



## Implications of New Normal Education in English Language Learning: Narratives of Purposive Communication Students

Mike Christian D. Fernandez<sup>1</sup>, Ricalyn P. Rico<sup>2</sup>, Kristine C. Abarabar<sup>3</sup>, Maria Naomi V. Malicdem<sup>4</sup>, Daren G. Quirimit<sup>5</sup>, Vladimir Marie E. Cabutotan<sup>6</sup>

<sup>1-5</sup> Students, Bachelor of Secondary Education Major in English,  
Pangasinan State University, College of Education

<sup>6</sup> Faculty, English Specialization Course Department, College of Education

### Abstract

*Learning was considered an immortal aspect that a time can never pass through; it may change the course of delivery or whether the standardized demand can be annotated or not, however, learning budded to a more flexible and leveled approach to attend the needs of the learners. As the context circled in the middle of a pandemic, this research paper explored the implications of the new normal education to English language learning. Lensed with specificity, in narrative-based, dimensions of learning and learning mechanisms were interpreted in a cross-sectional manner to further discussions of how learners adapted the educational shift; in regard to open learning embedded with the challenges faced-on was about flexible learning situations, intercultural communication in aid with coping strategies addressed diversity of the learners towards learning, and self-efficacy attached with learning accountability examined the individual's belief for an academic endeavor. Further, learning factors were reiterated in view to how influences matter in the language learning. Using the triangulation design, convergent model in specific, of mixed research method (Creswell, et al., 2003), extracted data merited significant body of knowledge on language learning on a narrative-based and quantified implications of the educational shift to ELL. The concept within the context of language learning was verified more than the demand of situation, was actually the adaptation and responsiveness as learning never ceased to surrender at any cost. This paper significantly shared the new normal education simply implied introspection to overly see dimensions designed and framed for the highest possible academic success; driven by the central character, the learners, and other key agents in the process.*

**Keywords:** *language learning, new normal education, open learning, self-efficacy, intercultural communication*



## INTRODUCTION

Future days would be defined future wise. The learning orthodoxy was not overwhelmed from an old school approach, for innovation and development matter in a progressivist perspective for curriculum. As an orthodox of learning, this suggested that whenever the situation manifests challenge imposition to all agents of learning, then the standardized framework should at least propose significant continuity of learning itself. In the case of new normal education, there was a paradigm shift and that described change; relative to English language learning, David Graddol (2010), described a significant development of English from 'a concept of foreign language' into an idealized global curriculum for English. This deviates a common ground for learning and at the very least, the trajectory of this became a wide academic consortium for the learners despite the disruptive cause of pandemic.

The disruption caused by Covid-19 has forced the adoption of online learning. Students and instructors faced an unfamiliar set-up simply known as the new normal education. Online learning involves a lot of preparation, considering different factors that implied to the learning; specifically, the English language learning. In the sense of effective learning despite the lack of physical space and challenges around the parameters, the integration of the learning strategies in the digital space would manifest authentic outcomes.

Considering a pandemic was a social issue and so as learning; on one hand, language was an issue in education. Comencius' (1657) accounts on language, education and society stated that "a society's fate in the end depends on the quality of the schooling its children get in language. The statement actually stipulated another

perspective to look over the orthodox of language learning, more than anything else, language more than a basic skill. Piaget's (1993) account emphasized the relative post: "Education is an integral part of formative process to which all beings are subject and is only one aspect of that vast development. It is therefore not limited to the action of school and family but is part and parcel of general social life. Human society is an educational society."

Overly mentioned, the learning process was a spherical route of cognitive development and affective domain's progress. This boiled to the mainstream of how the matter be transcribed in the learning venues of the learners.

The English language learning was consequently a matter of developing competencies which escalated academic success. Avila (2020) said, it is the medium of instruction for higher education at tertiary level in the Philippines thus having a better English language and communication skills are an essential ingredient of academic success. Apparently, as to the focal subject would be Purposive Communication. Accorded to the CMO 20 s. of 2013, this subject radiates the communicative competencies and enhances the cultural and intercultural awareness through multimodal tasks. It was about writing, speaking and presenting to different audiences and various purposes.

Akahori (2016) enumerated three dimensions of language learning, and that included open learning, academic self-efficacy and intercultural communication. Firstly, the open learning describes learning situations in which learners have the flexibility to choose from a variety of options in relation to the time, place, instructional



methods, modes of access and other factors related to their learning processes. This dimension underlined learning accountability in terms of initiation and independency. Secondly, self-efficacy was an individual's belief to successfully achieve a designated level on an academic task or attain specific goal. The learning mindset was really important in the new normal education. Academic mindset issues were not new, these already existed before the pandemic disrupted the educational system. Thirdly, intercultural communication sought to understand the differences on how people from a variety of cultures act, communicate and perceive the world around them. This dimension as a phenomenon happened in various settings across the concept of diversity.

Camara (2018) noted in his study that a significant relationship was found in at least one parameter of the sensing-thinking, sensing-feeling, and intuitive-thinking learning styles. The imposition of truth, that learners managed learning with self-efficacy were most liked to achieve academic success. Presumed to a major concern to learning in the new system, as paradigm shift, self-efficacy will open opportunities to other dimensions of learning.

In the new normal education, innovation was the key word. Whether it be the traditional face-to-face system or the new one, the curriculum has to be paralleled to the needs of the students--- the demand of quality education in general. The concept of English language learning must be in the same pace of innovation. It can be in a contextualized and localized manner, as far to the extent of attaining the necessary competencies despite underlying factors. Figuratively, this research study, with the three dimensions of language learning as lens, probed the timely implication of the new normal education to English language learning. The study

suggested a body of knowledge of the prior concept in focal of the narratives of Purposive Communication first year Bachelor of Secondary Education major in English students of Pangasinan State University (PSU) during the second semester, academic year 2020-2021.

## **METHODOLOGY**

In the sense of the new normal education, language learning has concurrent underpinnings for academic success. The research paper seeks to utilize and interpret both qualitative and quantitative data based on the research problem- the implications of new normal education to language learning and in parallel to the narratives of the respondents. Figuratively, the mixed research method was used.

The triangulation design is the most common and well-known design, and this was previously known as the concurrent triangulation design (Creswell, et al., 2003). With specificity, the convergent model of this mixed research method will be the framework design for the reason that, both quantitative and qualitative data are to be given equal weighting.

## **RESEARCH INSTRUMENTS**

The researchers designed survey questionnaires as the research instruments for this study. Questionnaires aim to elicit relevant information concerning the research problems that the researchers wanted to deem significance in language learning.

A structured questionnaire, a checklist, will be utilized to extract quantitative data. Meanwhile, open questionnaire as for the written interview will be the means to record the narratives of the respondents about the subject matter.

In conducting the research paper, questionnaires are to be used to obtain



necessary data. Questions will be regarded based on the research questions as such, (1) profiles of the respondents, (2) learning environment support, (3) virtual learning strategies through the dimensions of learning, (4) their perception about new normal education and (5) new normal learning set-up which includes challenges faced-on, coping strategies and learning accountability.

### **DATA GATHERING PROCEDURE**

The researchers invest time and effort in developing the research instruments to serve its intended respondents. For the validation of the said instruments, the researchers will seek an evaluator from the English faculty of the University. After the validation of the instrument, the researchers will ask permission from the concerned personnel of the Education Department for the floating of questionnaires. At the extent of the participants, the researchers will provide a letter addressed to them concerning the purpose of the study.

Upon approval, the researchers will be floating the said research instruments in two different schedule. First, the quantitative questionnaires will be administered during their vacant time or depending on their availability to respond. Second, the open questionnaires, for the written interview of the selected 10 students from both sections, will be done during weekends to give them ample time for an utmost relative data-narratives essential to this paper.

The questionnaires will be sent through the google forms considering the current situations because of the pandemic.

### **DATA TREATMENT**

The data gathered are discussed with equal weighting of both qualitative and quantitative. All necessary and significant resources as extracted from the respondents are compared or related as discussion and interpretation.

Focusing on the quantitative research questions, specifically research questions 2 and 4, the Frequencies (f) and percentage will be used for the statistical treatment. Research question number 1 will be served as a manifesto in understanding the profiles of the respondents. On the other hand, the qualitative research questions, research questions 3 and 4, will be treated as manifesto in the discussion and interpretation.

### **RESULTS and DISCUSSIONS**

In teaching-learning process, the concept of synchronous and asynchronous classes was already used in the academe. However, as to deal with the learning strategies efficacy, synchronous classes during the traditional set up were ideally efficient. So as the learning modality shifted to what was called new normal education, e-learning dominantly changed the educational set up.

Based on the article written by Cham Tao Soon (2020), e-learning was not something new. It was actually known for at least three decades, however, the argument on its objectives was not for the continued learning in the face of disruptions. With this, there were two rationales: (1) to widen the sources of learning and (2) to obtain lifelong learning.

**Table 1. Learning Profile of the Respondents**

All the students have adjusted to these learning modalities. The accumulated **82%** pointing to both synchronous and asynchronous modalities, was an evidence of how the educational set up looked like.

The table clearly shown how online learning is being done. In light of synchronous classes, a digital academic meet-up. On the other hand, asynchronous modality of learning was set to learning activities given during a scheduled time of a specific subject.

**Table 2. Learning Devices Utilized by the Learners**

| <b>Profile</b>                |               |            |
|-------------------------------|---------------|------------|
| Learning Devices              | frequency (f) | Percentage |
| <b>mobile phone</b>           | <b>80</b>     | <b>71%</b> |
| laptop                        | 6             | 5%         |
| desktop                       | 0             | 0          |
| tablet                        | 0             | 0          |
| mobile phone; laptop          | 21            | 18%        |
| mobile phone; laptop; tablet  | 1             | 1%         |
| mobile phone; laptop; desktop | 1             | 1%         |
| mobile phone; tablet          | 2             | 2%         |
| mobile phone; desktop         | 2             | 2%         |

Learning devices were key

| <b>Profile</b>    |               |            |
|-------------------|---------------|------------|
| Learning Modality | frequency (f) | Percentage |
| Synchronous       | 14            | 13%        |
| Asynchronous      | 6             | 5%         |
| <b>both</b>       | <b>93</b>     | <b>82%</b> |

components to attend online class. As to highlight the two sets of rationale, available gadgets had helped the students to widen their learning resource; learning contents that were available on the internet systems. Majority of the respondents revealed that mobile phones were dominantly used with **71%**. On this matter, despite mobile phones were the major technology, digital literacy has provided an avenue for lifelong learning. Basic skills in operating this technology imprinted the value of updating technical skills relative to education.

However, as discussed by Simbulan (2020) on her article, there were issues raised in the educational arrangements. There were instances that remote learning needed to suspend due to socioeconomic stand of students. Mental health of teachers and students was part of the contention too.

| <b>Profile</b>                                    |           |            |
|---|-----------|------------|
| Type of Student                                   | f         | %          |
| working student                                   | 13        | 11%        |
| <b>parents supported</b>                          | <b>80</b> | <b>71%</b> |
| Scholar   | 9         | 8%         |
| parents supported;<br>scholar                     | 8         | 7%         |
| parents supported;<br>working student             | 1         | 1%         |
| scholar; working<br>student                       | 1         | 1%         |
| parents supported;<br>scholar; working<br>student | 1         | 1%         |

**Table 3. Access to Learning of the Respondents**

Based on the gathered data, **51%** confirmed that data connection was their means to connect and join classes. Knowing the internet speed offered by the Telecommunications Companies in the Philippines, connectivity issues add burdens to the students, choppy systems joining the class or no signal at all. On the other hand, some data viewed minimal comfort of students using better quality on internet access such as WiFi.

**Table 4. Family Support Profile**

Within the given situation, parents supported students do not necessarily mean a great implication on the students' learning. Different stressors were still present. Accumulated **71%** who are supported by their parents implied a neutral point of personal matter and academic matter. This was unlike to self-supporting individuals with a serious learning implication.

The argument of Simbulan (2020) was not actually an assumption but realistic instances that had happened for over a year. From the learning devices down to connectivity issues and as to be included the financial constraints online learning was a challenge.

**Cross-sectional Interpretation: The Convergence of the Profiles, Dimensions of Learning and Learning Mechanisms**

The question on how effective new normal education remained salient to enlighten progressivist perspectives in the field of education, language learning perhaps. Learning mechanisms through online platforms include three aspects: challenges faced-on, coping strategies and learning accountability. These concepts constituted areas of concerns to be addressed. Directly

| <b>Profile</b>                        |               |            |
|---------------------------------------|---------------|------------|
| Internet Connection                   | frequency (f) | Percentage |
| data connection; Wi-Fi                | 11            | 10%        |
| Wi-Fi                                 | 38            | 34%        |
| <b>data connection</b>                | <b>58</b>     | <b>51%</b> |
| data connection; Wi-Fi ;prepaid Wi-Fi | 1             | 1%         |
| prepaid Wi-Fi                         | 2             | 2%         |
| data connection; prepaid Wi-Fi        | 3             | 2%         |

included in the pattern were the dimensions of learning by which students' personal primers played a critical role as lenses---

open learning, academic self-efficacy and intercultural communication.

Students' personal primer referred to narrative-based data as linked to the areas of concerns, this especially focused on the language learning. The focal characters by themselves engaged to the significant processes value the academic constraints. By these academic constraints, the heightened sustenance of learning in the new normal arrangements implied.

**Table 5. Challenges Faced-On by the Respondents Lensed to Open Learning**

| <b>Challenges Faced-On</b>             |        |            |           |            |       |           |
|--|--------|------------|-----------|------------|-------|-----------|
| Statements                             | Always |            | Sometimes |            | Never |           |
|  | f      | %          | f         | %          | f     | %         |
| I have bad internet connection.        | 33     | 29%        | 78        | 69%        | 2     | 2%        |
| I have busy environment.               | 55     | 49%        | 56        | 49%        | 2     | 2%        |
| I have slow-witted device.             | 25     | 22%        | 82        | 73%        | 6     | 5%        |
| I experience learning anxiety.         | 48     | 42%        | 62        | 55%        | 3     | 3%        |
| I get nervous during class recitation. | 66     | 58%        | 46        | 41%        | 1     | 1%        |
| I feel underrated.                     | 27     | 24%        | 76        | 67%        | 10    | 9%        |
| There are overlapping activities.      | 59     | 52%        | 53        | 47%        | 1     | 1%        |
| <b>Average Percentage</b>              |        | <b>40%</b> |           | <b>57%</b> |       | <b>3%</b> |

### **Faced-on and Open Learning**

Most concerns of individuals surviving the academic shift was a common ground, technology resources for learning, expected deterioration of personal boost and the connectivity issues which varied to situational composition. From a range of 41%-73% under categorical frequency of 'sometimes', the calculated average percentage was **57%**. This is 17% more than the 'always' section. Given by the situation, the challenges faced by the students at hand were not negatively serious under such conditions. The conditions remained substantial on the part of teachers and students. However, if unless such conditions were presumed unattained, then these would be serious matters.

The students' conditions were prerogatives to their personal primers. Learning dimensions imprinted ownership of their learning, in which, the title of success and failure laid over their chances. First, the open learning was defined as with description learning situations in which learners have the flexibility to choose from a variety of options in relation to the time, place, instructional methods, modes of access, and other factors related to their learning processes (Akahori, 2016).

Student A contributed a peak point on this dimension. He argued that preparatory enrichment shapes a better academic progress. Independency in learning promotes an adequate self-categorical containment, these are strategical in relation to time and space despite the concerns on learning environment and learning connectivity.

Student B emphasized the importance of meditation and setting up goals in learning. She believed that whether challenges were tough, as long as the learning mindset worked greater than what was off. The open learning

on her account was about managing time to learn.

**Table 6. Coping Strategies of the Respondents Lensed to Intercultural Communication**

| Coping Strategies              |        |            |           |            |       |           |
|--------------------------------|--------|------------|-----------|------------|-------|-----------|
| Statements                     | Always |            | Sometimes |            | Never |           |
|                                | f      | %          | f         | %          | f     | %         |
| I work out my time.            | 40     | 35%        | 71        | 63%        | 2     | 2%        |
| I avoid procrastinating.       | 24     | 21%        | 85        | 75%        | 4     | 4%        |
| I reach out to my family.      | 38     | 34%        | 58        | 51%        | 17    | 15%       |
| I reach out to my classmates.  | 40     | 35%        | 69        | 61%        | 4     | 4%        |
| I reach out to my friends.     | 50     | 44%        | 60        | 53%        | 3     | 3%        |
| I reach out to my instructors. | 7      | 6%         | 78        | 69%        | 28    | 25%       |
| I enhance positive mindset.    | 61     | 54%        | 50        | 44%        | 2     | 2%        |
| <b>Average Percentage</b>      |        | <b>33%</b> |           | <b>59%</b> |       | <b>8%</b> |

### Coping Strategies and Intercultural Communication

Strategical campaign on coping different academic constraints always include the intra-personal and interpersonal spheres of self-primer. The coping strategies were bound with personal pronoun “I” as subject for the title of successful learning. Under the categorical frequency of ‘sometimes’, **75%** compromised with the statement “*I avoid procrastinating*”. From a range of 44%-75% under the same categorical frequency, the computed average percentage was **59%**. This has to be a personal matter at all. By descriptive value, sometimes means

neutrality in ways of adaptability. The conditions of the thoughts and the mind co-incur within the limits of how they work on such matter. For instance, the limits before and after sometimes were never and always. That suggested a line between responsive and non-responsive actions.

Meanwhile, majorly shown as well was the **54%** under categorical frequency of ‘always’, “*I enhance positive mindset*” deemed implicative nature of students; optimistic views against the stressful arrangements in the academic shift.

Partly, the mechanism of coping strategies was mentioned above--- the intrapersonal and interpersonal spheres of self-primer. The culture of intrapersonal sphere was within oneself; the communication existed but within the self-spirit in order to attain personal consumption of mind’s stability towards academic aspect. But here’s what was critical, the interpersonal sphere by which in the context of language learning appealed cultural sharing for a wider scale of understanding the culture of learning.

Student C stated that culture sharing is really important because it helps us to understand each other and embrace diversity. Aiding that in the context of language learning, the spectrum of knowing varieties of communication appeared significant for a community-level of academic unity.

Student D apprehended that intercultural communication fails or succeeds due to an intentional prospect. The diverse pedagogical setting, which may include digital divide as well, intercultural communication stands as bridge to fill in the gaps and not to make an ocean barrier due to unhealthy competition.

Student E on a specified term, socializing skills presumed to be rolled for academic use.



**Table 7. Learning Accountability of the Respondents Lensed to Self-efficacy**

| <b>Learning Accountability</b>                   |        |            |           |            |       |           |
|--|--------|------------|-----------|------------|-------|-----------|
| Statements                                       | Always |            | Sometimes |            | Never |           |
|  | f      | %          | f         | %          | f     | %         |
| I trust myself.                                  | 70     | 62%        | 43        | 38%        | 0     | 0%        |
| I set my personal learning goals.                | 77     | 68%        | 35        | 31%        | 1     | 1%        |
| I own my learning process.                       | 70     | 62%        | 42        | 37%        | 1     | 1%        |
| I do self-assessment.                            | 53     | 47%        | 58        | 51%        | 2     | 2%        |
| I take learning as a challenge.                  | 82     | 72%        | 29        | 26%        | 2     | 2%        |
| I prepare myself emotionally.                    | 60     | 53%        | 51        | 45%        | 2     | 2%        |
| Independent learning helps me grow as a student. | 62     | 55%        | 50        | 44%        | 1     | 1%        |
| <b>Average Percentage</b>                        |        | <b>60%</b> |           | <b>39%</b> |       | <b>1%</b> |

**Learning Accountability and Academic Self-Efficacy**

Noor Hayati’s research study clearly indicated the existence of beliefs about English language learning and English language learning strategy. With the sustained data, learning accountability resourced the personal culture of how learning should be shaped. The strategies were quite introspective but reality of learning is what it gets.

The accumulated **60%** of the average percentage under the categorical frequency of ‘always’, learning accountability as an

intuited concept in learning implied the development of the self as learner. From a range of 47%-72% based on the aforementioned categorical frequency, learning as a challenge was pinned and reassured the other concepts related to accountability.

Goal attainment was equivalent to academic self-efficacy according to the majority of the respondents. Student F mentioned the different levels of goal attainment. First, primary goal attainment was within the self. It is about personal desire. For instance, to obtain a high score during an exam. Second, co-primary goal attainment was about the wholeness of an individual. Unlike the first level, this was not only the desire but relative to that, it was a self-containment of whether to successfully attain goal or otherwise. If the result’s otherwise, the self-containment now takes place for balance. The third level referred to intermediate goal attainment. Intermediate goal attainment included the people around or the environment.

In the context of ‘learning truth’, the study of Camara (2018) can be used as reference to annotate learning accountability by the learning styles portrayed by the learners, for such, self-regulatory efficacy.

Figuratively, language learning was a wide spectrum as communication has a wide scale of conceptual underpinnings. All that matters required the relational self and identified aspects significant to learning a language. As language constituted the self, the implications were clear.

**Family support as Learning Factor:  
Financial and Moral Support**

**Table 8. Financial Support Received by the Respondents as Learning Factor**

| <b>Financial Support</b>                            |        |                |               |                |       |                |
|---|--------|----------------|---------------|----------------|-------|----------------|
| Statements  | Always |                | Sometime<br>s |                | Never |                |
|   | f      | %              | f             | %              | f     | %              |
| Do your parents give you load allowance?            | 39     | 35%            | 58            | <b>51</b><br>% | 16    | 14<br>%        |
| Do you have elder sisters/ brothers supporting you? | 16     | 14%            | 32            | 28<br>%        | 65    | <b>58</b><br>% |
| Do you have scholarship?                            | 20     | 18%            | 28            | 25<br>%        | 65    | <b>57</b><br>% |
| Do you have part-time job or any sidelines?         | 16     | 14%            | 77            | <b>68</b><br>% | 20    | 18<br>%        |
| Do your parents give you extra money for savings?   | 10     | 9%             | 45            | 40<br>%        | 58    | <b>51</b><br>% |
| <b>Average Percentage</b>                           |        | <b>18</b><br>% |               | <b>42</b><br>% |       | <b>40</b><br>% |

**Financial Support**

The learning needs of the students are not limited to subjective concept attached to the term ‘learning’. In an objective manner of perspective in learning needs, financial support co-exist as a learning factor for reasons—it allocates learning stability as referral to monetary-need learning resources, it manifests relatively low stress in learning demand, and it boosts learning aptitude in a way that learning is money-eater aspect as well.

Shown in the table was 42% average percentage under categorical frequency of ‘sometimes’. In that regard, the socioeconomic standpoint of the majority of respondents is at average level. Examining the contexts of financial support, relative challenges can be drawn as to context of pandemic era of learning. Though financial support was there, average level could lead to learning survival, but dominantly perspective is to see the notion of how these learners amend to the challenges. As evidence, there were learners engaged to part-time jobs or sidelines to attend the demand of learning needs specifically for load consumption.

The convergent to this idea based on their accounts as students and future teachers is a review on how their defined perception on language learning can be affected by the financial support. Student G narrated that language learning in the new normal could be of help in their future cases. Reasons were presumed as to the demand of time and career specifications, as such, language was on forever existence and instances to tell people stories can never be restricted and restrained, whether the talk is on economic matter language is an important material, and the review to different contexts of learning is where the people draw the line of what would have been learned, what should be learned, and what can be learned despite any circumstances.

The account of Student H implied self-driven strategy to handle learning circumstances, financial challenges, in the context of new normal education. Though it is not in full view for all life standpoint, learning aptitude is what matters to look over the use of language learning in addressing any circumstances and on achieving learning goals as students and future teachers.

**Table 8. Moral Support Received by the Respondents as Learning Factor**

| Moral Support   |        |            |           |            |       |            |
|---|--------|------------|-----------|------------|-------|------------|
| Statements  | Always |            | Sometimes |            | Never |            |
|   | f      | %          | f         | %          | f     | %          |
| My parents encourage me to study hard.                                    | 88     | 78%        | 21        | 19%        | 4     | 3%         |
| My siblings boost my self-esteem.   | 48     | 42%        | 47        | 42%        | 18    | 16%        |
| Whenever I am down because of low scores, my parents tell me 'it's okay'. | 39     | 34%        | 56        | 50%        | 18    | 16%        |
| If it seems I'm tired, my siblings do me a favor.                         | 17     | 15%        | 65        | 58%        | 31    | 27%        |
| My parents share words of wisdom with me.                                 | 56     | 50%        | 49        | 43%        | 8     | 7%         |
| <b>Average Percentage</b>   |        | <b>44%</b> |           | <b>42%</b> |       | <b>14%</b> |

**Moral Support**

The moral philosophy as a reference to learning is bound to emotional bank of the learners; the emotional bank is where the learners received moral support. Assumptions to learning anxieties in the new normal set-up incurred emotional alterations relative to academic philosophy of saying “I can” but soon after stating “I can’t” but realization may snap the end of the mind resulting to accomplished and passed learning outputs. The pattern can-can’t-done sounded satirical, learning anxiety seemed to be just a reason to escape. However, these circumstances can be unseen and invisible

but needed to be attended. This is where family support needed to be at peak.

The table obviously shown a dominant 44% of an average percentage under categorical frequency ‘always’; that in a family sense, encouragement of family members were important factors to uplift the learning morale of the learners in the middle of a pandemic.

Within the context of convergent data, as summarized in the table and lensed with respondents’ narratives, understanding the learning process would mean to value moral reference for an academic endeavor while under the demand of situation.

Student G emphasized how language co-occur as a line of what is being shared between people. In the context of a family, home language means a moral language which provide a course of response to a situation. The moral language is said to vary depending on emotional alterations; for an instance, a learner is academically exhausted yet still complied to academic requirements because of the moral language utilized by the parents at home, if done otherwise, the alteration would be different in approach and impact.

Student I also mentioned that language is part of the human system. Part of that said human system is the ability to use language and perceive language; such to intellectually understand academic concepts and understatement of a situation, and to rather just empathize and sympathize others.

Language learning in its sense has grassroots to the work of mind. That of the narrative of Student J that a learning only exists because of the conscious process of learning and understanding language-use for different contexts.



## **The Spherical Data On New Normal Language Learning**

Language learning as a process has begun in different areas. Over the past years, old decades perhaps, this concept was carried in numerous theoretical studies. The definite idea was yet to rule over the countless propositions. However, it was quite impossible to have that definite idea. Learning process required filtered data available to achieve the learning success. In this perspective, the spherical data on new normal language learning was deemed proposed in this paper. Spherical data on new normal language learning was referred to implicative narrative-based components of the language learning itself. These components were described in primary level of influence and intermediate level of influence.

### **The Primary Level of Influence**

The existence of predetermined concept of learning success was traced back within the limit of self. Personal primer was the subject here. Self-influence pinned the strategical coping mechanisms which were set to control over the negative perception in the learning process. The belief and motivation within the self which contributed to a specified, spirited and valuable new normal language learning as relative to time, space, self-efficacy and self-communicative aid.

### **The Intermediate Level of Influence**

Intermediate level of influence included the environment and the people around the learner. The support for the learning process predicted a more salient contention with higher degree of learning success. As supplementary to the primary

level, the view of an implicative new normal shift varied along the feasible actions done by key players. The support systems were best tagged.

## **CONCLUSIONS**

The implications of the new normal education to language learning redirected a new idea for learning mechanisms. Spherical data on new normal language learning, included the primary level of influence and intermediate level of influence, the learners were recognized as central— this has remained constant. Everything that has influenced the language learning can be traced back to the central point. Students have the control over their learning success and learning failure.

With specificity, the following were concurrently found significant:

- 1.) The digital arrangements for academic processes also corresponded to the needs of the students. In the era that the learners were exposed to, whether amidst pandemic or not, technological interventions to learning was deemed attached to academic route for progress, not to mention the call of demand in the 21<sup>st</sup> century.
- 2.) Components of the learning mechanisms included the challenges faced-on, coping strategies, and learning accountability— in light with the dimensions of learning as such, open learning, academic self-efficacy, and intercultural communication purportedly provided a preview of how language learning was being experienced by the learners.
- 3.) Factors to learning should never be underestimated in a colloquial manner. The better that these influences were manifested to learners, then it would be equivalent to academic success.



The new normal education in the context of English language learning opened an insight of how language, education, and society bind together for a common cause. Mentioned for benefits to individuals as effective language learners despite circumstances, beyond the line, to further educational system and a step forward for societal change. The many, and in so many ways, language learning bridged smallest details from the key agents to larger models affecting the learning itself.

### LIMITATIONS

The research study aimed to record the narratives of the first year Bachelor of Secondary Education major in English of Pangasinan State University during the second semester of academic year 2020-2021; and, through their profiles and narratives, the implications of the new normal education to their language learning was discussed.

Student-respondents were 113 in total, both sections, for the quantitative survey. Meanwhile, for qualitative survey questions, the respondents were determined for random sampling.

### REFERENCES

- Anzai, Y. & Akahori, K. (2016). What are the Dimensions of Language Learning with MOOCs for English Learners. Retrieved from [https://link.springer.com/chapter/10.1007/978-3-319-47440-3\\_13#:~:text=The%20three%20factors%20were%3A%20Intercultural,consists%20of%20the%20following%20items.](https://link.springer.com/chapter/10.1007/978-3-319-47440-3_13#:~:text=The%20three%20factors%20were%3A%20Intercultural,consists%20of%20the%20following%20items.)
- Avila, M. (2020). Teaching Purposive Communication and Localized Techniques. Retrieved from [https://www.researchgate.net/publication/346138383\\_Teaching\\_Purposive\\_Communication\\_in\\_Higher\\_Education\\_Using\\_Contextualized\\_and\\_Localized\\_Techniques.](https://www.researchgate.net/publication/346138383_Teaching_Purposive_Communication_in_Higher_Education_Using_Contextualized_and_Localized_Techniques)
- Bennett, M. (2011). Intercultural Communication. Retrieved from [https://www.idrinstitute.org/resources/intercultural-communication/.](https://www.idrinstitute.org/resources/intercultural-communication/)
- Camara, J. S. (2018). Correlates of Self-efficacy, Learning Style and Aptitude Across Strand of Senior High School Students in San Jacinto National High School. *Asian Journal of Multidisciplinary Studies*, 1(2), 15-24. Retrieved from <https://asianjournal.org/online/index.php/ajms/article/view/104>
- Cham Tao Soon. (2020, June). E-Learning and Higher Education in the Pre- and Post-Covid-19 Situation. *Higher Education in Southeast Asia and Beyond*. [PDF file], issue no. 8, pp 3-4. Retrieved from [https://headfoundation.org/wp-content/uploads/2020/06/HESB-8-COVID19\\_2020.pdf](https://headfoundation.org/wp-content/uploads/2020/06/HESB-8-COVID19_2020.pdf).



- Daniel del Rosario (2020). The English Language in the New Normal. Retrieved from <https://www.online.ahead.edu.ph>.
- De Guzman et al. (2020). SOURCE OF STRESS AND COPE UP MECHANISM OF COLLEGE STUDENTS DURING THE LOCKDOWN AND EXTREME COMMUNITY QUARANTINE DUE TO COVID-19 PANDEMIC. Retrieved from <http://dx.doi.org/10.31838/jcr.07.12.145>.
- Hayati, N. (2015). A Study of English Language Learning Beliefs, Strategies, and English Academic Achievement of the ESP Students of STIENAS Samarinda [PDF file], volume 15 (2), pp. 318. Retrieved from <https://www.google.com/url?sa=t&source=web&rct=j&url=https://files.eric.ed.gov/fulltext/EJ1121913.pdf&ved=2ahUKEwilrcnVrrbvAhXBFIgKHQL1ALsQFjAAegQIARAC&usg=AOvVaw12o-QTi3RIpqUwsOGmW3Gh>.
- Ersanli, C. (2015). The relationship between students' academic self-efficacy and language learning motivation: A study of 8th graders [PDF file]. Retrieved from [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/283165792\\_The\\_Relationship\\_between\\_Students%27\\_Academic\\_Self-efficacy\\_and\\_Language\\_Learning\\_Motivation\\_A\\_Study\\_of\\_8th\\_Graders&ved=2ahUKEwiKt7TNrbvvAhVPPHAKHQiDE8QFjAMegQIDRAC&usg=AOvVaw2WC0HFdvfgIQRsAvGJw0Mt](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/283165792_The_Relationship_between_Students%27_Academic_Self-efficacy_and_Language_Learning_Motivation_A_Study_of_8th_Graders&ved=2ahUKEwiKt7TNrbvvAhVPPHAKHQiDE8QFjAMegQIDRAC&usg=AOvVaw2WC0HFdvfgIQRsAvGJw0Mt).
- Dolidze, T. (2012). Effects of Distance Learning on English Language Learning. Retrieved from <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.sciencedirect.com/science/article/pii/S1877042813002097/pdf%3Fmd5%3D2c8be7e05eb01460280c6bb691775e1f%26pid%3D1-s2.0-S1877042813002097-main.pdf&ved=2ahUKEwilrcnVrrbvAhXBFIgKHQL1ALsQFjAHegQICRAC&usg=AOvVaw1b8QOUaFjFDQbxumIUSLIT>.
- King, L. (2018). The Impact of Multilingualism on Global Education and Language Learning [PDF file]. Cambridge Assessment English Perspectives. Retrieved from [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.cambridgeenglish.org/Images/539682-perspectives-impact-on-multilingualism.pdf&ved=2ahUKEwjN1aqDoOrzAhUEQPUHHaCkARM4MhAWegQIGRAB&usg=AOvVaw3m8xUXnv\\_3cMI1vKi\\_1Eqo](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.cambridgeenglish.org/Images/539682-perspectives-impact-on-multilingualism.pdf&ved=2ahUKEwjN1aqDoOrzAhUEQPUHHaCkARM4MhAWegQIGRAB&usg=AOvVaw3m8xUXnv_3cMI1vKi_1Eqo).
- Simbulan, N. (2020, June). The Philippines-Covid-19 and Its Impact on Higher Education in the Philippines. Higher Education in Southeast Asia and Beyond [PDF file], issue no. 8, pp. 15-17. Retrieved from [https://headfoundation.org/wp-content/uploads/2020/06/HESB-8-COVID19\\_2020.pdf](https://headfoundation.org/wp-content/uploads/2020/06/HESB-8-COVID19_2020.pdf).
- The New Normal Education in the Philippines (2020). Retrieved from <https://www.paramountdirect.com/blogs/the-new-normal-education-in-the-philippines>.