



## ARE TECHNOLOGY AIDS STILL USED IN ELT AFTER THE PANDEMIC? (TEACHERS' POV)

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Article info	ABSTRACT
<p><b>Corresponding Author:</b> Yuyun Putri Mandasari, <a href="mailto:yuyun_putri@poltekkes-malang.ac.id">yuyun_putri@poltekkes-malang.ac.id</a> Poltekkes Kemenkes Malang</p>	<p>During the pandemic, technology and software use is inevitable for teachers and students due to safety and health. All traditional classrooms were shifted into online methods in which the learning process must be taken at home. Dealing with this, various educational platforms to support online learning were offered, impacting many problems the teachers and students faced. So, what about now, in the post-pandemic era? Did the teachers still use technology aids and software to support the English learning process in the face-to-face classroom and what are the challenges? This study aimed to determine whether technology and online platforms for educational support, such as Zoom Cloud Meeting, Google Classroom, YouTube, social media, and Learning Applications were still used after the pandemic. English teachers in Trenggalek Regency were used as the sample of this study and a questionnaire was distributed online to collect the data. The survey research was employed since it was attempted to take data from individuals who took part in this research.</p> <p><b>Keywords:</b> <i>After Pandemic, ELT, Technology</i></p>
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### INTRODUCTION

For more than two decades, the trend of technology integrity in English Language Teaching is increasing significantly. Before the COVID-19 pandemic, technology was mainly used as an alternative equipment, supporting face-to-face instruction rather than providing it as the key media of delivery. Instruments such as multimedia presentations, language learning platforms, and online submissions were approved periodically depending on teachers' digital literacy, institutional support, and student readiness (Al-Awidi & Aldhafeeri, 2017). Nonetheless, lots of teachers remained unenthusiastic to integrate such aids frequently because of a lack of confidence or training (Torsani, 2016).

The outburst of the COVID-19 pandemic in early 2020 marked a historic change in the process of English language learning and teaching. Schools and universities internationally were forced to transform to remote education suddenly. Consequently, technology assistances became the ultimate medium for teaching and learning through platforms such as Zoom, Google Meet, Moodle, and WhatsApp (Adedoyin & Soykan, 2020). During this pandemic, all learning processes, as well as classroom management, assessment, and student

engagement needed digital tools (Huang et al., 2020). This phase noticed a significant improvement in the use of both synchronous and asynchronous technologies in ELT contexts (García-Morales et al., 2021).

Following the pandemic, when in-person learning continued in many parts of the world, there a relevant question arose: Are technology aids still being used in ELT, or are they being left behind in favor of old teaching methods? Some research reported mixed perceptions among teachers. Some teachers recognized the advantages of blended learning and continue to use tools like learning management systems and online assessment platforms (Moser et al., 2021). However, other teachers have gone back to traditional methods due to tiredness, insufficient setup, or institutional pressure (Trust & Whalen, 2020). These opposing opinions emphasized the need to examine teachers' point of view (POV) on technology use post-pandemic.

Challenges have occurred in supporting technology integration in post-pandemic classrooms. Teachers often report issues such as unstable internet connections, inadequate access to devices, and a lack of digital literacy training (Putri et al., 2020). Additionally, there are concerns about student encouragement and engagement when technology is misused or poorly applied (Rahmat et al., 2021). Institutional challenges, including lack of professional development opportunities and inadequate administrative support, also hinder long-term technology adoption (Hodges et al., 2020).

Even though several previous studies have surveyed the use of educational technology during the pandemic, many of them were concerned with emergency remote teaching and learning rather than long-term integration techniques in a post-pandemic situation. Furthermore, while research has discovered students' perspectives and learning outcomes, fewer studies have figured out how teachers distinguish the continued use of technology once traditional classroom settings are recalled. This research aimed to fill this gap by discovering the sustainability of technology usage in ELT from the teachers' perspective after the pandemic. It aimed to reveal how past experiences have shaped present attitudes and practices, what technological platforms are still being applied, and what challenges teachers remain to face in transitioning to blended or hybrid models.

Despite the gap, few studies have shown positive results when teachers were equipped with the proper tools and backing. For instance, Moorhouse and Wong (2021) presented the effective adoption of blended learning among teacher educators who received proper training and institutional backing. Equally, Zhang and Zou (2020) stated that English teachers who regularly used mobile-assisted language learning strategies observed enhanced student engagement and language acquisition. The success of these studies suggests that when implemented thoughtfully, technology integration can continue to support effective language teaching beyond the pandemic. Thus, the current research not only addresses the gap in literature but also builds on existing successes to recognize how technology aid can be improved for sustainable post-pandemic teaching.

## **METHOD**

This study aimed to find out the opinions, perceptions, and preferences of a group of English teachers regarding the use of technology aids for English Language Teaching after the COVID-19 outbreak, so that a survey research design and qualitative approach were used in this study. Survey research is normally used to describe a point of view, attitudes,

preferences, and perceptions of a large population of interest to the researcher (Latief, 2011). Through survey research, the writer would get representative data of a large population, which is simple to tabulate and analyze. Crowl (1996) stated that the qualitative research approach is employed to test questions that can best be answered by verbally describing how respondents in a research study observed and interpreted various characteristics of their setting. By using qualitative methods, writers were allowed to investigate social phenomena concerning people's everyday lives. Through a process of data explanation, the qualitative research approach offers evidence about what, why, and how a phenomenon in a society occurs. In addition, Denzin & Lincoln (2005) also claimed that the qualitative research approach included an informative, realistic method to the public.

The respondent was a group of 33 English teachers in East Java, Central Java, Jakarta, Riau, and Kalimantan, Indonesia. They were spread throughout the country teaching English to elementary, junior, and high school students and in private courses.

The instrument of this study was an online questionnaire adopted and modified by the writer based on the literature review regarding the topic of research (Syathroh et al, 2020). There were 14 items corresponding to the demographic information and teachers' perspective towards the use of technology aids after the pandemic. Those were (1) demographic data; (2) English Teachers' points of view. Those questions aimed to figure out teachers' point of view dealing the use of technology aids in the context of English Language Teaching (ELT). This is the link to the questionnaire: <https://forms.gle/4PpuVuYvn6vbbVS88>. The research data were collected from the questionnaire administered to the English teachers' community of the WhatsApp Group. They filled out the form, and the response was recorded in the form of a spreadsheet. After that, the writer conducted data analysis. The data collected from the questionnaire were analyzed in three phases: data reduction, data display, and conclusion. The writers selected the data that met the scope of research and simplified it to be displayed in the form of a table. Then, the writers drew a conclusion based on the purpose of the study.

## RESULT AND DISCUSSION

### Finding

The findings of this study were concerned with two results they were demographic information and teachers' point of view. All the data were presented in the form of a table and a figure.

**Table 1. The Demographic Data**

Item	Result	Number
Affiliation	SD	4
	SMP	19
	SMA/MAN	4
	Universitas	4
	LBB	2
Province/Regency	East Java	21
	Central Java	3
	Kalimantan	3
	Jakarta	2
	Sumatra	1
Gender	Female	23
	Male	10
The description of internet access	Poor	0

The length of teaching experience	Fair	8
	Good/stable	21
	excellent	4
	0 – 2 yo	2
	3 – 10 yo	5
	10 – 18 yo	9
	19 – 25 yo	7
>25 yo	10	

Based on Table 1, the demographic data displayed the characteristics of the respondents regarding the perceptions of technology aids used in English Language Teaching (ELT). The respondents were spread in elementary school, junior high school, senior high school, private courses, and university; and the provinces are around Riau, South Kalimantan, Jakarta, Central Java, and East Java. Concerning gender, respondents of this study consisted of 23 females and 10 males English teachers.

In addition to that, the demographic data of internet access showed some descriptions, namely poor (0), fair (8), good/stable (21), and excellent (4). It can be concluded that the internet access of the school area was fine and good. Supporting the use of internet access for technology aids, this study also found data about the length of teaching experiences. The English teachers with 0 – 2 years' experience were 2; 3 – 10 years were 5; 10 – 18 years were 9; 19 – 25 years were 7; and more than 25 years were 10 teachers. According to the data, their experiences were qualified enough in using technology aids in the classroom and they are senior teachers in the classroom.

The next section was reported the data result of English teachers' perceptions or points of view regarding the use of technology aids in English Language Teaching after the pandemic. The data were displayed in Table 2.

**Table 2. English Teachers' POV**

Item	Result	Percentage
Non-web-based technology aids that you have ever used during the COVID-19 pandemic	e-book + audio	57.6%
	computer/laptop	78.8%
	LCD + projector	30.3%
	Smartphone/tablet	84.8%
	Video CD	24.2%
	Loudspeakers	30.3%
Web-based technology aids that you have ever used during the COVID-19 pandemic	Zoom Cloud Meeting	60.6%
	Google Meet	69.7%
	Kahoot	30.3%
	Quizziz	51.5%
	Google Classroom	72.7%
	Padlet.com	18.2%
	Youtube	72.7%
	Canva	54.5%
	LMS	24.2%
	E-mail	33.3%
	Google Slides/Doc.	33.3%
	Artificial Intelligence	15.2%
	Duolingo	6.1%
	Social Media (WhatsApp)	87.9%
Wakelet, Seesaw, Nearpod	3%	
Bamboozle & Booklet	3%	

English teachers should always use various types of technology in their classrooms	Strongly Agree Agree Neutral Disagree Strongly Disagree	45.5% 18.2% 30.3% 6.1% 0%
Technology aids are effective tools to learn English language components (vocabulary & grammar)	Strongly Agree Agree Neutral Disagree Strongly Disagree	54.5% 36.4% 6.1% 3% 0%
Technology aids are effective tools to learn English skills (reading, listening, speaking, writing)	Strongly Agree Agree Neutral Disagree Strongly Disagree	54.5% 33.3% 9.1% 3% 0%
English teachers should use technology aids in English Language Teaching in the future (after Pandemic)	Strongly Agree Agree Neutral Disagree Strongly Disagree	57.6% 27.3% 9.1% 6.1% 0%
Students are the following when they use technology aids in the classroom to learn English.	Enthusiastic Motivated Satisfied Actively participated Easy to understand the material Engaged, responsive, communicative, confident Sometimes they can be passive	69.7% 66.7% 42.4% 54.5% 75.8% 3% 3%

According to Table 2, it was presented that most English teachers used technology aids during the pandemic. The most popular non-web-based technology was smartphone/tablet as an aid of English Language Teaching, and the remaining technology used in the classroom were computer/laptop, e-book + audio, LCD, loudspeaker, and the last was Video CD. While, for the use of web-based technology aids used by the English teachers during the pandemic, the most favorite was social media (WhatsApp) with 87.9% of users. The next place in order was followed by Google Classroom, YouTube, Google Meet, Zoom Cloud Meeting, Canva, Quizziz, E-mail, Google Slides/Docs, Kahoot, etc.

Regarding the teachers' point of view on using various technology aids in the classroom, more than 63.7% of respondents agreed with the statement. Besides, the study also found that the English teachers agreed that technology aids were effective in helping students in learning language components such as vocabulary and grammar (90.9%). In line with this finding, not only language components, but this table also presented that technology aids were effective for English skills such as writing, speaking, reading, and listening (87.8%). Therefore, 84.9% of respondents stated that they would use the technology aids for English Language Teaching after the pandemic due to its benefits and advantages. Other reasons were the positive

attitudes of the students when they use technology aids in the classroom. According to the report, students were enthusiastic, motivated, satisfied, actively participated, easy to understand the material, were engaged, responsive, communicative, and confident during the learning process.

**Figure 1. The Confidence of English Teachers**

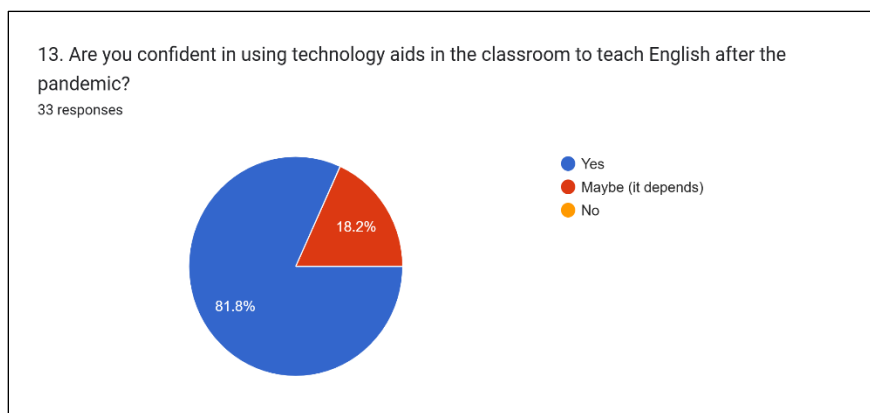


Figure 1 displays the confidence of English teachers in using technology aids for language teaching. 81.8% of respondents stated that they have positive thoughts about using technology after the pandemic by considering the benefits of technology in learning English. 18.2% of respondents still doubt using technology due to some reasons, such as digital literacy issues and internet connection.

The next was regarding the result of an open-ended question asking about English teachers' perspectives on the necessity of technology aids in the context of ELT after the pandemic. Their responses were as follows:

- *It will improve learning at the classroom.*
- *To make students citizen of the world. It means that they can learn from any sources and also be given opportunities to introduce, show, present and demonstrate their own unique cultures, arts, performances, research, science and so on to the world..*
- *Because it can help students in teaching learning process.*
- *It's still effective and makes student fun in learning.*
- *It helps teachers to improvise the teaching and learning process.*
- *Technology eases teachers and students in teaching and learning process. Besides, students are young generation (genzi, alpha, betha), they are more interested to technology or digital learning than traditional one.*
- *to avoid boring.*
- *It is so helpful because it has many variations and unlimited resources.*
- *It's enlarge teacher insight, more fun, creative and innovative.*
- *Simple, easy, complicatit, real, fast, interesting, effective.*
- *Because we already live in digital era that many teaching and learning process need technology aids.*
- *Because technology aids improved students' speaking and listening skill.*
- *Tech aids are very attractive, interesting for the students.*

- *Because traditional ones are not enough and it is proven that technological aids are needed.*
- *Students are more engaged and enthusiastic when technology aids are incorporated into their lessons.*
- *because technology has been used to improve life's lines.*
- *Giving more interesting students learning.*
- *Because, Technology allows ELT to remain flexible, accommodating diverse learners' schedules, locations, and learning preferences..*
- *Sebab siswa dapat merasa tertarik untuk belajar as we can use many various type videos or games in teaching.*
- *To make learning more interactive and engaging.*
- *to make student interesting to learn, make them happy by learning without realizing that they are learning something ( kahoot, quiziz).*
- *Because it supports it.*
- *Time efficiency and topic choice effectively.*
- *Technology aids help students better understanding the lessons.*
- *We should cope with technology development.*
- *Technology helps teacher to make students' understanding better.*
- *they easily improve students engagement in teaching learning proses.*
- *Because we can use free technology.*
- *To make our students motivated.*
- *Technology allows for continuity of learning even in unforeseen circumstances, such as future pandemics It provides flexibility for students to learn at their own pace and convenience.*
- *because by using technology aids, the activity of teaching and learning will be more interesting and interactive.*
- *It can help students to understand the material.*
- *Because with technology aids teaching learning more interesting, and the students are active.*

## **Discussion**

The findings from the current study highlight a sustained interest among English teachers in continuing to use technology aids after the pandemic. Out of 32 respondents, 27 (84%) indicated confidence in using technology in the classroom, while the rest expressed conditional agreement. This is consistent with the findings of Al-Samiri (2023), who noted that teachers with pandemic-driven digital exposure have developed lasting positive attitudes toward technology adoption in ELT. The high average scores for perceived effectiveness of technology in teaching language skills (mean = 4.41) and language components (mean = 4.44) further suggest that the integration of digital tools has become a valued part of instructional strategies. This reflects the global trend reported by Lin and Wang (2021), who found a post-pandemic increase in hybrid and tech-enhanced language instruction.

However, challenges remain. Although most respondents reported having “good/stable” internet access (62.5%), 25% still described it as merely “fair.” Infrastructure and resource

constraints continue to be barriers, particularly in rural or less-developed educational settings. This resonates with the study by Coman et al. (2020), which emphasized that unequal access to digital infrastructure impedes equitable implementation of technology in ELT. Moreover, while enthusiasm for technology is high, a small portion of teachers (16%) still hesitate, citing uncertainty or lack of skill. This concern aligns with the findings of Tondeur et al. (2017), who stress the importance of continuous teacher training and institutional support in ensuring sustainable tech integration.

When examining the perceived impact on students, teachers consistently mentioned improved motivation, participation, and comprehension. These qualitative responses suggest that technology does not only assist teaching but enhances learner engagement. This aligns with research by Wang et al. (2022), which observed increased student autonomy and satisfaction in classrooms where digital aids were consistently used. Additionally, the interactive nature of tools like Quizziz, Google Meet, and Padlet appears to facilitate collaborative and student-centered learning, reinforcing the potential of technology in supporting 21st-century skills (Hockly, 2018).

While many previous studies have demonstrated the effectiveness of educational technology, they often focus on the peak of the pandemic. The novelty of this research lies in its post-pandemic focus—exploring whether the momentum has continued. Several prior studies, including those by Trust & Whalen (2020) and Maican & Cocorada (2021), reported a steep learning curve during the pandemic but did not explore long-term teacher behavior. Our findings indicate that while there is a strong tendency to continue using digital tools, this is contingent upon ongoing institutional backing, infrastructure, and training opportunities. Therefore, further research is essential to examine longitudinal changes in attitudes and practices in diverse ELT contexts.

## **CONCLUSION**

In conclusion, the COVID-19 pandemic served as an influential catalyst that hastened the incorporation of technology aids into English Language Teaching (ELT). While the pre-pandemic period saw limited and often inconsistent adoption of digital tools, the crisis changed to remote teaching compelled educators to engage deeply with a range of platforms and applications. Post-pandemic, however, the continuity of technology use has varied. Some teachers have employed blended learning and continued utilizing technology to enhance classroom instruction, while others have returned to traditional methods due to institutional, technical, or pedagogical challenges. Teachers' points of view play an essential role in this active, persuasive process of how and whether technological tools are sustained in the long term. This study underlines the need to better comprehend and support teachers' experiences to ensure that the momentum achieved during the pandemic is not lost.

According to the findings, it is suggested that educational institutions devote themselves to ongoing professional development focused on digital pedagogy, not merely digital tools. Support systems such as peer mentoring, access to user-friendly platforms, and institutional encouragement can significantly affect teachers' willingness and ability to integrate technology meaningfully. Future research could explore the effectiveness of specific post-pandemic ELT technologies across different educational levels and regions, as well as examine students' perspectives in parallel to teachers' views. By fostering a supportive, innovative, and reflective teaching environment, the sustainable use of

technology in ELT can become an integral component of modern education beyond the pandemic context.

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