Transformation of English Language Teaching:

Educator and Technology Integration at University

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Article Info	Abstract
	This study investigates how English Language Teaching (ELT) at Universitas Sembilanbelas November Kolaka is transforming through the integration of technology in lecturers' instructional practices. The research addresses the need for digitalized and culturally relevant pedagogy in post-pandemic higher education and aims to analyze lecturers' technological integration, challenges, and its impact on learning. Using a qualitative descriptive design, data were gathered through interviews, classroom observations, and document analysis involving seven lecturers and thirty students. The findings show that lecturers increasingly adopt digital tools to support interactive learning and develop stronger technological–pedagogical competence. Technology-enabled activities such as collaborative writing, multimedia tasks, and AI-assisted feedback enhanced classroom engagement. The study also reveals that incorporating local cultural content into digital lessons significantly improves student motivation, demonstrating the importance of culturally responsive approaches in technology-mediated ELT. These results highlight the need for institutional support to sustain meaningful digital transformation in higher education.

1. Introduction

The rapid development of digital technology has changed the landscape of teaching and learning in higher education. In English Language Teaching, technology is no longer viewed as an optional support but as a central element that shapes how lecturers design instruction. Inderawati (2024). revealed that integrating technology into English language teaching has been shown to elevate the learning experience by making instruction more dynamic, more engaging, and more accessible for students. Similarly, Jamalova (2024) found that classrooms that incorporate technology often show higher levels of student involvement and noticeable gains in learners language proficiency.

Although this potential is widely acknowledged, many educators still face difficulties in using technology in ways that genuinely improve learning. Mauliska and Karlssön (2024) notes that limited access to technology, insufficient technical skills among teachers, and ongoing concerns about privacy and data security can all reduce the effectiveness of technology use in the classroom and negatively influence the overall quality of learning.

In Indonesia, this challenge becomes even more visible since lecturers must adjust to institutional expectations for digital teaching while at the same time navigating diverse classroom conditions, as Sari and Abrar (2024) stated that limited technological infrastructure, especially in rural or low-income areas, along with differing levels of digital literacy among teachers and students, highlights the urgent need for stronger investments and adequate training to ensure effective technology use in education. It is supported by Herdina and Ningrum (2023) found that educators often face several challenges when integrating technology, including limited technological facilities, slow internet connectivity, insufficient digital skills, varying levels of motivation among teachers and students, and the need for well-prepared instructional materials. These situations show that the transition toward technology enhanced English Language Teaching is underway but far from complete.

Recent studies emphasize the importance of technological, pedagogical, and content knowledge working together in the teaching process. Mardiana (2020) argue that in practice, many lecturers in Indonesia are still unable to adopt the most recent instructional technologies. More recent researchers agree that TPACK continues to provide a strong foundation for understanding lecturers digital competence. Yopi (2024) report that in the era of Industry 4.0, TPACK serves as an essential framework for strengthening teachers' digital competence because it offers a comprehensive way of understanding how technological, pedagogical, and content knowledge intersect in the teaching process. Similarly, Utari et al. (2024) finds that significant improvement in TPACK is likely to strengthen teachers' ability to differentiate instruction more effectively.

At the same time, culturally responsive pedagogy has gained attention in language education. Ashrafova (2024) states that culturally responsive teaching can improve academic outcomes by making learning more meaningful and engaging for students from diverse backgrounds, as they tend to participate more actively when they see their own cultures reflected in the curriculum. Abdalla and Moussa (2024) asserted that culturally responsive teaching cultivates a classroom community where students feel valued, supported, and confident to take risks and express themselves genuinely.

In the Indonesian context, Azhary and Fatimah (2024) finds that incorporating local cultural elements into English teaching materials is vital for fostering cultural diversity and sensitivity while making learning more relatable and engaging, ultimately creating a more inclusive and effective classroom environment. This is supported by Awe et al. (2024) and Lestari et al. (2024) who observed that integrating local cultural elements into the English curriculum offers a transformative way to design instruction, making learning both more relevant to students lives and more effective overall.

However, most of the existing studies investigate technology and cultural responsiveness as separate topics. There are few studies that examine how digital tools and cultural elements can be combined in English Language Teaching. A study by Marwa et al. (2025) shows that much research on digital literacy in EFL classrooms often emphasizes technical skills but neglects the intercultural dimension. Another study by Hossain (2023) concludes that educators can enhance language learning by thoughtfully incorporating cultural insights, technological tools, and the varied experiences of their students. These findings reveal that the field still lacks a clear understanding of how technology and culture can work together in English Language Teaching.

Although scholars have examined TPACK and Culturally Responsive Pedagogy in various contexts, research that applies both frameworks simultaneously remains limited. There is little evidence on how lecturers in Indonesian universities incorporate technology while also strengthening cultural relevance in their instruction. The empirical gap concerns the need to describe lecturers' actual practices, particularly the adjustments they make when teaching with digital tools in culturally diverse classrooms.

The theoretical gap comes from the limited discussion of how TPACK and Culturally Responsive Pedagogy can complement each other in explaining transformation in English Language Teaching. These gaps indicate that further research is necessary to understand how technological and cultural factors interact in real teaching situations. This study seeks to address that need by exploring the practices of lecturers at Universitas Sembilanbelas November Kolaka.

Building on the gaps highlighted in previous studies, this research focuses on understanding how lecturers at Universitas Sembilanbelas November Kolaka navigate technology in their English Language Teaching practices while attending

to the cultural backgrounds of their students. The study explores the ways digital tools shape classroom interaction, influence pedagogical decisions, and support culturally meaningful learning experiences. Through this focus, the research provides a richer picture of how educational transformation unfolds within a local university context. By bringing together insights from the TPACK framework and Culturally Responsive Pedagogy, the study offers a perspective that helps explain how technological and cultural considerations work side by side in shaping contemporary English Language Teaching in Indonesian higher education.

2. Method

This study employed a qualitative descriptive design that aimed to capture the natural practices of lecturers as they integrated technology into English Language Teaching. A qualitative approach was considered appropriate because it allowed the researcher to explore participants experiences, actions, and reflections in depth. The study was conducted at Universitas Sembilanbelas November Kolaka within the English Education Study Program.

The participants of the study consisted of seven lecturers who taught various English courses and thirty students who had experienced technology mediated instruction. The lecturers were selected based on their active involvement in using digital tools in their classes, while the students were invited to provide complementary perspectives on the learning activities. All participants took part voluntarily, and ethical procedures were followed throughout the research process.

Data were collected through semi structured interviews, classroom observations, and document analysis. The interview guides were developed to explore lecturers experiences with digital tools, their pedagogical adjustments, and their reflections on student engagement. Observations were conducted to record the ways lecturers used technology during lessons, including how they interacted with students and how students responded to the digital learning activities. Document analysis involved reviewing lesson plans, digital learning modules, and student projects to gain additional insight into the instructional design. These three techniques provided rich and complementary data.

The collected data were analyzed using a thematic analysis approach. The researcher began by reading all data repeatedly to become familiar with the content, then proceeded to code meaningful units that represented key ideas. These codes were grouped into broader categories that gradually shaped the main themes. Throughout the analysis, the researcher compared data from interviews, observations, and documents to ensure consistency and credibility. This process allowed the study to provide a clear and grounded description of how technology was integrated into English Language Teaching in the study context.

3. Result

The analysis of interviews, classroom observations, and instructional documents produced three major findings that reflect how technology is shaping English Language Teaching at Universitas Sembilanbelas November Kolaka. These findings represent the final outcomes of the data coding and theme development process.

Lecturers Pedagogical Adaptation

The first finding shows that lecturers demonstrated a consistent pattern of pedagogical adaptation as they integrated digital tools into their instruction. Interview data indicate that lecturers adjusted their teaching strategies to support more interactive activities. One lecturer (L1) explained, *"I used to rely on a lot of lecturing, but now I involve students more through online platforms because they respond better"*. Another lecturer (L3) noted, *"Technology helps me monitor their progress in real time, so I can guide them more effectively"*.

Observation notes confirm that lecturers used digital platforms such as Google Classroom, Google Docs, Quizizz, and Canva regularly in their lessons. Document analysis also shows that these tools were incorporated into lesson plans and teaching materials. These combined data reveal clear evidence of increasing technological confidence and improved pedagogical flexibility among lecturers.

Technology as a Medium for Instructional Innovation

The second finding highlights that technology served as a medium for instructional innovation. The data demonstrate that lecturers designed learning tasks that encouraged collaboration, creativity, and authentic language use. Instructional documents show examples of collaborative writing projects, digital storytelling, multimedia tasks, and video based assignments.

Several lecturers described how these tools opened new possibilities. One lecturer (L5) stated, *"Students enjoy creating digital stories or videos because they feel more involved and can express themselves more freely"*. Another lecturer (L2) added, *"Using Google Docs allows me to see their writing development instantly, and they appreciate the immediate feedback"*.

Classroom observations further show that students engaged actively with digital tools and participated enthusiastically in completing multimedia projects. These patterns suggest that technology supported more varied and meaningful learning experiences.

Student Engagement in Culturally Connected Digital Learning

The third finding concerns student engagement in digital activities that incorporated local cultural content. Interview data show that students felt more motivated when learning tasks were linked to familiar cultural themes. One student (S3) shared, *"I feel more confident when the task relates to Kolaka traditions or*

stories because I understand the context better". Another student (S1) said, *"Presenting our own culture through digital assignments makes the activity more interesting and less stressful"*.

Observation notes reinforce this finding, showing increased participation during group work and discussions involving cultural content. Document analysis indicates that several lecturers intentionally embedded local cultural references into digital lesson plans, enabling students to connect new language skills with their own identities. These practices contributed to stronger engagement throughout the learning process.

4. Discussion

The findings of this study reveal important insights into how technology contributes to the transformation of English Language Teaching at Universitas Sembilanbelas November Kolaka. The first major observation concerns the ways lecturers gradually adapted their pedagogical practices as they engaged more deeply with digital tools. This pattern strongly reflects the perspective of Wastira and Waluyo (2025), who argue that technology integration in teaching can move classroom dynamics from teacher-centered recitation to student-led discussions without adding extra instructional time. Similarly, Rintaningrum (2023) claimed that integrating technology in English learning enhances skills, supports independent and collaborative learning, improves test performance, provides access to resources, and enables innovative teaching methods.

In addition, the evidence from this study points to the role of technology as a catalyst for instructional innovation. The activities designed by lecturers, such as digital storytelling and collaborative writing, are consistent with the argument presented by Oskarita and Arasy (2024) who explains that when students use digital tools to collaborate, they tend to engage more deeply, think more critically, and interact better with peers, highlighting how technology can enrich collaborative learning.

Moreover, Vardhini (2023) highlights that the wealth of online resources gives students easy access to authentic materials like videos, articles, and interactive exercises, enriching their learning with diverse accents, cultural contexts, and real-world language use. The creative tasks found in this study echo the insights of Melvina et al. (2021) who note that to support learner autonomy, teachers can integrate technology into their teaching and learning practices. These theoretical positions help explain why students in the study responded actively when involved in tasks that emphasized creation, collaboration, and exploration.

Furthermore, the findings emphasize the significance of culturally grounded digital activities in promoting engagement. This aligns with Rima et al. (2024) assertion that embracing culturally responsive teaching principles and addressing current resource gaps can transform ELT classrooms into more inclusive spaces that better meet students' needs and support more effective learning. Yuliantari &

Huda (2023) similarly argue that integrating culturally responsive teaching into English learning boosts students' motivation and helps create a more positive learning atmosphere.

The positive responses observed in the study also support the conclusion of Harmilawati et al. (2024), who maintain that a notable increase in students' academic performance, demonstrating the effectiveness of CRT in fostering both engagement and achievement. The inclusion of local themes in digital tasks also resonates with the work of Chung & Long (2024) who explains that incorporating cultural awareness into language teaching is crucial for meaningful language learning and authentic communication.

Furthermore, Tembe (2025) revealed that for foreign language teaching to be truly effective, curriculum developers, textbook authors, and teachers need to give stronger attention to the cultural dimensions of language. The strong student engagement observed in this research reflects these theoretical claims, demonstrating how cultural relevance and digital learning can reinforce one another.

When viewed together, these findings reveal how the processes described by TPACK and Culturally Responsive Pedagogy converge in practice. While TPACK explains how lecturers developed the competence needed to navigate digital platforms, Culturally Responsive Pedagogy clarifies why these technological efforts were more effective when aligned with students cultural knowledge. This interplay supports Damayanti et al. (2023) argument that a culturally responsive teaching approach can enhance students' cognitive learning outcomes. At the same time, it affirms Assalamah & Hilza (2025) position that digital transformation in education needs to be culturally grounded and ethically directed to create lasting impact.

Overall, the discussion demonstrates that the transformation of English Language Teaching in this context is shaped by three interconnected processes. First, lecturers expanded their technological and pedagogical capacities. Second, they used technology to create learning tasks that encouraged exploration and creativity. Third, they linked digital activities with cultural content that resonated with students experiences. These elements collectively illustrate how meaningful digital pedagogy develops in higher education. They also confirm that educational transformation does not occur through technology alone, but through the thoughtful combination of innovation, pedagogy, and cultural awareness.

5. Conclusion

The analysis of this research provides a coherent understanding of how technology contributes to the transformation of English Language Teaching at Universitas Sembilanbelas November Kolaka. The study shows that lecturers strengthened their pedagogical practices as they incorporated digital tools into their instruction and created learning activities that supported interaction, creativity, and meaningful language use. Students also responded more positively

when digital tasks were connected to familiar cultural themes, demonstrating that cultural relevance plays an essential role in shaping engagement.

These insights highlight how technological and cultural elements can complement one another to enrich the learning environment. However, this interpretation should be understood within the specific context of the study. The small number of participants, the exclusive use of qualitative data, and the focus on one department limit the extent to which the findings can be generalized to other settings.

Considering these limitations, several recommendations can guide future studies. Research involving multiple departments or institutions would help broaden the understanding of digital transformation in Indonesian higher education. The combination of qualitative and quantitative approaches may also provide a more comprehensive picture of how technology and cultural relevance influence learning outcomes.

Additional studies could investigate the specific digital competencies lecturers need when working with culturally diverse groups of learners, which may help institutions design more effective professional development programs. Further exploration of how students from different cultural backgrounds perceive technology mediated learning would also be valuable for creating more inclusive and responsive instructional practices. By addressing these areas, future research can expand and deepen the insights offered by this study.

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