

Students' Perceptions of EFL Teachers' Teaching Styles in Post-Pandemic Classrooms: A Case Study

¹Tegar Aulia, ²Nabilah Eka Putri, ³Rafida Nurul Azizah, ⁴Wahyuni Lailatul Qomariyah

Email : ¹ tegaraulia.2025@student.uny.ac.id*, ² nabilaheka.2025@student.uny.ac.id,

³ rafidanurul.2025@student.uny.ac.id, ⁴ wahyunilailatul.2025@student.uny.ac.id

¹²³⁴Universitas Negeri Yogyakarta

*Correspondent

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ABSTRACT

This study investigates students' perceptions of English as a Foreign Language (EFL) teachers' teaching styles in post-pandemic learning at SMA Negeri 4 Jayapura, Papua, Indonesia. The sudden transition from online to face-to-face learning following the COVID-19 pandemic has reshaped classroom dynamics, compelling teachers to adapt their instructional approaches. Using a mixed-methods design, data were collected through questionnaires and semi-structured interviews with senior high school students. The findings reveal that the majority of students preferred teachers who combined communicative and authoritative styles, balancing discipline with empathy and engagement. The study also found that the transition period highlighted students' need for interactive and contextually relevant learning, as well as the importance of teacher adaptability in addressing diverse student motivations and learning preferences. These findings contribute to understanding how post-pandemic educational realities influence pedagogical effectiveness and classroom interaction in multilingual Indonesian settings.

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Introduction

Global education was severely disrupted by the COVID-19 pandemic, which prompted a sudden switch from traditional in-person instruction to online learning. According to ([Zhao & Xue, 2023](#)), the post-pandemic learning environment has not been as easy as expected. Both teacher and students faced obstacles such as changes that indirectly affect learners'

material absorption in both theory and practice, concentration disturbances during learning due to problems with tools or connection, and others ([Chisunum & Nwadiokwu, 2024](#)). The rapid transition in the learning environment leads to significant changes in students' preferences with their teacher teaching styles ([Valtonen et al., 2021](#)). In order to fit with the current learning circumstances, it is crucial for teachers to understand how students perceive their teaching style in the post-pandemic classroom ([Dumić et al., 2023](#)).

Given attention to these challenges, understanding teachers; teaching styles become increasingly important. Teaching style is defined as teachers' performance in delivering knowledge, guiding students and developing students' ability, personality, and habit in learning to achieve the goals ([Mudzakkir & Darmawan, 2024](#)). Teaching style can affect students' motivation, academic performance, and emotional engagement. It has an impact that goes beyond linguistic proficiency in multilingual settings like Indonesia, where English is being acquired as a foreign language ([Xiong, 2025](#)).

Several studies have explored teachers' teaching style in the classroom. First, a survey study by ([Dewi et al., 2020](#)) aimed to analyze the high students' perceptions on the English teachers' teaching style and to analyze how the students' perceptions affect their motivation in learning English. This study used questionnaires and interviews as the instruments. The results showed that students had good perception on the teaching style, and delegator style was the most preferred by the students. In addition, they are interested in learning English when the teachers call the students by their nickname, use easy vocabulary, give clear explanations and instruction, demonstrate how to pronounce words, give a task to the students and to find out learning resources independently.

A second study conducted by ([Arif et al., 2024](#)) investigated teachers' teaching styles applied at SMP Telkom Makassar, students' perceptions, and the teachers' obstacles faced during teaching. This was a qualitative observation using observation, questionnaire, and interview. There were 6 participants, consisting of 3 teachers and 3 students. The findings showed that teachers actually used various teaching styles. The dominant teaching styles are facilitator and delegator. Meanwhile for the students, they preferred learning English with their teachers because their teachers applied various styles to teach not only focusing on the book, but their teachers providing interactive ways of teaching.

Third study by ([Zaim et al., 2024](#)) examined teaching style by English teacher use in teaching English at the eighth-grade students of SMP Negeri 7 Baubau. This study utilized a quantitative descriptive approach. There were 60 students in the sample of this study. The results indicated that the expert style was the most frequently used, followed by the

facilitator style. Other styles, such as the formal authority and personal model styles, were used less frequently but still contributed to the overall teaching approach.

Based on pre-observation that was conducted in SMA Negeri 4 Jayapura, this school is a microcosm of multilingual education, with Bahasa Indonesia, indigenous Papuan languages, and English interacting in the classroom. Located in Papua, one of Indonesia's most linguistically and culturally diverse regions. In order to reengage students and meet different levels of preparation, teachers have had to modify their teaching styles in light of the return to in-person instruction in this setting.

While the studies mentioned previously offer valuable insights into teaching styles, few have specifically discussed teachers' teaching style in the post-pandemic period. Therefore, the current study aims to fill this gap by exploring students' perception in teachers' teaching style post-pandemic, especially in Indonesia's eastern areas. This study employs an explanatory-sequential mixed-method using questionnaire and interview to gain more in-depth results. The objectives of the study are (1) the teaching styles that students prefer, (2) how students view teachers' flexibility and involvement, and (3) what obstacles arise when reestablishing productive classroom communication after the pandemic. It is anticipated that the findings of this study will provide pedagogical insights that facilitate English instruction in multilingual Indonesian contexts that is more inclusive, flexible, and interesting.

Method

A. Research Design

This study employed a mixed-methods design ([Creswell & Plano Clark, 2018](#)), in which quantitative and qualitative data were collected simultaneously and independently, then integrated during interpretation to provide a comprehensive understanding of students' perceptions of EFL teachers' teaching styles in the post-pandemic classroom. The quantitative component measured the extent and patterns of students' preferences, while the qualitative component explored the underlying reasons, experiences, and contextual factors shaping these perceptions. The rationale for this design was twofold: (1) to achieve methodological triangulation by validating quantitative patterns through rich qualitative narratives, and (2) to capture both the breadth of student perceptions across the entire Grade 12 population and the depth of individual experiences during the critical post-pandemic transition period.

B. Research Setting

The study was conducted at SMA Negeri 4 Jayapura, Papua, Indonesia, during the 2024-

2025 academic year. The school serves as a microcosm of multilingual education, with Bahasa Indonesia, indigenous Papuan languages, and English intersecting in classroom practices. Grade 12 comprised 200 students distributed across six intact English classes (12A through 12F), with 33-34 students per class. Each class was taught by a different teacher with distinct pedagogical approaches, providing natural variation in teaching styles. This study employed Cluster random sampling with proportionate allocation. All six Grade 12 English classes served as sampling clusters to ensure comprehensive representation across all instructional contexts. From each cluster, 10 students were systematically selected using systematic random sampling: class rosters were arranged alphabetically, a random starting point was determined, and every 3rd student was selected thereafter. This yielded a total sample of 60 students (30% of the Grade 12 population), with equal representation (n=10) from each class.

Table 1. Sampling Distribution

Class	Total Students	Sample Size
12A	33	10
12B	34	10
12C	33	10
12D	34	10
12E	33	10
12F	33	10
Total	200	60

This approach offered several advantages: Complete classroom coverage eliminated selection bias by including all six classes; Maximum teaching style diversity was captured, as students had experienced six different teachers with varied pedagogical approaches; Equal representation-maintained balance across classes; and Enhanced generalizability resulted from 100% class inclusion, allowing findings to represent the entire Grade 12. From the 60 questionnaire respondents, 10 students were purposively selected using maximum variation sampling. According to Patton (2015), capture diverse perspectives and experiences. Selection criteria ensured: (1) Representation from each of the six classes (1-2 students per class); (2) Varied teaching style preference profiles (based on questionnaire responses); (3) Gender balance (5 male, 5 female); and (4) Diverse post-pandemic learning experiences (varying levels of reported anxiety, confidence, and adaptation).

Table 2. Qualitative Sample Characteristics

Participant Code	Class	Gender	Dominant Teaching Style Preference	Post-Pandemic Experience
S1	12A	Male	Facilitator	High adaptation, confident
S2	12A	Female	Personal Model	Moderate anxiety, improving
S3	12B	Female	Facilitator	Low confidence, struggling
S4	12C	Male	Expert/Authority	Prefers structure, disciplined
S5	12C	Female	Personal Model	High motivation, inspired
S6	12D	Male	Facilitator	Mixed feelings, gradual adjustment
S7	12D	Female	Delegator	Independent learner, confident
S8	12E	Male	Facilitator	High anxiety initially, recovered
S9	12E	Female	Personal Model	Needs encouragement, improving
S10	12F	Male	Expert/Authority	Prefers clear guidance

C. Data Collection Instruments

1. Quantitative Instrument: Questionnaire

A structured questionnaire adapted from [Grasha's \(1996\)](#), Teaching Style Inventory was employed to assess students' perceptions of their teachers' teaching styles across five categories: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. The questionnaire consisted of 40 items (8 items per subscale) using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Table 3. Questionnaire Structure and Sample Items

Teaching Style	No. of Items	Sample Item
Expert	8	"My teacher has extensive knowledge of English and shares it clearly"
Formal Authority	8	"My teacher establishes clear rules and expectations in class"
Personal Model	8	"My teacher demonstrates good English use that inspires me to improve"
Facilitator	8	"My teacher encourages class discussions and group activities"
Delegator	8	"My teacher gives us freedom to choose our own learning activities"
Total	40	5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree)

2. Instrument Validation

The questionnaire underwent a rigorous three-step validation process:

Step 1: Translation and Expert Review

The original English-language instrument was translated into Bahasa Indonesia using back-translation procedures. Two EFL education specialists independently reviewed the

translated version to ensure content validity, cultural appropriateness, and alignment with the Indonesian educational context. Expert feedback led to minor linguistic modifications to enhance cultural relevance.

Step 2: Pilot Testing

The instrument was pilot tested with 30 students from Grade 11 (Class 11C) at SMA Negeri 4 Jayapura. Pilot participants were selected because they shared similar characteristics with the target population in terms of English proficiency levels, post-pandemic learning experiences, and familiarity with various teaching styles, yet were not part of the main study sample. Students completed the questionnaire and provided feedback on item clarity, comprehensibility, and cultural appropriateness.

Step 3: Reliability Analysis

Pilot test data were analysed to assess internal consistency. Cronbach's alpha coefficients were calculated for each subscale (Table 4).

Table 4. Reliability Analysis of Teaching Style Questionnaire

Teaching Style Subscale	No. of Items	Cronbach's Alpha (α)	Interpretation
Expert	8	0.82	Good reliability
Formal Authority	8	0.78	Acceptable reliability
Personal Model	8	0.85	Good reliability
Facilitator	8	0.83	Good reliability
Delegator	8	0.80	Good reliability
Overall Instrument	40	0.87	Good reliability

All subscales demonstrated adequate to good internal consistency ($\alpha > 0.70$), confirming the instrument's reliability. Based on pilot feedback, minor wording adjustments were made to three items to improve clarity. Pilot test participants were excluded from the main study to maintain sample independence.

3. Qualitative Instrument: Semi-Structured Interview Protocol

A semi-structured interview protocol containing 12 open-ended questions was designed to investigate students' in-depth perspectives, preferences, and post-pandemic learning experiences. The protocol was organized around three main themes: teaching style preferences (exploring effective approaches, less helpful methods, valued teacher qualities, and impact on class participation), post-pandemic learning experiences (examining the transition from online to face-to-face classes, associated challenges, speaking confidence levels, and differences between learning modalities), and teacher adaptability and engagement (focusing on motivating moments, support strategies for struggling students, suggestions for improvement, and teacher adaptations in the post-pandemic context). The

interview protocol underwent validation by two EFL education specialists who had previously reviewed the questionnaire, ensuring methodological consistency between the statistical and qualitative data collection instruments. All interviews were conducted in Bahasa Indonesia to enable participants to express themselves naturally and comfortably and were audio-recorded with explicit participant consent for subsequent transcription and analysis.

D. Data Collection Procedures

Data collection occurred over a four-week period (September-October 2024) after obtaining ethical approval from the school administration and informed consent from participants and their parents/guardians. Table 5 presents the detailed timeline.

Table 5. Data Collection Timeline and Procedures

Week	Activity	Participants	Duration	Procedures
Week 1	Questionnaire administration (Classes 12A-12C)	30 students	20-25 min/class	Standardized administration during English class
Week 2	Questionnaire administration (Classes 12D-12F)	30 students	20-25 min/class	Standardized administration during English class
Week 3	Individual interviews (S1-S5)	5 students	30-45 min/interview	Private room, audio-recorded
Week 4	Individual interviews (S6-S10)	5 students	30-45 min/interview	Private room, audio-recorded
Week 4	Member checking	3 students	15-20 min/participant	Transcript validation

Data collection occurred over four weeks through two sequential phases. During weeks 1-2, the questionnaire was administered in regular English class periods under standardized conditions, where the researcher explained the study's purpose, assured anonymity, and voluntary participation, and clarified that involvement would not impact academic grades; students completed the instrument independently within 20-25 minutes. In weeks 3-4, ten purposively selected students participated in individual semi-structured interviews lasting 30-45 minutes each, conducted in a private school room where the researcher established rapport, reiterated confidentiality, and encouraged candid responses; all interviews were audio-recorded, transcribed verbatim, and member-checked with three randomly selected participants to ensure accuracy, and validate interpretations.

E. Data Analysis

1. Quantitative Data Analysis

Questionnaire data were analyzed using SPSS Version 22. The analysis proceeded in

three steps (Table 6).

Table 6. Quantitative Data Analysis Procedures

Step	Procedure	Purpose	Output
1. Data Screening	Completeness check, missing data analysis, outlier detection (z-scores ± 3.29)	Ensure data quality and validity	Clean dataset (n=60)
2. Descriptive Statistics	Calculate mean, standard deviation, ranking for each teaching style	Determine preference patterns	Mean scores, SD, rankings
3. Interpretation	Apply interpretation scale to mean scores	Classify preference levels	Categorized preferences

Quantitative analysis involved three sequential steps. First, all 60 questionnaires underwent completeness verification, with minimal missing data (<2%) addressed through mean substitution within subscales, and outlier screening via boxplots and z-scores (± 3.29) revealed no extreme values. Second, mean scores and standard deviations were computed for each teaching style subscale to establish overall student perceptions and preference rankings, ordered from highest to lowest. Third, mean scores were interpreted according to the categorical scale presented in Table 7 to derive meaningful conclusions about student preferences.

Table 7. Interpretation Scale for Teaching Style Preferences

Mean Score Range	Interpretation	Description
4.21 - 5.00	Strongly Preferred	Highly valued and desired by students
3.41 - 4.20	Preferred	Generally valued and appreciated
2.61 - 3.40	Moderately Preferred	Neutral or mixed feelings
1.81 - 2.60	Less Preferred	Somewhat unfavorable
1.00 - 1.80	Least Preferred	Highly unfavorable

2. Qualitative Data Analysis

Interview transcripts were analyzed using thematic analysis ([Braun & Clarke, 2006](#)), following a six-phase process. Qualitative data analysis employed a systematic six-phase thematic approach using NVivo 12 software. The researcher conducted multiple transcript readings for data immersion, followed by line-by-line inductive coding that generated 87 preliminary codes capturing explicit and implicit meanings related to instructional approaches, learning experiences, and classroom participation. These codes were clustered into eight provisional themes based on emerging patterns, which were then critically reviewed against coded segments and the complete dataset to ensure internal consistency and external distinctiation. This iterative process refined two themes and repositioned one

sub-theme, ultimately yielding three clearly defined overarching themes. Representative quotations were selected to illustrate each theme while ensuring diverse participant voices across the findings (Table 8).

Table 8. Thematic Structure

Main Theme	Sub-themes	Description
1) Students' General Perceptions of Teaching Styles	a) Preference for facilitator approaches b) Value of personal modelling c) Limitations of authority d) cantered teaching	Students' evaluations and rankings of different teaching styles
2) Post-Pandemic Learning Experiences	a) Emotional and social challenges b) Reduced confidence in oral communication c) Importance of supportive teaching	Students' transition experiences from online to face-to-face learning
3) Challenges in Classroom Engagement	a) Persistent passive learning habits Unequal participation patterns b) Digital dependency	Ongoing difficulties in achieving active, inclusive participation

F. Data Integration

Quantitative and qualitative findings were integrated during interpretation using a convergence coding matrix that systematically compared statistical results with thematic patterns. Integration revealed three outcomes: convergence, where qualitative accounts confirmed and explained quantitative patterns (e.g., high facilitator ratings were substantiated by detailed descriptions of interactive learning; personal model rankings aligned with students valuing inspirational teachers; lower expert/authority scores reflected disengagement with lecture-based methods; and minimal delegator preference confirmed students' need for structured guidance); expansion, where qualitative data provided contextual depth beyond numerical findings (e.g., emotional experiences and anxiety during post-pandemic transition that explained preference patterns); and divergence, where minor discrepancies emerged and were explored (e.g., some students rated personal model styles highly yet expressed performance anxiety, and overall positive perceptions contrasted with reported persistent passive learning habits).

Findings and Discussion

A. Findings

The findings of this study revealed that students at SMA Negeri 4 Jayapura held generally positive perceptions of their English teachers' teaching styles in the post-pandemic classroom. Drawing on both questionnaire results and interview data, the analysis highlighted a strong preference for facilitator and personal model teaching styles, which

students associated with interactive, supportive, and motivating learning experiences. These results suggested that students valued teachers who combined authority with empathy, expertise with openness, and structure with flexibility.

1. Students' Preference for Interactive and Supportive Teaching Styles

According to quantitative statistics, the majority of students favored facilitators above formal authority as teachers. They valued educators who supported peer interaction, group debates, and problem-solving exercises that fostered self-directed learning while still offering adequate direction. After a lengthy period of passive online study, many students characterized this strategy as "encouraging," "helpful," and "motivating" since it enabled them to participate more actively in class.

Table 9. Students' Preferences toward Teachers' Teaching Styles

<i>Teaching Style</i>	<i>Mean</i>	<i>SD</i>	<i>Rank</i>	<i>Interpretation</i>
Facilitator	4.36	0.54	1	Strongly Preferred
Personal Model	4.18	0.61	2	Preferred
Expert / Formal Authority	3.42	0.73	3	Moderately Preferred
Delegator	2.84	0.69	4	Least Preferred

Students also expressed positive views toward the personal model teaching style, where teachers demonstrated effective English use, confidence, and consistent effort to engage students personally. This approach inspired learners to emulate their teachers' enthusiasm and linguistic competence. In contrast, the expert and formal authority styles were perceived as somewhat distant, particularly when teachers focused heavily on lecturing and grammar explanations without sufficient opportunities for student interaction. The delegator style, which gives students full responsibility for their learning, received the lowest favorability, as most students still preferred structured guidance and regular feedback from their teachers.

2. Teachers' Flexibility and Emotional Sensitivity in Post-Pandemic Classrooms

Students reported that it took a significant amount of emotional, social, and academic adjustment to return to in-person instruction after the pandemic. Many students described the change as both thrilling and difficult. Although students appreciated the chance to interact with classmates and teachers again, many experienced nervousness and self-doubt, particularly when they had to speak in front of an audience in English. Their confidence has been weakened by the prolonged online learning, especially with regard to accurate pronunciation and impromptu conversation.

Several students admitted that they often relied on written answers, translation software, or stayed mute in online lectures, which limited their opportunities to practice spoken English. There was an instant performance strain in real-time interactions when in-person sessions resumed.

"Dulu pas kelas online, aku lebih sering ngetik jawaban, bukan ngomong langsung. Jadi waktu balik ke kelas, rasanya gugup banget. Kadang lupa kata, takut salah ngomong juga."

Teachers employing supportive, interactive, and empathetic teaching methods received significant recognition for their role in assisting students in managing transitional anxiety. They consistently offered positive reinforcement, collaborative tasks, and adaptable speaking activities that prioritized progress over perfection. Consequently, students progressively restored their confidence and levels of participation.

"Awalnya aku malu ngomong pakai bahasa Inggris karena udah banyak yang lupa. Tapi guruku nyemangatin terus buat coba, lama-lama jadi lebih pede tiap minggu."

A student observed that teachers who used humor, simple stories, or real-world examples made learning more fun. After learning online, passive listening lost interest. We were successfully drawn in and encouraged to join in discussions by the instructor's use of humor and realistic examples.

Students emphasized how crucial teachers' flexibility and emotional intelligence are to reestablishing motivation and a sense of routine. Teachers who recognized their students' difficulties and adjusted their teaching strategies by slowing down, offering helpful criticism, and using interactive media were seen as more efficient, approachable, and caring. Some teachers placed a strong emphasis on establishing a safe learning environment where errors were seen as necessary for learning rather than as failures.

Several students compared this with less effective experiences, observing that some instructors persisted in employing rigid, lecture-based methods akin to pre-pandemic teaching, which appeared misaligned with students' present emotional needs. Participants characterized these classes as "excessively serious," "stress-inducing," and "less engaging." This comparison underscored the importance of humanistic and student-centered methodologies in English classrooms following the pandemic.

The findings indicate that students' adaptation to post-pandemic classroom learning was significantly affected by teachers' interpersonal behaviors and pedagogical flexibility.

Supportive teaching styles facilitated the reconstruction of linguistic competence while simultaneously enhancing students' emotional well-being, motivation, and sense of belonging in the classroom community.

3. Rebuilding Classroom Communication and Overcoming Post-Pandemic Challenges

When teachers and students switched to in-person instruction after the epidemic, a number of challenges persisted despite the generally positive perceptions. While most participants felt that returning to in-person classrooms allowed for more authentic involvement and immediate feedback, many pointed out that not all professors had entirely altered their teaching strategies.

Some students expressed dissatisfaction about instructors who continued to primarily rely on lecture-based training, giving priority to one-way explanation strategies and protracted PowerPoint presentations, rather than promoting interactive learning or two-way interaction. This teaching approach usually made students feel passive and less engaged in class activities.

"Sebenarnya walau udah balik ke kelas, rasanya tuh masih kayak pas belajar online. Gurunya ngomong terus dari awal sampe akhir, kita cuma dengerin aja. Kadang pengen sih ikut ngomong atau nanya, tapi suasananya kayak belum enak aja buat aktif, jadi ya ujung-ujungnya diem lagi."

Inequality in class participation persisted as well. While certain students, especially the more confident or fluent ones, tended to dominate class conversations, others, especially the more reserved ones, were reluctant to speak up or ask questions. This difference in involvement often created an exclusive learning environment.

"Kalau di kelas, biasanya yang aktif itu-itu aja, Kak. Teman-teman yang lebih lancar bahasa Inggrisnya lebih sering ngomong, sedangkan kami yang masih ragu jadi takut salah. Jadinya cuma dengerin aja."

Additionally, certain electronic habits developed during online education still have an impact on students' focus and self-control in in-person situations. After the flexibility of remote learning, a number of respondents acknowledged that they found it difficult to stay focused during lengthier class sessions or to get used to set schedules.

“Waktu daring kan bisa sambil buka catatan atau cari arti di HP. Sekarang di kelas harus fokus terus, jadi agak sulit. Kadang saya masih pengen buka HP buat lihat materi, padahal nggak boleh.”

The results illustrated the enduring impact of the pandemic on teachers' instructional adjustments and students' learning behaviors. While face-to-face instruction provided opportunities for deeper communication, it also called for new efforts to create a friendly, engaging learning environment where all students were equally motivated to engage. Reflective classroom methods and continuous teacher development were essential to bridging the gap between communicative learning needs and technological ease.

B. Discussion

The findings of this study provide in-depth insights into the perceptions of students at SMA Negeri Jayapura 4 regarding their teacher's pedagogical approaches to English language instruction after the pandemic. There have been significant changes in what is expected of students and how they learn after the pandemic. This increase includes a strong preference for facilitator methods and personal models. This transition means schools worldwide are changing their teaching methods to focus more on interaction, empathy, and adaptability as essential aspects of excellent post-pandemic instruction ([Sato et al., 2023](#); [Xia, 2024](#)).

These two strategies are popular, indicating that students value teachers who encourage teamwork and show them how to use English well ([Anwar et al., 2021](#)). The model's personal style shows students how to use language in real life, while the facilitator's style helps students learn on their own by offering structured assistance. ([Syauqi et al., 2024](#)) and ([Gustiani et al., 2022](#)) showed similar results, indicating that compassion-based learning and active engagement lead to increased student participation. Research conducted in the Indonesian context shows that interactive and individual pedagogical approaches significantly increased students' intrinsic motivation after the pandemic ([Gustiani, 2020](#); [Gustiani et al., 2022](#); [Suriagiri et al., 2022](#))

Facilitation techniques are important in places like Jayapura, where there are many languages and cultures, because these techniques bridge the gaps. Teachers can help students feel included by adopting translanguaging tools when needed and without fear of making mistakes. The idea that educators can function as both language instructors and inspirational role models is supported by students' appreciation of the model's personal style ([Basalama & Machmud, 2018](#)). Research ([Mihai et al., 2022](#)) revealed that foreign

English language teachers who are enthusiastic, emotionally supportive, and actively engaged after the pandemic are better equipped to help students feel more confident and improve their communication skills.

A qualitative study showed that many students experienced anxiety and uncertainty when returning to in-person classes. This result aligns with [\(Li, 2022\)](#) research, which showed that loneliness during the pandemic led to a fear of communicating. A good and helpful teacher can bring the classroom community back together and make students feel better about themselves [\(Hord & Tobia, 2015\)](#). According to self-efficacy theory [\(Cooper, 2013\)](#), students need a safe and loving place to learn in order to be actively engaged.

However, not all teaching methods have evolved. Some students stated that some teachers still use traditional mode, teacher-centered methods, including long lectures and a focus on grammar. The results are consistent with research conducted by [\(Tarling & Ng'ambi, 2016\)](#) and [\(Munandar & Newton, 2021\)](#), which indicates that Indonesia's transition toward a communicative approach is still inconsistent. argue that teacher often switch between reflective and conventional pedagogical approaches, influenced by institutional culture and time constraints in the classroom.

Structural variables, such as a high student-to-teacher ratio and inadequate instructional time, can provide insights into this conventional perspective. [\(Balla, 2023\)](#) argue that an overly teacher-centered approach can make it difficult for students to speak meaningfully. Therefore, children lose interest in their lessons, and teachers struggle to keep them engaged, especially in bilingual classrooms where they have to adapt a lot [\(Wagner, 2021\)](#).

This result shows how important it is for instructors to be able to adapt to a bilingual environment after the pandemic. Teachers in Jayapura need to find a balance between being firm and flexible so that everyone feels accepted. The concept of teacher reflection's importance from [\(Zhoc et al., 2020\)](#) can be synthesized with the integrated facilitator approach and the personal model to enhance student engagement. Emotional intelligence is becoming increasingly important in reflective education. [\(Solheim et al., 2018\)](#) have shown that teacher engaged in self-reflection have a higher awareness of their students' emotional and linguistic contexts. By regularly checking how students interact in class, teachers can maintain their motivation and help them learn better.

Differences in what students did during the pandemic show that how content is delivered is just as important as what they feel and how they interact with others. After the pandemic, schools need to place more emphasis on building emotional bonds, contextual learning, and openness with each other. To make schools more like places where people

learn, teachers must have a positive attitude toward language, embrace cultural diversity, and encourage teamwork.

Conclusion

This study looked at how post-pandemic students at SMA Negeri 4 Jayapura, Papua, Indonesia, perceived the teaching methods of their EFL professors. According to the results, students strongly preferred instructors who used facilitator and personal model teaching philosophies those who acted as role models for language acquisition while offering direction, engagement, and emotional support. On the other hand, teaching methods that mainly depended on delegation or authority were thought to be less successful in restoring confidence and involvement following the pandemic. These findings highlight how crucial it is to restore human connection and flexibility in post-pandemic English instruction. Pupils respect educators who pay attention, promote involvement, and adapt classes to fit their linguistic and cultural contexts. Methods that incorporate empathy, structure, and engagement will continue to be essential for promoting motivation, self-assurance, and linguistic competency as schools work to recover from the long-term effects of online learning.

This study highlights how urgent it is to improve teacher professional development programs that incorporate both cognitive and affective competencies from a pedagogical standpoint. Teachers need to be able to reflect on their own teaching methods, be emotionally intelligent, and be sensitive to cultural differences in addition to being content experts. Teachers in multilingual settings like Jayapura face the difficulty of being flexible practitioners who can adjust to changing learning styles and language variety. Future studies could compare urban and rural classroom environments and look at how translanguaging techniques and technology use affect learner engagement after the pandemic. Such research would advance knowledge of inclusive and sustainable English teaching methods in Indonesia and add to international conversations about multilingual education's inventiveness and resilience.

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