healthy are important considerations when classes return to face-to-face.

Social interaction is central to driving the change to the face-to-face classroom model. By interacting directly, teachers can teach and emotionally bond with learners. With social interaction, teachers can educate students about knowledge, ethics, behavior, and

personality and motivate students. The development of student knowledge is improved with the use of various classroom models and learning media. Students become easier to understand and master the subjects. Following the development of conditions and government policies regarding face-to-face classes will make it easier for teachers to organize teaching and learning activities.

The findings of this present study demonstrate that the shift towards different class models in English language learning during the post-COVID-19 era has been driven by several key factors, primarily the need to maintain educational continuity in the face of widespread disruptions. One of the primary reasons for adjusting class models has been the rapid transition to remote learning, which necessitated a rethinking of traditional face-to-face instruction. According to a study by Dhawan (2020), the urgency of the pandemic forced educational institutions to adopt online platforms, often with little preparation. This sudden shift highlighted the limitations of conventional teaching methods, particularly in engaging students and ensuring effective learning outcomes in a virtual environment. As a result, educators began exploring blended and hybrid models that could offer more flexibility and better adapt to the new realities of learning.

Another significant factor influencing class model adjustments has been the need to address the diverse needs of learners, who were affected differently by the pandemic. The digital divide became more apparent during this period, as not all students had equal access to technology and internet connectivity (Bozkurt et al., 2020). This inequity led to a growing recognition of the need for more inclusive and adaptable class models. For instance, blended learning emerged as a preferred approach because it allowed students to access learning materials online while still benefiting from in-person interactions when possible. Similarly, flipped classrooms gained popularity as they enabled students to learn at their own pace at home, thereby accommodating those with varying levels of digital access and proficiency.

Lastly, the psychological and social impacts of the pandemic on learners have played a crucial role in driving class model adjustments. The prolonged isolation and uncertainty experienced during the pandemic led to increased levels of anxiety and stress among students, which in turn affected their motivation and ability to learn effectively (Pekrun et al., 2020). In response, educators recognized the importance of creating more supportive and engaging learning environments. This realization led to the integration of social-emotional learning (SEL) components into language programs, alongside the adoption of hybrid models that emphasize community building and peer interaction. These adjustments have been essential in addressing the emotional and psychological needs of learners, ensuring that they remain motivated and connected in their educational journeys.

The roles of technology in English learning in the new normal era of post-COVID-19

Two roles of technology have been revealed based on open-ended questionnaires, including the roles of technology in learning as a supporting media and a media for developing learning materials. The results of the open-ended questionnaires are presented as follows:

Fifty-six EFL teachers (67%) out of 83 respondents stated that they only used technology media to support the teaching and learning process in the classroom. Their current focus was on the face-to-face classroom model, so the technology application was used only to increase the effectiveness and efficiency of teaching and learning activities, such as making

presentations of the materials in the form of PowerPoint to attract students' interest, which they can learn before the teacher explains in the face-to-face class. The role of the teacher cannot be replaced by technology, so technology still occupies its position as a supporting medium in the teaching and learning process. By considering these benefits and potentials, teachers embrace technology in their daily teaching activities according to the latest student technology's needs, conditions, and characters.

Twenty-seven EFL teachers (33%) of 83 respondents said they use technology to develop creative and innovative teaching and learning activities. For example, teachers use the Google Classroom LMS (learning management system) to deliver lesson material-exercises-quizzes-tasks-test-assessment, which have been integrated with other applications such as YouTube, websites, blogs, and social media. In the implementation, teachers add classes using the Zoom application, Google Meet or other teleconference media to support class communication. In addition, teachers also use WhatsApp or other applications not only for class communication but also for sending files, images, video links, etc. Teachers utilize many technologies that students can use to do assignments and work in groups, such as Canva for poster-making assignments and video editing applications for audio-visual assignments. Related to the *Merdeka* curriculum, the latest curriculum in Indonesia's education technology greatly assists teachers in developing teaching and learning activities.

Technology has become the backbone of face-to-face classroom delivery. It is indispensable because it has become a trend and is necessary to improve learning efficiency and effectiveness. Students feel comfortable when the class uses technology because it fits their world and character. Technology can play a role in supporting and developing learning materials. Learning materials require technology to achieve learning objectives, and teachers use technology to fulfil these needs (Ghufron, 2021). For example, teachers can make a PowerPoint presentation as a video of the material that has yet to be delivered in class. They consecutively distribute it to students to watch and study at home. At the next meeting, the teacher reviews and invites questions for discussion and checks students' understanding. Teachers can develop additional media where students can study the material in their spare time to develop their skills further. Teachers possibly provide additional material without using school hours and facilities. They can use video conferencing technology as a synchronous class with students at their preferred time.

Another critical role of technology in English learning has been the enhancement of access to authentic language resources and cultural content. With the widespread availability of the internet and multimedia tools, learners now have greater access to a vast array of English-language content, including videos, podcasts, news articles, and literature. This exposure to authentic materials is crucial for developing language proficiency, as it allows learners to engage with real-world language use in various contexts (Moorhouse & Wong, 2022). Additionally, technology has enabled the integration of multimedia resources into language curricula, making learning more dynamic and interactive. For example, teachers can use videos, audio recordings, and interactive simulations to illustrate complex linguistic concepts and cultural nuances, thereby enriching the learning experience.

Lastly, technology has significantly contributed to the development of personalized and adaptive learning environments in English language education. Advanced technologies like artificial intelligence (AI) and machine learning have been incorporated into language learning platforms to create adaptive learning paths that cater to individual learner needs and

preferences (Gligorea et al., 2023). These technologies can assess a learner's progress, identify areas of difficulty, and provide tailored feedback and exercises to target specific skills. Furthermore, AI-driven chatbots and virtual tutors have emerged as valuable tools for practicing conversational English, offering learners immediate feedback and opportunities for practice outside of traditional classroom settings. The role of technology in enabling personalized learning has been particularly beneficial in addressing the diverse needs of learners in the post-pandemic world, ensuring that each student can progress at their own pace and receive support tailored to their unique challenges.

Conclusion

This research has given an overview of current English learning on the aspects of conditions, class models, the reasons for class model adjustments, and the role of technology in the new normal era of post-COVID-19. During the new normal era of this research from May 17, 2022 to March 31, 2023, the conditions have gradually restored to the previous circumstances as before the outbreak of the COVID-19 pandemic (March 2, 2020) in which the classes return to face-to-face classes. By having onsite classes, teachers claim that they can achieve many expectations in terms of cognitive and affective aspects. In such conditions, technology solely supports improving the onsite class performance. The other various class models (blended, hybrid, online) are unimportant to practice. Consequently, the dominant face-to-face instruction will reduce the habit and culture of using technology as technology is not mainly part of learning but only practiced under certain circumstances.

Therefore, the skills of using technology to support or develop learning materials are important to uphold. Teachers must intentionally integrate the technology and various class models (blended, hybrid, online) into the face-to-face classes as long as the process can achieve learning objectives effectively and efficiently. Eventually, the habit and culture of using technology can be maintained so that the teachers and students are steady to mitigate and sustain learning confronting the extenuating circumstances as people experience the COVID-19 pandemic or other circumstances such as wars, the remote accommodation of students, the workload of teachers, and limited funding.

The article limits the impact of digital tools on language acquisition, highlighting how these tools have bridged gaps in traditional learning methods and expanded access to English language education. Further studies are recommended to investigate more diverse topics, including an analysis of different class models—such as blended learning, flipped classrooms, and fully online environments—should be included, along with a discussion of their effectiveness in catering to diverse learner needs. Future researchers are also suggested to address the challenges faced by educators and learners in adapting to these new methodologies, offering strategies to enhance engagement and learning outcomes.

Acknowledgements

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