**THE NEW NORMAL IN 21st CENTURY LANGUAGE EDUCATION:LINKING THEORIES AND PEDAGOGICAL PRACTICES**

Langgeng Budianto

UIN Maulana Malik Ibrahim Malang

budianto.langgeng@yahoo.co.id

ABSTRACT

The development of information and communication technology has given influence in the world of education in Indonesia, especially in the learning process. One indication of this phenomenon is a shift in the learning process where interaction between educators and student is not done through face-to-face relationship but it carried out with communication media such as WhatsApp, Google Meet, Vicom, and so on. The COVID-19 pandemic required a sudden shift to online education. In Indonesia, where WhatsApp is a popular communication tool, teachers moved from face-to-face delivery to share teaching materials via online. This article demonstrates how, at the time when learners may be experiencing fear and chaos in other aspects of their lives, a focus on language task engagement in the 21st century language pedagogy is essential across both online and offline language learning contexts. It presents a model of language task engagement and describes why and how teachers can use it to support learners achievement during the current crisis and in the future.

**Keywords:**  New normal, foreign language learners, online learning,

**INTRODUCTION**

Learning a language in “New Normal” period rely much on the instruments used by the teachers in teaching. With regard to such curent crisis situation, teachers should increase their competence in mastering various kinds of creative and innovative learning methods that suitable with the condition of theirs condition. Acknowledge by Syarif, H (2020:271), Learning is a change in behavior which is the process of actively changing behavior, the process of reacting to all situations that exist around the individual, the process directed at a goal, the process of acting through various experiences, the process of seeing, observing, and understand something that is learned. Learning is the process of interaction of students with educators and learning resources in a learning environmen

One can hardly deny that English plays a very important role in the major aspects of liie in this globalized era. It is the most widely spoken language in the world, with more than 300 million speaking it as the first language, more than 200 million people speaking it as a second language, and more than one billion people speaking it as a foreign language (Crystal, 1997 ) t is, therefore, ready to assume its role as the global lnoguage. Its influence is increasing with the advancement of information technology, which has evidently accelerated the .explosion of knowredge, increased the speed of communication for various purposes, and graduaily created a global culture. A claim that this global language will contribute a great deal to one's success in this information era is then not an exaggeration. ln the Indonesian context, a good mastery of English will indeed help accelerate the development of the country for two major reasons. First the development should be supported by the mastery of science and technology. To the writer's observation, most of the books of science and technology are written in English and much scientific information available on electronic media is also presented in English" second, English is one of the international languages used for various international communication purposes trading, diplomacy, politics and education. so a good mastery of English can be said to be a prerequisite for the success of developing this country. Unfortunately, the teaching of English in Indonesia has so far been unable to achieve its declared goals despite the many efforts made to improve its quality, second language development is marked by ‘systematicity’ and ‘variability’.

The past decade has seen a monumental paradigmatic shift in foreign language teaching practices across the globe (Spodark, 2001). The impetus for this change is attributed primarily to three major factors. First, , there are inherent limitations associated with EFL teachers, lerning resources, and learning environments, all of which are detrimental to student learning. Second, the advancement in computer technologies, especially the Internet and all its facets, significantly impinges on how foreign language skills are acquired and learned. Third, a shift in language learning theories places an increasingly strong emphasis on social interaction and a more open, rather than a highly guided learning environment. Two predominant theories prevail in the field - sociocultural constructivism and second language acquisition theories. From the standpoint of the second language acquisition theory, social interaction using both communication modes enables EFL learners to experience comprehensible input (Krashen, 1985) and negative evidence (Long, 1996) and, at the same time, to experiment with their comprehensible output (Swain, 1995). Thus, use of the new technologies in the realm of EFL teaching and learning is grounded on, and is innately compatible with, contemporary learning theories. As mentioned earlier, lack of exposure to the target language, lack of opportunities to practice language skills learned, and, in some cases, lack of learning resources are amongst lingering concerns in the EFL classroom. This phenomenon is noticeable at all levels of education from primary to tertiary education. Owing to these conditions, it is extremely difficult, if not impossible, for EFL learners to achieve good English language proficiency, albeit having learned the language for almost a decade or so. Despite this, EFL teachers perpetuate do what they have always done simply because of limited alternatives are available. The advent of the Internet and the World Wide Web offers a turning point in English language teaching and learning, for the new technology appears to hold great potential (Fukushima, 2006; Zhao, 2003).

The Indonesia is seeing a surge in cases, and local authorities have taken aggressive measures to limit its spread through social distancing. that policy give impact to education sectors , social distance force the students and the teacher must study and work form home and the learning process to be carried out from home by utilizing technology and the internet , therefore the learning poccess will do by online by using some applictions like whatsapp, zoom cloud, google classroom, google form , and etc. In this case the researcher is interest in knowing about how the students learning EFL in the midst covid 19 . As we known in the midst covid 19 all of learning proccess will be do by online so is it appropriate to EFL Learner's ? where the EFL Learner's must learning by online with their teachers or lectures by doing some online applications. this research is conducted with making interview to some EFL Learners at English Department of the letters Faculty, at the State Islamic University, Malang. The interview the researcher ask some questions about the Students’ perspectives towards ELF Learning process through online learning.

**REVIEW OF LITERATURE**

**English as a Foreign Language ( EFL)**

So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners. The Japanese situation is one in which both British and American varieties are equally acceptable and both are taught. The choice of variety is partly influenced by the availability of teachers, partly by geographical location and political influence. Foreign students of English in Mexico and the Philippines tend to learn American English. Europeans tend to learn British English, whilst in Papua New Guinea, Australasian English is the target variety. The distinctions between English as a second language (ESL) and English as a Foreign Language (EFL) are, however, not as clear cut as the above may suggest. The decreasing role of English in India and Sri Lanka has, of recent years, made for a shift of emphasis to change a long established second language situation to something nearer to a foreign language situation. Elsewhere, political decisions are changing former foreign language situations. Official policies in, for example, Sweden and Holland are aiming towards a bilingual position where all educated people have a good command of English, which is rapidly becoming an alternate language with Swedish and Dutch—a position much closer to ESL on the EFL/ESL continuum. It may be seen, then, that the role of English within a nation’s daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual.

The place of English in the life of many second and foreign language learners today is much less easy to define than itwas some years ago. Michael West was able to state in 1953: The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue…. It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be. This remains true for learners in extreme foreign language situations: few Japanese learners, for example, need even a passive knowledge of emotive English. But Danish, German and Dutch learners, in considerably greater contact with native speakers, and with English radio, television and the press, are more likely to need at least a passive command of that area of English which expresses emotions. In those second language situations where most educated speakers are bilingual, having command of both English and the mother tongue, the functions of English become even less clearly defined. Many educated Maltese, for example, fluent in both English and Maltese, will often switch from one language to the other in mid-conversation, rather as many Welsh speakers do. Usually, however, they will select Maltese for the most intimate uses of language: saying their prayers, making love, quarrelling or exchanging confidences with a close friend. Such a situation throws up the useful distinction between public and private language. Where a common mother tongue is available, as in Malta, English tends not to be used for the most private purposes, and the speaker’s emotional life is expressed and developed largely through the mother tongue. Where, however, no widely used mother tongue is available between speakers, as in West Africa or Papua New Guinea, the second language, English, is likely to be needed for both public and private language functions.

21st Century Learning

It is generally accepted that the world is changing, be it physically, socially and economically. The way education was settled and provided in the past seems to mismatch the reality (Kay, 2010). In other words, what we are teaching and training students in schools seem not to be practical and applicable in the real labour world. Trilling & Fadel (2009) explain that routine work in the 20th century was originally performed by people, but it was gradually substituted by machines. However, with the expansion of computers and telecommunications, people need to change their skills to adapt to more complicated, creative tasks (Dede, 2009).

With reference to the Population Reference Bureau (2012), there are
approximately two million people, or 27%, who are under 15 years old and have been surrounded by technology since they were born. However, the majority of people and students are considered ‘digital immigrants’ and they need to re-learn and make use of technology so as to blend in the future society (Buraphadeja, 2012).

In the next section, we intend to take a careful look at how technology can be blended in the teaching and learning of languages, among other diverse areas of subjects.

**Online Learning**

Online learning is a term used to describe distance or correspondence courses that are offered over the Internet. The courses offered through online learning cover a wide range of subjects, audiences, and prices. This educational method is growing in popularity as a cost-effective method of providing access to education for a large population.There are five main reasons behind the growth in online learning: access, efficiency, stability, cost, and technology. The explosion in online learning tools and the adoption of this method by both post-secondary educational institutions and high schools around the world speaks to the fundamental desire for more education. The expanded access to knowledge and information provides the groundwork necessary for many people to start new careers and gain new skills.There are two types of online course access; open and restricted. Open access allows virtually anyone with an Internet browser to view the course material. This type of online learning does not require interaction with an instructor. The material covered can range from very specific instructions to university level courses. This initiative removes the barriers to advanced knowledge and allows anyone with the interest to learn.The other type of online courses are restricted access courses. Restricted access is used to limit the class to registered students. These courses offer instructor interaction and are typically the method used by courses that require grades upon completion.

It is more efficient for both the educator and the student to access course materials online. From the educator perspective, the course lectures can be recorded once and reused. The recurring cost is for marking and moderating the class communications. This greatly reduced the staff time and costs.Online courses allow students to complete coursework from a wide range of locations and remove the time restriction to access course lectures. Students are no longer required to travel to the class and many course materials are included in the fee.

The material for online courses provided by accredited educational institutions has been carefully reviewed and approved before the course is offered. Many introduction and intermediate courses do not change, as the material is static. As a result, the courses are stable and can be reused as needed.Due to the reduced expenses for online courses, the fees are sometimes lower than a standard instructor-led course. Reduced course costs increases the availability of education to a broader number of people. Additional savings by the student in transportation and related costs make online learning the most cost effective learning method available.

Technology continues to expand to meet the needs of online students. These tools include mobile audio and video viewers, improved online interactive tests, and tool and course management software. The continued development in this area will further enhance the quality of online courses and encourage more people to further their education.

METHOD

**Research Design**

This study was conducted using qualitative approach principles, employing a stimulated recall method, which is also recognized as a retrospective method. King (2013, p.131) describes stimulated recall as "a means of investigating individuals" concurrent thinking during specific past events ". This is achieved by asking respondents to recall their thought processes straightaway after they have performed specific language learning tasks (McKay, 2009), for example, oral presentations.

The stimulated recall comprises two phases, i.e., observation and interview. Typically, visual or aural aid resulting from observation is also provided during the interview phase in order to improve the respondent's memory in remembering the original events (Gass & Mackey, 2000). By having students memorize their language performance again, we create a space to obtain a more accurate result. Memorizing can help them remember the past moments. This activity is important, particularly during an interview session, because they are very likely to forget things when encountering unfamiliar environments and persons such as the researchers.

Mirzaee & Hasrati (2014) used stimulated recall method in the second language classroom to help their participants recall the feedback they received more accurately. In addition, stimulated recall can be used to identify strategies when students are learning a language (Gass & Mackey, 2000; Chamot, 2005; McKay, 2009). In this article, the method is directed at uncovering students’ perspectives towards ELF Leraning process through online in the midst covid 19. This method may help us to know about students’ perspectives and what the EFL Learners experience during the online learning process in the midst covid 19.

**Participants and Recruitment Procedures**

There were four participants in this research who were all English departement students of a university in Bangkalan. To ensure anonymity, all names used in this study are Initial , they are ( MF, UA, ER, and FDW, ), to enhance students’ oral participation, the students were permitted to speak in their first language alternately with English. However, during the interview, they were instructed to speak in English, although some students occasionally switched to their first language, especially when encountering difficult words.

**Data Collection**

Because this research conducted in the midst covid 19 and where is government policy appeal us to keep physical distance therefore, this study was conducted by online using whatsapp , the researcher became the observers and interviewers with sent the respondens some question about theirs perspectives towards EFL learning through online on the midst covid 19, the questions consist of 9 questions then the respondens must answers those questions by text or voice note after that they have to sent their answers to the researcher using whatsapp.

**Data Analysis**

As this design involved the interview phase, which took around 10 -15 minutes for each participant, the text data were carefully read and understood beside that also audio data were carefully and thoroughly listened to, transcribed, and translated into English. After that, the data was translated again into Indonesian., Then the researcher clasified the answers of the respondents in several aspects and finally draws a conclusion. This multiple translation technique has been used quite frequently in qualitative based research (e.g. King, 2013; Wei, 2013) to enhance the precision of the translation.

**RESULTS**

In this section, rather than merely presenting the thematic results, it seems more beneficial to first hear the whole story of each student separately (a whole person approach), which allows us to identify more personal and unique experiences of students from which a lesson can be harvested. Afterward, the discussions proceeded according to the aforementioned themes to get better overviews of Students’ perspectives towards ELF Learning process through online in the midst covid 19.

RESPONDEN 1. ( YS )

He conveyed his perception on the use of online learning in various ways. He did English learning online using the google classroom application, he also conveyed thatn online-based learning was not appropriate, according to him online learning made him more lazy because he could learn online learning while doing the other works and laying down and unattended lecturers, it is different if studying in a classroom where all activities carried out can be guided by the lecturer and also he felt difficult to understand English material through online he said that learning in classroom is much better. He also expressed his anxiety about the unstable network in the ongoing online learning process and he also complained about the packet data that is often issued because it is used for online learning. He hopes that Covid 19 will end soon in orderr to we can study normally in the classroom and can focus on learning.

RESPONDEN 2. ( KNI )

This respondents chose to use the zoom application on mobile devices in online learning because she did not have a laptop. In her mind, using zoom zoom is quite good for study, but it is a bit complicated because she have to use data quota and are also often constrained by the network. In addition, she stated that online learning was more difficult for students to understand and felt burdened by the tasks that piled up at each meeting. However, the supreriority of online learners is she can do the learning enjoy because it is done at home. She argues that effective learning is the giving of tasks that are not too many, especially for English because according to her English quite difficult to understand. According to her, online learning should be normal and not make students too dizzy with conditions like this by piling up college assignments.

RESPONDEN 3. ( AZM)

The applications used by this respondents are google meet, classroom, google form and zoom cloud meetings. The features in this application are very helpful and practical when used, it's just constrained in the internet network. She prefer used laptop than mobile phone because according to her when the lecturers explain about the materialsand she is easier to understood and the media more clear than using mobile phones. According to him , for online learning especially in English courses, he feels less maximum and is not easy to understand because online learning only explains the core, and the reseau only. According to him, online learning is often constrained by network problems or internet signals which often error and online learning is not optimal. He stated that he was easier to understand when learning directly in class or face to face. The obstacles he faces in online learning are that he is not fluent in understanding English to Indonesian. According to him, effective online learning is the provision of material in the form of learning media and is accompanied by a direct explanation from the lecturer. He suggested to provide a learning outcome in the form of ppt / word or video guidance online via online so that students can easily understand the explanation given by the lecturer.

RESPONDEN 4 (ER )

This respondent uses a mobile phone to study online because it is easier to access it. He uses the zoom application or whatsapp group. He stated that the applications were quite good but spent more data packages when he used the zoom application. He also uses the zoom application in just a few minutes to deliver the material then continued with discussion or question and answer using the whatsapp application. The deficiencyis a signal that does not support when using the zoom application. He felt very happy to learn English using the online method because it was easy to use Google Translate. In addition, online learning is very effective at this time because we can keep our distance and not reconcile.

**CLONCLUSION**

Nowday Indonesia is facing a problem that is the corona virus, where the government asks people to keep physical distancing , this has an impact on the education sector where the learning process must be done at home through online including EFL learning process. EFL learners expressed their perspectives of EFL learning proccess, as previously stated by respondents they learn by online at home through various applications including WhatsApp, Zoom, and Google Classroom with using their mobile phones and laptops. there are some students who think that online English learning like this is less effective because they are constrained by an unstable internet network and they have difficulty understanding the material and explanations from the teacher or lecture, and also they think that online learning also makes them more lazy because they can follow online lessons while lying down and doing other work. but there are also the students who enjoy this online learning because they can relax at home and if English learning through online they can also use google translate without being noticed by the lecturer, they also think that online learning is the right step in the midst off covid 19 in order to reduce the risk of contracting the virus.

**REFERENCES**

Abdurrahman, N, H,. Rizqi, A, N. ( 2020). Indonesian Students’ Strategies to Cope With Foreign Language Anxiety.*TEFLIN Journal, Volume 31, Number 1,* 4-8

Australian Goverment Department of health Frequently asked questions – Version 9 (01/04/2020) Coronavirus disease (COVID-19)

Broughton. G,. Brumfit. C,. Flavell. R,. Hill. P,. & Pincas. A. (2003). Teaching English as a foreign language. *Taylor & Francis e-Library.* 10-18

Dede, C. (2009). *Comparing Frameworks for “21st Century Skills”*. Retrieved, 1
November 2012, from
http://www.watertown.k12.ma.us/dept/ed\_tech/research/pdf/ChrisDede.pdf

Gass, S. M. & Mackey, A. (2000) *Stimulated recall methodology in Applied Linguistics and L2* research. Routledge.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125-132.

Kay, K. (2010). Enriching Minds for The 21st Century. In James Bellanca & Ron Brandt (ed.). *Leading edge anthology on 21st century skills.* Bloomington, IN: Solution Tree Press

King, J. (2013) *Silence in the second language classroom.* Palgrave Macmillan.

Kondo, D. S. & Ying-Ling, Y. (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *ELT Journal*, 58(3), 258-265.

McKay, S. L. (2009). Introspective techniques. In J. Heigham & R.A. Croker (Eds.), *Qualitative research in applied linguistics* (pp. 220-241). Basingstoke: Palgrave Macmillan.

Hidayatullah, Syarif (2020). Impact Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia. Jakarta : Salam Jurnal Sosial dan Budaya Syar-i.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for Life in Our Times*.
San Francisco, CA: John Wiley & Sons, Inc