ADAPTING FORM-FOCUSED AND MEANING-FOCUSED INSTRUCTION IN THE DIGITAL POST-PANDEMIC ENGLISH CLASSROOM

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Abstract
Form-Focused Instruction (FFI) and Meaning-Focused Instruction (MFI) have been known in the field of English Language Teaching. However, since the COVID-19 pandemic disrupted education, the learning situations in a classroom can no longer rely on traditional ways. Following the shifts, this study aims to give an in-depth understanding of the implementation of FFI and MFI in an English language classroom at a senior high school in Indonesia after covid shift. This study uses a qualitative case study approach, and the data was collected through semi-structured interviews and then analyzed using thematic analysis. The findings reveal an integrated implementation of FFI and MFI as well as increase in technology use. The use of explicit grammar instruction, corrective feedback, and structured learning based on Kurikulum Merdeka reflects the implementation of FFI. On the other hand, the implementation of MFI is reflected in collaborative and learner-centered activities, real-world examples, and a Genre-Based Approach (GBA). Additionally, due to the pandemic shift, digital tools also facilitated learning beyond traditional situations. Teachers are suggested to adapt to the digitalized era by equipping them with digital literacy. However, the study is highly contextual and the scope is limited to a single school. Future research with more expanded scope is needed.
Keywords: *Form-Focused Instruction, Meaning-Focused Instruction, COVID-19 shifts*

Introduction

In English Language Teaching (ELT), two widely recognized approaches, form-focused instruction (FFI) and meaning-focused instruction (MFI), have shaped how languages are taught and learned. FFI draws learners' attention to the structure of

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language, whether it be grammar, phonology, or vocabulary, using both explicit techniques, namely explaining rules, and implicit ones, such as offering corrective feedback in real time (Pawlak, 2006). For example, A teacher might introduce verb conjugations explicitly and follow this with targeted exercises to reinforce understanding. Another noticeable example of classroom activity related to FFI is noticing activities, which encourage learners to pay conscious attention to linguistic forms in texts or conversations (Schmidt, 1990). These strategies are grounded in interaction-based theories, namely the Interaction Hypothesis, which highlights the importance of negotiation and feedback in fostering language learning (Long & Robinson, 1998)

While FFI focuses on linguistic forms, MFI shifts the spotlight toward real-world communication. It encourages learners to use language naturally, focusing on expressing ideas and accomplishing real-world tasks rather than dissecting grammatical structures (Pawlak, 2006). Activities namely storytelling, information exchanges, or problem-solving simulate authentic interactions and allow learners to develop fluency and confidence (Ellis, 2001). Unlike FFI, which emphasizes accuracy, MFI assumes that language forms can often be acquired implicitly when learners are exposed to meaningful input and engaging communicative tasks (Ellis et al., 2002). For example, task-based language teaching (TBLT) immerses students in collaborative tasks, such as planning an event or debating an issue, to mirror real-life uses of language. This experiential approach positions language as a tool for interaction rather than an object of study (Stern, 1992).

Both approaches have long been staples of ELT, but the COVID-19 pandemic disrupted their implementation in ways no one could have anticipated. With schools across the globe shutting their doors, face-to-face learning was totally prohibited and teachers were forced to shift to online learning almost overnight (UNESCO, 2020). Addressing these challenges, educators across the world are encouraged to create more creative teaching methods by integrating digital tools (Nemalynne et al., 2023). In order to keep the learning process ongoing, the teachers were forced to conduct online learning through digital tools, namely Google Classroom, Microsoft Teams,

Zoom Meetings, etc. However, for many educators, particularly those in developing countries like Indonesia, the challenges were overwhelming. Limited internet access, inadequate devices, and gaps in digital literacy made it difficult to conduct classroom practices online (Sukirman, 2023; Tadesse & Muluye, 2020). In this virtual environment, FFI's reliance on real-time corrective feedback and interaction was difficult to maintain (Zhu & Liu, 2020). Similarly, MFI's emphasis on collaborative communication became constrained by the lack of spontaneity in online settings (Williamson et al., 2020). The absence of in-person engagement fundamentally altered the dynamics of teaching and learning, making it clear how critical those interactions are for both linguistic accuracy and fluency.

Even as schools reopened, the classroom landscape did not simply return to what it was before. The tools and methods introduced during the pandemic persisted, and blended learning became a prominent feature of the post-pandemic classroom (Hudson, 2023). For English teachers, this shift meant balancing traditional teaching with digital tools, rethinking how to deliver explicit grammar instruction while also supporting communication-oriented tasks. At the same time, students showed growing enthusiasm for using digital technologies in their learning, with many describing them as enjoyable and effective (Mulyani & Diana, 2024). While promising, these changes also posed new challenges. These shifts suggest that FFI and MFI must evolve to align with new teaching strategies and learner expectations.

In Indonesia, the pandemic also gave significant impact to curriculum changes that reshaped teaching priorities. The Kurikulum Darurat (Emergency Curriculum) introduced during the pandemic streamlined learning objectives, focusing on core competencies to alleviate the burden on students and teachers (Anggraena et al., 2022). Later, the Kurikulum Merdeka (Emancipated Curriculum) emerged as a more flexible framework, giving teachers greater autonomy to adapt lessons to students' needs while prioritizing student-centered learning. These curricular shifts reflect a broader trend toward adaptability in education, requiring approaches, namely FFI and MFI to adjust to evolving priorities and bridge lingering learning gaps.

The pandemic also transformed educators' and students' perspectives on teaching and learning. Teachers gained new skills for integrating technology into their instruction, blending online and offline approaches to enrich the classroom experience (Hudson, 2023; Nichols et al., 2022). Many reflected on how their teaching practices evolved, becoming more adaptable to the changing needs of their students. On the other hand, students themselves began to view technology as an integral part of their learning process. On the other hand, students themselves began to view technology as an important part of their learning process. Tools that were initially introduced out of necessity became valued for their ability to engage learners and support language acquisition (Mulyani et al., 2024). These transformations underscore the need to examine how FFI and MFI are being implemented in this new era of education, where traditional practices must coexist with modern demands. Therefore, this study proposed a research question: how are FFI and MFI implemented in an English language classroom at a senior high school in Indonesia? This research aims to give deeper understanding of how a school implement FFI and MFI in this technology-dependent era.

Method

This study uses a qualitative methodology to gain an in-depth understanding of how FFI and MFI are implemented at a school after covid-shifts. According to Creswell & Creswell (2018), one of the characteristics of qualitative research is the natural setting, which means that the data collected is deeply rooted in the real-world context of the settings and participants, which can provide a deeper understanding of the phenomenon. By focusing on the participant's own experiences and interpretations, the phenomenon can be described thoroughly. Therefore, this research aims to resonate with its audience by presenting in-depth descriptions of lived experiences, allowing readers to assess the extent of the findings and decide whether they should be acted upon (Kidd & Finlayson, 2010). On the other hand, it is important to note that this study is not intended to be generalized but rather to offer unique insights that can be applied to other regions or schools with similar contexts.

This study was conducted at a senior high school in North Sumatra, a region home to over 24,000 teachers and 380,000 senior high school students (BPS, 2024). Like much of Indonesia, North Sumatra faced significant challenges during and after the COVID-19 pandemic, including adapting to the sudden shift to online learning and the subsequent return to face-to-face instruction. In order to gain data that is relevant to the real-world experiences of the phenomenon, the school was selected as it experienced a post-pandemic shift within its English classrooms. Like many of the schools in Indonesia, the students also experienced challenges and shifts in learning due to the COVID-19 pandemic. In relation to that, the current teaching activities at the school are conducted mainly in a traditional face-to-face classroom setting, with the integration of digital tools. The curriculum used in this school is the Kurikulum Merdeka, a curriculum introduced by the Ministry of Education and Culture to address post-pandemic educational needs (Kemdikbud 2024).

Convenience sampling was employed to select the respondent, ensuring relevance and accessibility (Etikan, 2016). The participant is a Grade 11 student at the school who has experienced the transitions in education caused by the COVID-19 pandemic, including the implementation of both the Kurikulum Darurat and the Kurikulum Merdeka. At the time of the study, the participant was fully engaged in learning under the Kurikulum Merdeka, providing valuable insights into the adaptation of teaching methods to the new curriculum. Furthermore, according to the research ethical standards, respect for individuals calls for a dedication to safeguarding them against being taken advantage of because of their fragility (Richter et al., 2007). Thus, the respondent's name and any other identifying information are kept private in order to protect their anonymity and confidentiality.

Furthermore, a case study methodology was employed to concentrate on the implementation of the English language teaching procedure inside the institution. Semi-structured interviews were used to gather the data for they provide flexibility and depth, enabling the interviewer to delve further into responses (Magaldi & Berler, 2020). To avoid guiding the interviewees, the interviewer allowed them to respond completely to each prompt without interruption. Follow-up questions were utilized as

necessary to obtain the desired response and a deeper understanding from the responder. To create a familiar and comfortable setting for the respondent, the interviews were performed over phone calls. Additionally, the interview was conducted in Indonesian and was recorded with smartphone recording, and the general ideas were noted by the researcher to ensure the completeness of the data (Creswell & Creswell, 2018). The excerpts were then translated into English and double-checked with the interviewee until an agreement was reached.

Table 1. Interview questions making

Characteristics	Questions
Role of students and teachers in FFI: The individual student is the main focus, and rather than the teacher, the student decides which forms should be targeted and when (Ellis, 2001).	What kind of activity do you usually do in the classroom? Please describe it.

The data was analyzed using thematic analysis method, which involved coding to identify the themes or patterns in the data (Braun & Clarke, 2006). This approach is suitable for looking at the patterns and meanings in the data. As consequently, the data was identified by taking into account the characteristics of FFI and MFI. The analysis began with coding individual data points based on their alignment with the characteristics of FFI and MFI outlined by Ellis (2001) and Pawlak (2006). For FFI, the themes identified included explicit grammar explanation, corrective feedback, and structured learning content. On the other hand, MFI themes emphasized collaborative and communicative group tasks, positive evidence in real-life applications, and learner-centered activities. These themes served as the basis for the data labeling to compare the actual teaching practices with the theoretical characteristics of FFI. Eventually, a conclusion based on the data analysis was drawn.

Member checking was employed to ensure the trustworthiness and credibility of the data. The researcher shared the preliminary findings based on the responses with the respondent to confirm the accuracy and completeness of the information (Creswell & Creswell, 2018). This process was done in order to ensure that the researcher's interpretations are aligned with the respondent's perspectives, thus enhancing the authenticity of the research findings.

Results

The findings of this study showed the integrated implementation of Form-Focused Instruction (FFI) and Meaning-Focused Instruction (MFI) in the English classroom. The implementation of FFI included explicit grammar instruction, corrective feedback, and structured content aligned with the Kurikulum Merdeka. On the other hand, the implementation of MFI included collaborative group tasks, learner-centered activities, and the use of real-world examples to make learning more meaningful. Additionally, Genre-Based Approach (GBA) was used in this classroom. Due to the post-COVID shift, the integration of digital tools in this classroom was also played a significant role.

1. The Implementation of Form-Focused Instruction

Form-Focused Instruction (FFI) was evident in the classroom, where the teacher used a structured approach to teaching grammar and language forms. Lessons were delivered in English, with pauses for clarification and explicit explanations (e.g. the formula for the simple past tense). Feedback was provided during group tasks, helping students address errors constructively, while a WhatsApp group extended discussions and assignments beyond the classroom. Guided by the Kurikulum Merdeka, the teacher emphasized vocabulary-focused tasks to meet students' needs while maintaining alignment with the curriculum. These strategies blended structure and adaptability to enhance linguistic accuracy and student engagement.

Firstly, the teacher explained grammar in a structured way. The teacher started by delivering lessons in English and made sure to pause whenever students needed

clarification. Lessons were delivered mainly in English, but the teacher always answered whenever students had questions.

"The teacher usually explains using English first, then if there are questions (e.g., the meaning of the word), then he/she explains."

This responsive interaction between the teacher and students created a space where they were encouraged to ask questions freely. The teacher didn't didn't just stop at explaining but also encouraged students to pay attention to specific words or phrases in the material and then explained how the forms were used. For example, the teacher once pointed out a phrase in a text and asked the students to analyze its function. When asked to elaborate further, the respondent added that the teacher often provided explicit grammatical rules during lessons. For instance, at one meeting, the teacher introduced the formula for the simple past tense and explained how it works in different contexts. This way, students were actively looking for patterns and figuring out the grammatical forms of the material.

The teacher also provided feedback to students, particularly during collaborative tasks. Students typically worked in groups on exercises from the textbook, discussing the material together and solving problems as a team.

"In class, we did the exercises in the textbook in groups. The teacher explains the material and then the students work on the problems. Mostly in groups. Then the teacher invites students to discuss and gives feedback to students after they finish working."

The teacher ordered students to work collaboratively and gave the opportunity to explore solutions together before seeking guidance from the teacher. Students were encouraged to work through their difficulties with their peers first, which gave them a chance to explore solutions independently. When challenges arose, the teacher stepped in to clarify misunderstandings or correct errors, either by guiding the entire class during discussions or by assisting individual groups. The respondent also reported that discussions were not limited to the classroom but were often extended

to a WhatsApp group. Students could ask questions at any time, and the teacher would provide feedback through the group. Additionally, the WhatsApp group was used to share assignments, making it a convenient platform for both collaboration and communication outside of class. This supportive and constructive feedback process helped ensure that students not only completed the tasks but also understood the material more thoroughly.

And then, the learning process in the classroom was structured around the curriculum and textbook, but it also reflected the flexibility provided by the Kurikulum Merdeka. While the content and materials followed the sequence outlined in the curriculum, the teacher adapted the lessons to address the students' specific needs.

"The tasks from the teacher are more vocabulary work to practice vocabulary skills. Content follows the curriculum and textbook."

Recognizing that the students needed to improve their vocabulary, the teacher placed a stronger emphasis on vocabulary-focused tasks. These activities aimed to expand the students' lexical knowledge while maintaining alignment with the curriculum. By balancing adherence to the curriculum with the flexibility to tailor lessons to students' needs, the teacher created a learning environment that was both structured and responsive to the learners' challenges.

2. The Implementation of Meaning-Focused Instruction

Meaning-Focused Instruction (MFI) in the classroom emphasized authentic communication, collaboration, and real-world applications of English. Group tasks were a central part of the learning process. Students are encouraged to work together, share ideas, and solve problems as a team. On the other hand, the teacher acted as a facilitator, providing guidance when needed but allowing students to take an active role in their learning. Lessons were often connected to real-life examples to help the students see the relevance of English in their daily lives. Additionally, the growing influence of technology in post-pandemic education reflected in the use of digital tools and online resources. Through these practices, the classroom fostered an environment

where students were encouraged to use the technology to explore, collaborate, and use English in meaningful ways.

The class promoted a proactive and interactive learning environment where students could share ideas and learn from each other's perspectives and the teacher is there whenever they need guidance. In this classroom, group work played a central role in how students learned and interacted. Tasks were designed to encourage collaboration and problem-solving, with the teacher stepping back to let students take the lead. At this point, the teacher's role was just as a facilitator. He/she facilitate the students with the learning material and let the students explore it in group. One student shared,

"Students are more active, and given many group assignments. The teacher provides opportunities for open discussion, and student activeness is emphasized."

Typically, students worked together on textbook exercises, discussing ideas and finding solutions as a team. If they encountered difficulties, they sought help from the teacher as a last resort. This setup encouraged students to rely on their peers first in order to build teamwork and confidence in their ability to tackle problems.

Related to the previous explanation, the classroom fostered a learner-centered environment where the teacher acted more as a facilitator, allowing students to take an active role in exploring topics.

"Students are more active, the teacher gives many group assignments. Teachers often provide group works for students to explore more on the topic."

Lessons typically began with the teacher opening a discussion or presenting a general overview of the material. After that, students were encouraged to dive deeper into the topic by working collaboratively in groups. The teacher also allowed students to use their smartphone or laptop as necessary for their projects. While no specific tools were assigned, the respondent explained that they used Canva to design a presentation. In addition, the teacher encouraged students to explore the internet and social media to learn about current issues, and then linked to the material during discussions. It seems

that after the COVID-19 outbreak, the use of digital tools became more widely applied in the classroom. This approach placed the responsibility of learning on the students, pushing them to engage with the material, share ideas, and ask questions when needed. The teacher's role was to guide these discussions, clarify concepts when necessary, and provide support when groups encountered challenges.

The teacher also encouraged students to connect their learning with real-world applications, making the lessons more practical and engaging.

"During discussions or explaining the material, the teacher also gives students the opportunity to find other relevant examples in the real world. Sometimes, the teacher also starts the lesson by giving relevant examples in the real world."

The teacher incorporated real-world relevance into the lessons and allowing space for exploration. Lessons often began with real-life examples that served as hooks to draw students into the topic before doing meaningful discussions with their classmates. For instance, the teacher might introduce a lesson on descriptive language by referencing a real-world scenario, namely describing a place students have visited. Students were encouraged to bring their own examples from everyday life, helping them see how their English skills could be applied outside the classroom. While the content was primarily taught in English (L2), the teacher occasionally used Indonesian (L1) to clarify complex words or concepts when students struggled to understand. This dual-language approach ensured that students were directly exposed to English while also receiving the support they needed to follow along (Ellis, 2001).

Additionally, the classroom implemented a genre-based approach (GBA), where learning was centered on different types of texts that integrated meaningful content with language instruction. The respondent explained,

"A lot of our learning is based on different kinds of texts, such as narrative, argumentative, and others. We then study the text, such as the structure, the linguistic elements, and we also sometimes get assignments to create these kinds of texts."

This approach allowed students to engage with authentic language use while simultaneously developing their understanding of text structures and linguistic features. For instance, students might analyze the organization of an argumentative essay, identify key language elements, and then work on creating their own version of the text. Additionally, the respondent mentioned that they were sometimes assigned presentation tasks, where they presented their understanding of the text to the class. By connecting the real-world scenario to the learning situation, the teacher aimed to enhance the students' communicative competence, helping them use language more effectively (Huang & Wang, 2023). It can also help students to keep relevant, especially when using English in a communication.

Judging from the student's response, it is shown that the classroom activities were mainly group discussion about certain text genres followed by structured contents and corrective feedback. At first, the teacher usually assigned the students to engage into the topic by discussing it with their friend. After that, the teacher would explain and discuss the material together with the students. Having the material delivered, the students were assigned to do group works, either it was a presentation project or book assignment project. At this point, teacher would let students create the presentation or explore the material more by using digital tools. Finally, if the students had done with their assignment, the teacher would provide corrective feedback once more to structurize the students' understanding. Additonally, it does not mean the learning process was over when the classroom activity ended, the teacher opened the opportunity for students to ask any questions related to the material on the WhatsApp group.

Discussion

Integrating FFI and MFI creates more effective learning experiences than using either approach alone. The findings from this study align with a research that emphasized the benefits of integrating Form-Focused Instruction (FFI) with Meaning-Focused Instruction (MFI) (Woymo et al., 2024). The research showed that combining FFI techniques, such as corrective feedback, with communicative grammar activities

improved high school students' speaking fluency. It also enhanced their cognitive and behavioral attitudes toward speaking lessons. In the current study, this integration was clearly reflected in classroom practices. Explicit grammar instruction and corrective feedback were paired with collaborative tasks and real-life applications. This blend provided students with a structured foundation while also encouraging meaningful engagement with the language. By balancing accuracy with fluency, the students are more engaged with the structure while still improving their communication.

The Form-Focused Instruction (FFI) approach not only can be integrated with Meaning-Based Instruction (MFI), but also can be integrated with other approaches and still shows effectiveness. Mart (2019) compared FFI, content-based, and mixed approaches to literature-based instruction. His findings revealed that integrating attention to both form and meaning created an ideal environment for language acquisition. Students in the experimental group, who were taught using this integrative pedagogy, demonstrated remarkable improvements. They produced significantly more accurate grammatical structures and had the highest rate of oral production compared to other groups.

A framework of FFI from Spada & Lightbown (2008) highlights isolated and integrated FFI. While both of them have distinctive features, it is suggested that a balance between the two can help students develop both grammatical knowledge and the fluency required for real-world communication (Spada & Lightbown, 2008). However, more recent research evaluating this framework found that teachers often rely too heavily on coursebooks and neglect the integration of communicative activities, even though it is suggested to apply both isolated and integrated FFI complementarily (Kemaloglu-Er, 2021). In this study, the teacher demonstrated a more balanced approach. While the textbook provided a structured foundation for the lessons, students were encouraged to go beyond the prescribed material. The teacher allowed them to use online resources and explore examples outside the textbook. In this study isolated grammatical instruction is complemented with opportunities for meaningful exploration and application.

The widespread acceptance of digital tools in education post-COVID-19 reflects their effectiveness in fostering engagement and motivation (Faiza et al., 2022). The integration of digital platforms into language learning has become more common, especially after the shift to online learning during the COVID-19 pandemic. For example, students perceived the use of vlogs as a self-learning tool to be engaging and motivational, boosting their confidence and creativity in speaking activities. Although some pronunciation errors and grammar mistakes were observed, students demonstrated notable improvement in vocabulary use, with many incorporating words that were rarely used in class. Similarly, in this study, digital platforms, namely WhatsApp and Canva played an integral role in learning. WhatsApp facilitated discussions and feedback outside the classroom, while Canva was used for project-based tasks, i.e. presentations. Those digital platforms have made the FFI and MFI application not only limited to a traditional classroom. The corrective feedback that was done through WhatsApp and the utilization of Canva to deliver communicative presentations shows that the implementation of FFI and MFI adapts to the shift.

Another study also showed increased reliance on digital platforms during the COVID-19 pandemic on English language teaching (Wahyuningsih & Kusumaningrum, 2022). The study identified three stages of e-learning implementation: preparation, implementation, and evaluation. During preparation, English teachers designed lesson plans as a guide for their lessons. In the implementation stage, teachers used various learning materials, including textbooks, videos, articles, and internet resources, while students engaged through platforms such as WhatsApp, Google Classroom, and Zoom. These findings reflect the impact of the utilization of digital tools during the pandemic, which has now become a common phenomenon in post-COVID education. Other research also showed that digital platforms can address challenges that traditional classrooms often struggle to resolve (Alkan & Bümen, 2017). One key issue is learner anxiety, which can hinder active participation in classroom discussions. However, asynchronous learning environments provide a less intimidating space, allowing students to engage more comfortably. In this study, students used WhatsApp as a digital communication platform for discussions. The flexibility of this platform reduced

students' anxiety, making it easier for them to participate and express their ideas. Furthermore, the teacher's use of occasional corrective feedback through WhatsApp is an effective application of Form-Focused Instruction (FFI).

In addition, some research shows the growing positive perception of utilitizing information and communication technology (ICT) in the classrooms among teachers (Permata & Purnawarman, 2024). When some elementary school teachers were asked about whether ICT utilization in the classroom would be effective, no one showed disagreement. Similarly, students also have demonstrated enthusiasm for engaging digital platforms that support language learning. For instance, research shows that some students agree that using Spotify's lyric and playlist features could improve pronunciation skills while also increasing students' engagementin learning English (Ilyas & Kaniadewi, 2023). Moreover, there is also a research that demonstrates the effectiveness of the integration of Artificial Intelligence (AI) technologies in classrooms. A study on Nigerian undergraduates revealed that AI tools like ChatGPT and Google Bard significantly improved students' creative writing skills, particularly in areas such as imagery, voice, and characterization (Salihu et al., 2024). Even though there are various studies showed that advanced digital utilization would be effective, in this study, the integration of digital tools with FFI and MFI was only WhatsApp and Canva. However, there are also potentials of integrating FFI and MFI approach with current technologies, namely Artificial Intelligence (AI) and other advanced digital tools.

However, the implementation of digital tools in education, especially in language learning is not without challenges. A research shows that some developing countries experience challenge in implementing digital tools, namely, the lack of network infrastructures, computers, and internet access (Tadesse & Muluye, 2020). Without adequate infrastructure, schools cannot effectively implement technology-enhanced learning. For example, students in rural areas do not have access to high-speed internet, so that it makes them difficult to participate in online classes or access digital resources. Additionally, teachers' insufficient competence in digital literacy can also be the challenges. Even when technology is available, teachers may not know

how to integrate it into their teaching practices. Therefore, it is important to provide sufficient technological infrastructure and increase the digital awareness of the teachers to effectively integrate technology into learning.

Conclusion

Form-focused instruction (FFI) and meaning-focused instruction (MFI) have been long recognized as approaches to how languages are taught and learned. FFI emphasizes linguistic forms, namely grammar and vocabulary, while MFI emphasizes real-world communication and interaction. However, the COVID-19 pandemic disrupted their traditional implementation by not only forced a shift to online learning but also brought long-term changes to how teaching and learning are perceived. As schools reopened, both teachers and students experienced a paradigm shift, adapting to new teaching methods and integrating technology into classroom practices.

This study investigated how FFI and MFI are implemented in a senior high school English classroom in Indonesia after the COVID-19 shift. The findings revealed that the classroom integrated both approaches with some adjustment to the post-pandemic context. FFI was implemented through explicit grammar instruction, corrective feedback, and structured content aligned with the Kurikulum Merdeka. Meanwhile, MFI was carried out through collaborative group tasks, learner-centered activities, and the use of real-world examples to make learning meaningful and engaging. The use of digital tools (i.e. WhatsApp and Canva) played a significant role in supporting these approaches. WhatsApp allowed corrective feedback to extend beyond the classroom, while Canva enabled students to create meaningful presentations. The integration of digital tools has become a defining feature of post-pandemic education. Research consistently highlights the benefits of incorporating technology into teaching. The use of digital tools (e.g. WhatsApp and Canva) not only complemented these approaches but also made learning more accessible, interactive, and aligned with the demands of the modern classroom. They agree that by integrating digital technology in language teaching, it can enhance students' engagement and eventually, make the learning process more effective. However,

some constrains, namely limited internet access, inadequate devices, and gaps in digital literacy are still experienced by some schools, especially those in developing country.

The findings of this research showed the understanding on how ELT practices (i.e. FFI and MFI) have adapted to the post-COVID landscape. The study underscores the importance of digital literacy for teachers in adapting to new classroom situation. As the world always changes, equipping educators with strong digital literacy is important for meeting the needs of 21st-century learners. In addition, these findings underscore the need for further research investigating the effectiveness of integrating advanced digital tools, namely AI or other tools, within the frameworks of FFI and MFI to explore their potential for enhancing language learning outcomes. However, like much qualitative research, this study applies only a small size of the sample and thus has limited applicability only in specific contexts. On the other hand, this research aims to examine enough detail about the respondent's life experiences to give insights to the audience to decide whether the findings should be acted upon. Further research is suggested to have a broader scope to attain more generalizable findings.

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