

DIGITAL LITERACY PRACTICES IN LANGUAGE PEDAGOGY: BLENDED LEARNING/FLIPPED CLASSROOM ON ENGLISH LANGUAGE TEACHING IN INDONESIA

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Abstract

Digital literacy practices are a current issue and exciting topic, mainly for two reasons: many activities are integrated with digital technology, and one of them is English language teaching, which requires technological innovation to improve English language achievement. This study describes how English language teachers can develop and implement digital literacy practices in English classes. Qualitative research is the methodology utilised in this study, employing online interviews and questionnaires as the research tools. The study results show that many participants want to implement digital literacy practices in English classes. They must make digitally comprehensive preparations, practical implementation, and comprehensive assessments. There are some steps to implement digital literacy practices in English language teaching: adoption, adaptation, application, CALL, and MALL. So, English language teachers should follow five steps to implement digital literacy practices in English classes. The five steps are in line with preparation, implementation, and assessment. Digital literacy practices encourage English language teachers to improve and integrate their English language knowledge, skills, and character day by day. Digital literacy practices help English language teachers develop comprehensive preparation, efficient implementation, and comprehensive assessment more efficiently.

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INTRODUCTION

This study focuses on digital literacy practices in English language teaching in teachers' professional development. In this study, English language teaching implements Blended learning/Flipped classrooms. Many activities are integrated with digitalisation in the digital era, including English language teaching. Digital literacy practices are the ability to literate communication forms: spoken and written form digitally. English language teachers are models for their learners in digital literacy practices. Some previous studies of the practices of digital literacy are Eshet-Alkalai and Yoram (2004), state that digital literacy involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need to function effectively in digital environments. The following articles support Eshet-Alkalai and Yoram are Kong (2014), Ng, Wan (2012), Goodfellow (2011), Martin and Grudziecki (2006), and Mason (2006). Generally, the results of the study state that digital literacy practices are necessary for many aspects of life, including teaching the English language. So, every English language teacher should have knowledge, skills, and character related to digital technology.

Those studies discuss the contributions of digital literacy to the achievement of English pedagogy. Digital literacy means that English teachers are literate digitally as the role model in learning English. This is the requirement to achieve the goal of learning English. However, this study focuses on how English teachers integrate learning materials and digital technology to achieve English pedagogy. Therefore, digital literacy practices mean English teachers develop a Learning Management System (LMS) to prepare the teaching and learning activities for English in one semester.

In previous studies of blended learning, Tang and Chaw (2015) stated that blended learning offers flexibility in how students learn - when, what, where, and how. The easy availability of mobile devices (e.g., smartphones, tablets, etc.) is coupled with web-based services (e.g., digital library, learning management systems, etc.). The following studies supported by Tang and Chaw are Tang and Lee (2016), Yang (2015), López-Pérez, Pérez-López, and Rodríguez-Ariza (2011), Owston, Wideman, Murphy, and Lupshenyuk (2008), Garrison and Kanuka (2004). However, this study does not focus on the flexibility of blended learning but also tries to explore its advantages. In English language teaching (ELT), English teachers play an essential role in achieving the goal of learning English. One of the English teachers' roles is to be a model for their learners in teaching and learning activities. If English teachers have excellent teaching performances, the teaching and learning activities are more exciting and challenging. One of their super performances is that English teachers can integrate digital technology with learning materials and activities. Therefore, learning English is exciting and challenging for learners.

Some previous studies of flipped classrooms by Gilboy, Heinrichs, and Pazzaglia (2015) state that the flipped classroom is an innovative pedagogical approach focusing on learner-centred instruction. The following articles support Gilboy, Heinrichs, and Pazzaglia (2015) are Hew and Lo (2018), Long, Cummins, and Waugh (2017), Evseeva and Solozhenko (2015), Abeysekera and Dawson (2015), O'Flaherty and Phillips (2015). However, this study focuses on the readiness of learners to implement the flipped classroom. Learner-centred instruction means that learners play an essential role in learning activities. In English language teaching, learners have a high internal motivation to take English classes and finally to have a good achievement in learning English through the flipped classroom.

Digital literacy practices are crucial in language pedagogy, enhancing teaching and learning processes. Incorporating digital literacy practices into language pedagogy empowers teachers and learners to leverage technology effectively for language acquisition, communication, and cultural enrichment. However, it is essential to ensure that digital tools and resources are used purposefully and in ways that align with pedagogical goals and learner needs. Developing lesson plans that incorporate digital literacy practices is essential in preparing students for success in the digital age. By integrating these practices into your lesson plan development, English language teachers can effectively promote digital literacy skills and prepare students to thrive in an increasingly digital world.

Digital literacy practices in English materials development refer to incorporating digital technologies and online resources into creating educational materials for teaching English as a second or foreign language. These practices aim to enhance language learning experiences by leveraging digital tools and platforms to engage learners, facilitate communication, and provide access to authentic language use. By incorporating these digital literacy practices into English materials development, educators can create more dynamic,

interactive, and engaging learning experiences that cater to learners' diverse needs and preferences in today's digital age.

Digital literacy practices in English media instruction development involve integrating technology, critical thinking, and communication skills into the teaching and learning of English language and media studies. Digital literacy practices in English media instruction aim to empower students with the knowledge, skills, and attitudes needed to navigate the complex digital landscape, critically engage with media texts, and effectively communicate in a digital world. Digital literacy practices play essential roles in English language instruction by enhancing access to resources, facilitating authentic language use, promoting collaboration and communication, enabling personalised learning experiences, integrating multimedia elements, fostering digital citizenship, and cultivating lifelong learning skills. Integrating digital literacy into English language instruction prepares students to thrive in an increasingly interconnected and technologically driven world.

Literature Review

In *Approaches and Methods of Language Teaching*, Richards and Rogers (1986) state that the method consists of approach, design, and procedure; they state that the approach consists of two theories: a native language and the nature of language learning. The native language is an account of natural language proficiency. In English language teaching (ELT), natural language proficiency is English proficiency. The nature of language learning is an account of psycho-linguistic and cognitive processes involved in language learning. In English language teaching, cognitive processes consist of six (6) cognition: remembering, understanding, implementing, analysing, evaluating, and creating. This Six cognition refers to Anderson's taxonomy. It revises Bloom's taxonomy (1958), which consists of six levels of cognition: knowledge, understanding, applying, analysing, synthesising, and evaluating.

In *Designing Tasks for the Communicative Classroom*, Nunan (1989) stated that approaches consist of the theory of language and learning. The theory of language states that language is a system for expressing meaning; its primary functions are interaction and communication. In English language teaching, Nunan focuses on functional language, including interaction and communication. The theory of learning states that activities involving honest communication, carrying out meaningful tasks, and using expressive language to the learner promote learning. In English language teaching, Nunan focuses on open communication and having significant learners to encourage learning.

McCarty, Obari, and Sato (2017), in *Implementing Mobile Language Learning Technologies in Japan*, stated that blended learning/flipped classrooms as lesson delivery had some advantages in improving the English language proficiency of Japanese undergraduates, including their writing, oral communication, presentation skills, and improvements in TOEIC scores (p. 82). Digital literacy practices in language pedagogy: blended learning/flipped classroom on English language teaching in Indonesia can adapt it. It has been stated that blended learning/flipped classrooms as lesson delivery had some advantages in improving the English language proficiency of Japanese undergraduates, including their writing, oral communication, and presentation skills, as well as improvements in TOEIC scores.

In *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Anderson and Krathwohl (2001) stated that six (6) cognitive processes consist of remembering, understanding, implementing, analysing, evaluating, and creating. To develop a lesson plan, English teachers use six cognitive

processes by selecting which one is suitable for basic competence. After finding one unified cognition, they develop indicators to elaborate on basic competence. Indicators consist of some action verbs to prepare types of learning teaching activities/processes in English Language Teaching (ELT).

Renandya and Widodo (2016) stated that searching for the best language teaching method and the use and users of English. Searching for the best language teaching method is finally known as the best method, and the use and users of English are functional languages; the use means primary language function, which refers to Nunan as interaction and communication, and the users mean interactor and communicator.

Richards, Rogers, and Nunan have similarities and differences in the theory of language and learning in English language teaching. They developed the theory of language and language learning in English language teaching. Richards and Rogers developed the theory of native language, focusing on native language proficiency. In English language teaching, native language proficiency is English proficiency. The theory of the nature of language learning accounts for the psycho-linguistic and cognitive processes involved in language learning; Richards and Rogers focus on psycho-linguistic and cognitive processes in English language learning and teaching. The mental processes align with Andersons' taxonomy, which consists of remembering, understanding, applying, analysing, evaluating, and creating.

Nunan also developed the theory of language and learning in Designing Tasks for the Communicative Classroom. In the theory of language, he focuses on functional language in English language teaching. He states that language is a system for expressing meaning; its primary functions are interaction and communication. In the theory of learning, Nunan says that activities involving honest communication, carrying out meaningful tasks, and using expressive language to the learner promote learning. In English language teaching, Nunan states that three main activities are honest communication, significant tasks, and language use. Activity number three is using language that is meaningful to learners to promote learning.

RESEARCH METHODS

The study utilised a qualitative method, employing online observation and interviews. The study develops online observation by developing items of online observation, consisting of developing purposes of learning, learning activities, English instruction, and English assessments in teachers' professional development. Meanwhile, this study develops interview guidelines by developing interview items about how the participants develop learning purposes, learning activities, English instruction, and assessments. Based on observation development and interview items, this study makes an online observation and interview with the participants. The researcher proposes to seek permission from the Committee of Teacher Professional Development to conduct this study.

This research implemented a qualitative method using observation sheets and field notes to obtain data. This method is in line with the research problem and also research questions. The design of the research is explanatory. Through an explanation of the study's design, developing and implementing digital literacy practices can improve the achievement of multilingual learners of English. The development and implementation of the practices of digital literacy are going to be described comprehensively and chronologically.

Qualitative research is the methodology utilised in this study, employing online interviews and questionnaires as the research tools. The research instruments were devised to focus on the study's objective: English teachers can develop and implement digital literacy

practices to improve the achievement of English pedagogy through blended learning/flipped classrooms. English teachers play essential roles in language pedagogy to gain the achievement of learning English. If they are digitally literate, English teachers can manage and facilitate their learners to improve their learning of English through blended learning/flipped classrooms.

The study utilised a qualitative approach to describe the interplay between three key factors in English instruction development: competency, materials development, and assessments. Specifically, the study focused on integrating comprehensive preparation, practical implementation, and comprehensive evaluation to cater to the diverse learning styles of multiple learners. By exploring the relationship between these variables, the study aimed to shed light on the development of innovative teaching modules for English instruction. Ultimately, the goal of the teacher professional program was to provide insights into the creation of practical English language teaching modules for innovative English instruction.

Research Participants

This study focuses on professional development programs designed for English language teachers. The researchers selected fifteen participants from junior, senior, and vocational schools, ensuring that each category was represented by five teachers. This selection strategy aimed to provide equal opportunities for all participants to showcase their interpersonal skills and English teaching practices. The selection criteria were meticulously based on representativeness and equal opportunity, ensuring a balanced demonstration of the teachers' competencies. These competencies included communication, collaboration, critical thinking, and creation. By selecting a diverse group of teachers, the study aimed to capture a comprehensive view of English teaching practices across different educational levels.

The primary goal of this study is to enhance students' academic engagement through innovative English instruction practices. Achieving this objective depends on the ability of the selected English teachers to effectively demonstrate their knowledge and interpersonal skills. Through the professional development programs, teachers are expected to refine their teaching strategies, incorporate new methodologies, and foster a more engaging learning environment for their students. By focusing on these key areas, the study aims to provide valuable insights into how professional development can impact English teaching practices. The ultimate objective is to create a ripple effect that improves student engagement and academic performance. By equipping teachers with advanced skills and innovative approaches, the study seeks to contribute to the overall improvement of English language education. Therefore, the study's structured approach to selecting participants and its focus on comprehensive professional development aim to demonstrate how enhanced teacher competencies can lead to improved student outcomes. The findings are expected to underscore the importance of continuous professional growth and its direct impact on teaching effectiveness and student engagement.

Procedure

The data collection process involves seven key activities (refer to Figure 1). The first activity consists of conducting online observations as part of the field of study. This approach helps to clarify, confirm, and validate the data, which is essential for the teacher professional development program at one of the universities in Surabaya. The second activity is the library

study, where relevant books and articles are read to support teacher professional development programs.

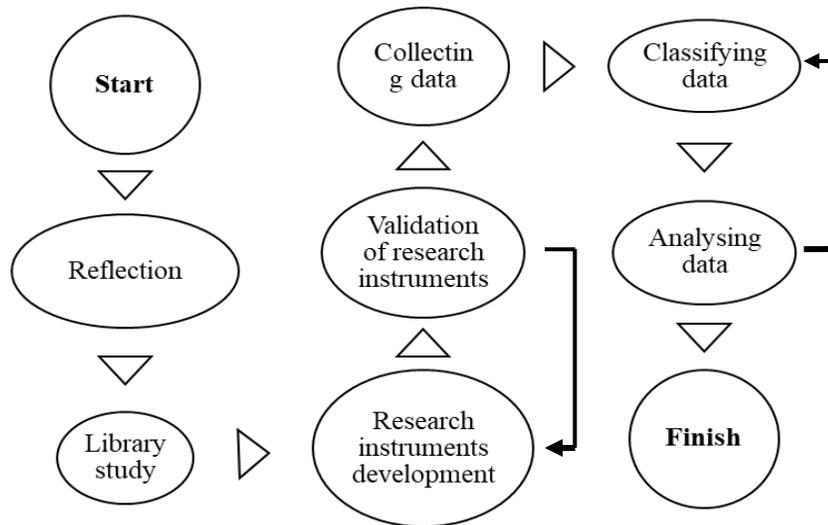


Fig. 1: Research Procedure of Data Collecting

Based on these resources, the research instruments are developed in Activity Three (collecting data), followed by validation of the research instruments with reviewers to ensure their accuracy in Activity Four (validation of research instruments). Once the research instruments are revised, activity five (research instruments development) involves collecting data from English teachers who have participated in the teacher professional development program and have experience in English instruction practices in schools (scheduled for Teacher Professional Program 2022) from 2 Aug - 30 Aug 2023. Inactivity six (classifying data), the data is categorised based on two main criteria: developing an English language teaching module and implementing an English language teaching module in class. The English language teaching module is based on innovative and learner-centred approaches, consisting of three sub-variables: competency, materials development, and assessment. Finally, activity seven (analysing data) involves analysing the data to determine if it comprehensively answers the research question.

RESULTS AND DISCUSSIONS

This part explains the results and discussions of the research with the title *The Practices of Digital Literacy in Language Pedagogy: Blended Learning/Flipped Classroom on English Language Teaching in Indonesia*. Results and discussions are combined to become a comprehensive explanation. Based on the purpose of research, two objects are explained chronologically: one is to describe how English teachers develop the practices of digital literacy to improve the achievement of English pedagogy through blended learning/flipped classrooms and to explain how English teachers implement the practices of digital literacy to improve the achievement of English pedagogy through blended learning/flipped classroom.

Developing digital literacy practices can improve the achievement of English pedagogy through blended learning/flipped classrooms.

This part explains how digital literacy practices are developed and implemented in blended learning/flipped classrooms. The development and implementation of the English lesson plans in the class are delivered chronologically.

Development of Digital Literacy Practices in Blended Learning/Flipped Classrooms

Table 1 consists of two columns: criteria and score of development of digital literacy practices in Blended learning/Flipped classroom on page 9. Criteria and scores have four levels, respectively. Criteria have the lowest: Participants need help to develop digital literacy practices in Blended learning/ Flipped classrooms, and the highest level: Participants can comprehensively develop digital literacy practices in Blended learning/ Flipped classrooms. Meanwhile, the lowest scores were 1 and 2; the highest were 9 and 10. Based on the four criteria, the study can find the results of developing digital literacy practices in Blended learning/Flipped classrooms.

Table 1
Development of Digital Literacy Practices in Blended Learning/Flipped Classrooms

No	Criteria	Score
1	Participants need help to develop digital literacy practices in Blended Learning/Flipped Classrooms.	1, 2
2	Participants start learning and studying to develop digital literacy practices in Blended Learning/Flipped Classrooms.	3, 4, 5
3	Participants can develop digital literacy practices in Blended Learning/Flipped Classrooms.	6, 7, 8
4	Participants can comprehensively develop digital literacy practices in Blended Learning/Flipped Classrooms.	9, 10

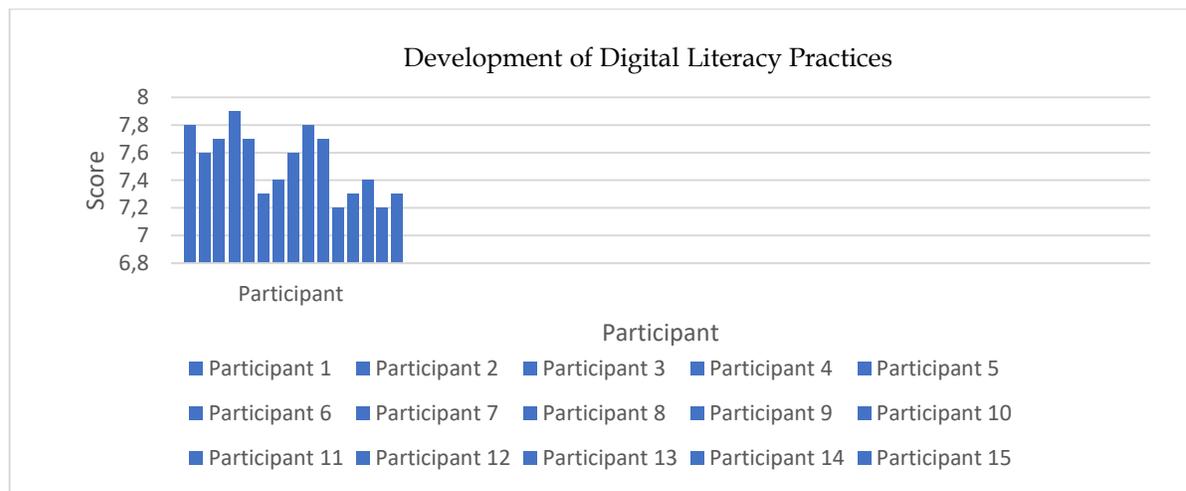


Figure 1. Development of Digital Literacy Practices in Blended Learning/Flipped Classrooms

Figure 1. shows the results of developing digital literacy practices in Blended learning/Flipped classrooms at teachers’ professional development programs. Based on the criteria and score, the participants can develop digital literacy practices with a score of 7,2 to 7,9, which means that participants can develop digital literacy practices in Blended learning/Flipped classrooms.

The achievement of English pedagogy in this study refers to Richards and Rogers's (1986) theory of native language in *Approaches and Methods in Language Teaching* and Nunan's (1989) theory of language in *Designing Tasks for the Communicative Classroom*. Richards and Rogers stated that the purpose of English pedagogy is that English teachers are models for the learners to master English proficiency (theory of native language). In the theory of language – *Designing Tasks for the Communicative Classroom*, Nunan stated that the purpose of English pedagogy is that English teachers are models for the learners to master the functional language consisting of interaction and communication (the learners can master interaction and communication in learning English).

To gain the purposes of English pedagogy, English teachers can develop lesson plans and implement them in English language teaching. To create lesson plans, English teachers can design English classes by integrating learning materials and digital technology, or English teachers can develop lesson plans in the Learning Management System (LMS). Six elements to build lesson plans are the general and specific objectives of the method, a syllabus model, types of learning and teaching activities, learner roles, teacher roles, and the role of instructional materials.

Changes in some principles have occurred, including in education and the digitisation era. It has happened in Indonesia, too. The shifting paradigm of English pedagogy is progressing in Indonesia. English pedagogy has been influenced by two latest changes: the use and use of English and the search for the best language teaching methods (Widodo & Renandya, 2016). Because the use and users of English contribute to the latest change in English pedagogy, the goal of language teaching has also changed. One of the approaches of English pedagogy is a theory of the nature of language learning that must be read twice or thrice (Richards & Rodgers, 1986). A theory of the nature of language learning automatically relates to a theory of native language. However, this article focuses on the nature of English pedagogy. The reason is the use and users of English; mainly, the users of English are not only native English, but many English teachers are non-native English.

The search for the best language teaching methods has also changed because the goal of English pedagogy has changed. The goal of English pedagogy and its process are closely related. In chronological order, the use and users of English have shifted from native to non-native English. The shifting has influenced the goal of English pedagogy. Changing the goal of English pedagogy and learning English has also influenced searching for the best language teaching methods.

As stated in the title, *Digital Literacy Practices in Language Pedagogy: Blended Learning/Flipped Classroom on English Language Teaching in Indonesia* is explained briefly in the following paragraphs for those (English teachers) who are familiar with blended learning/flipped classrooms and those (English teachers) who are not aware yet.

Those (English teachers) who are familiar with blended learning/flipped classrooms and those who are not yet state that they agree that the majority of the use and users of English are non-English native speakers. However, those who are not familiar yet have some different points of view; they focus on the approach of the native language. They still believe that language proficiency refers to the approach of the native language. On the other hand, those who are familiar with blended learning/flipped classrooms focus on the different methods and the nature of language learning. They continue their argument of using and using English, as stated in the following explanation. The use refers to the activities of using English; they are increasing. It consists of the use of English in education, industry, economy, politics, culture,

society, etc. It causes an increase in people's daily activities. The activities run well if they communicate directly or indirectly using international language (face-to-face communication) or indirectly (using tools such as smartphones and computers). The role of English is that of a global language and as a lingua-franca. In those activities, people communicate with each other by using English in many aspects of their lives, supported by advanced technology.

Dealing with the users of English, those (English teachers) familiar with blended learning/flipped classrooms state that the users refer to the number of people involved in their activities increasing too. The increasing number of activities aligns with the growing number of people involved. Technological innovations, either in education or non-education, support two factors: the use and users of English. In education, educational technology and technology-enhanced learning language increase significantly daily. E-learning, computer-assisted language learning (CALL), and mobile-assisted language learning (MALL) also increased in this era. Seven benefits of using CALL (blended learning/flipped classroom) are multimodal practice with feedback, individualisation in a large class, pair and small group work on projects, either collaboratively or competitively, the fun factor, variety in the resources available and learning styles used exploratory learning with large amounts of language data, and real-life skill-building in computer use (Brown, 2000, p. 145).

Technological innovations - development and implementation of blended learning/flipped classroom in ELT, the advantages of digital technology contribute to English teachers are as models for their learners to get easier to access learning resources /materials, various learning resources/materials are available, and learning resources/materials are updated. In English pedagogy, the sources of learning English are now more complex. The number of English teachers is increasing, referring to educational technology and technology-enhanced language learning. So, the number of non-English native users is growing daily, influencing the shifting or changing nature of language learning.

Relating to the users of English in ELT, many English teachers are non-native English or the outer circle. One of the advantages of digital technology is the variety of learning resources/materials available, which contributes to learners choosing or selecting the availability of learning resources/materials. Therefore, many English teachers are non-native English, so they are called the outer circle. The increasing number of English users has influenced shifting the goal of learning and teaching English.

Dealing with learning English, the majority of the young generation is welcome to the nature of language learning, which has changed; the achievement of learning English does not refer to native English speakers anymore, more explicitly speaking. This article focuses on said form rather than written form. One of the reasons is the nature of the language spoken. The users of non-English natives have a more significant number than English natives. In spoken communication, the probability of communicating with users who are non-English natives is more critical than with English natives. So, the achievement of learning English has to refer to the nature of language learning, stating that achievement is the ability of the learners to communicate with their spoken partners in English.

Implementing digital literacy practices to improve the achievement of English pedagogy through blended learning/flipped classroom

Table 2 consists of two columns: criteria and a score of implementing digital literacy practices in Blended learning/Flipped classrooms on page 12. Criteria and scores have four levels, respectively. Criteria have the lowest: Participants need help to develop digital literacy

practices in Blended learning/ Flipped classrooms, and the highest level: Participants can comprehensively develop digital literacy practices in Blended learning/ Flipped classrooms. Meanwhile, the lowest scores were 1 and 2; the highest were 9 and 10. Based on the four criteria, the study can find the results of implementing digital literacy practices in Blended learning/Flipped classrooms.

Table 2
Implementation of Digital Literacy Practices in Blended Learning/Flipped Classrooms

No	Criteria	Score
1	Participants need help implementing digital literacy practices in Blended Learning/Flipped Classrooms.	1, 2
2	Participants start learning and studying to implement digital literacy practices in Blended Learning/Flipped Classrooms.	3, 4, 5
3	Participants can implement digital literacy practices in Blended Learning/Flipped Classrooms.	6, 7, 8
4	Participants can comprehensively implement digital literacy practices in Blended Learning/Flipped Classrooms.	9, 10

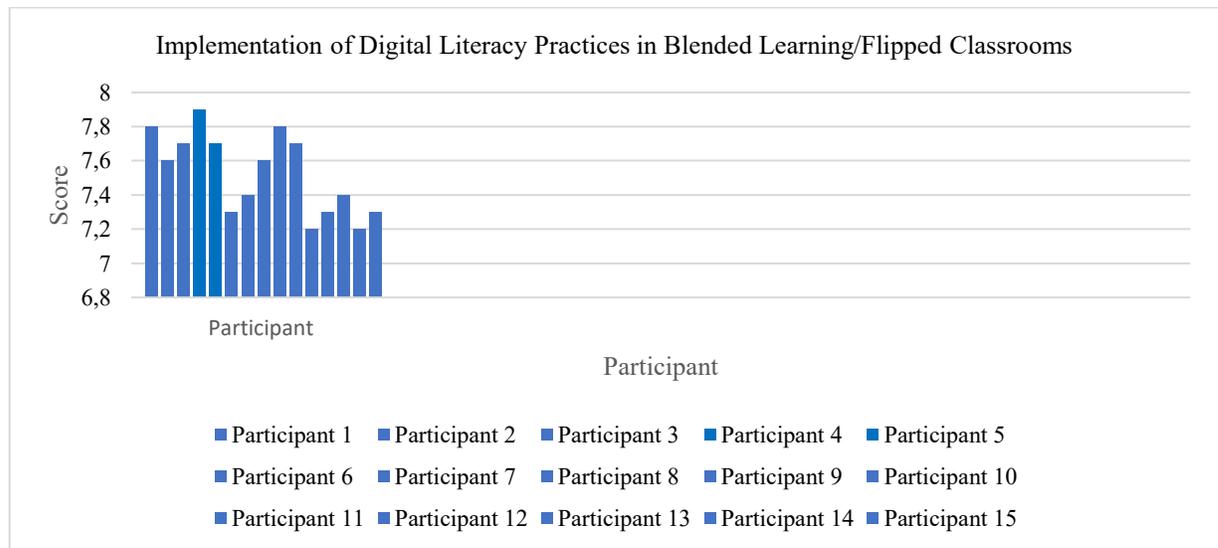


Figure 2 Implementation of Digital Literacy Practices in Blended Learning/Flipped Classrooms

Figure 2 shows the results of implementing digital literacy practices in Blended learning/Flipped classrooms at teacher professional development programs. Based on the criteria and score, the participants can implement digital literacy practices with a score of 7,2 to 7,9, which means that participants can implement digital literacy practices in Blended learning/Flipped classrooms. This study focuses on implementing lesson plans to improve the achievement of English pedagogy. English teachers can manage three main activities: face-to-face (virtual) meetings, structural assignments, and independent learning. In face-to-face (virtual) meetings, English teachers deliver learning material in every meeting by using a learning management system (LMS). In structural assignments, English teachers can develop each learning material enclosed with the assignment. English teachers motivate learners to

become more active in independent learning, either to improve their achievement in learning English or to do their tasks using a learning management system (LMS).

Meanwhile, learners' role in learning English is to be processors, performers, initiators, and problem solvers. Digital literacy practices stimulate English teachers as models for learners to become more active in learning English because they have four roles: processor, performer, initiator, and problem solver. As processors, learners are supposed to become more involved in learning activities by using the learning management system. The performer is the next role; learners are supposed to become more active in learning activities, so their English performances are increased daily. The third role is initiator; learners should become more involved in independent learning using the learning management system.

Moreover, as a problem solver, learners should become more active in identifying, classifying, and finding solutions to their learning problems. Later, in digital literacy practices, they are literate digitally so that the learners can find out the benefits of digital technology, such as more accessible access to learning resources/materials, various learning resources/materials being available, and learning resources/materials being updated. Therefore, they are independent learners. Activity number three, independent learning, which the English teachers have managed, has been reached.

In English language teaching (ELT), five components are involved in learning and teaching activities: learners, teachers, learning materials, media, and assessments. English teachers increasingly play an important role in beginning or starting the new paradigm of English language learning (ELT). Among the components of learning activities, teachers play an essential role in becoming independent models for a new paradigm in English language teaching (ELT). Some changes have already occurred in learning English. The paradigm of English language teaching (ELT) is English for International Language rather than English as a Foreign Language. Teachers contribute significantly to becoming models as independent teachers by comprehensively understanding the advantages of digital technology. Now, English teachers have easier access to learning resources/materials, various learning resources/materials are available, and the learning resources/materials are updated. Independent learners contribute to the shifting paradigm of English language learning in Indonesia. It states that current English language teaching is influenced by two recent changes: the use and users of English and the search for the best language teaching method. Therefore, in the digitisation era, digital technology has changed the theory of the native language. English teachers can stimulate their learners or students to become independent learners to achieve the goal of learning English; they can practice digital literacy through blended learning/flipped classrooms in English language teaching in Indonesia.

Gaining the best language teaching methods is independent of the theorists' learning language. However, it now tends to invite the English teacher as a practitioner, meaning that the English teacher is an expert in teaching English. Based on a theory of the nature of language learning, the English teacher has a more comprehensive understanding of teaching English than the theorists' language learning. The English teacher is a part of integrative activities in learning and teaching English, so they have more experience than theorists' learning language. English teachers still play essential roles in implementing the best language teaching methods in the classroom.

This study focuses on shifting the goal of English language teaching (ELT) and what method suits English language teaching (ELT) activities. The post-method answers it has three dimensions: particularity, practicality, and possibility (Kumaradivelu, 2006). The post-method

is suitable for the role of an English teacher who can select the appropriate method. Three dimensions are the Post method ideal for English teachers' autonomy. Particularity emphasises local exigencies and lived experiences. Lived experiences belong to the English teacher, not other people, such as theorists' language learning. Practicality emphasises action research, differentiating between theorists' and teachers' theories. Teaching English is related to his daily activities, so the English teacher comprehensively understands how to manage learning and teaching activities in the classroom. The possibility is concerned with language ideology and learner identity. The dimension of possibility is suitable for learning L2. Language ideology is related to culture. Culture needs an understanding of the values of L2. Learning L2 means that the learners have the possibility, the underlined word possibility, similar to challenges and opportunities to know and understand the language ideology of L2. Teaching L2, English teachers have to take one step forward in learning and understanding the language ideology of L2 compared with learners of L2. So, the Post method accommodates English teachers' autonomy. Finally, two recent changes, the use of English and the search for the best language teaching methods have influenced the shifting paradigm of English language teaching in Indonesia. Two main factors have also changed the goal of learning English. So, the changes in the goal of learning English have influenced the search for the best language teaching method, the Post method.

CONCLUSION

Based on the discussion, two main conclusions can be drawn. First, by mastering digital literacy practices, English language teachers can enhance their pedagogical effectiveness through the use of blended learning and flipped classrooms. These digital literacy practices enable teachers to integrate technology seamlessly with traditional teaching methods, thereby improving students' engagement and learning outcomes. Second, the implementation of these digital literacy practices is crucial for the advancement of English pedagogy. This approach not only supports the delivery of content but also fosters a more interactive and student-centered learning environment. Suggestions for further research include exploring the integration of digital technology with learning materials and activities, guided by the Technological Pedagogical and Content Knowledge (TPACK) framework. This framework emphasizes the importance of combining technology with pedagogy and content knowledge to create effective teaching strategies. By developing and implementing TPACK-based practices, English teachers can significantly enhance the achievement of English pedagogy through blended learning and flipped classrooms.

Furthermore, it is essential to investigate the application of digital literacy practices at various educational levels. Research should focus on how these practices can be tailored to meet the needs of elementary, intermediate, and advanced students. By doing so, educators can develop strategies that are appropriate for each level, ensuring that all students benefit from the integration of digital technology in their English learning journey. In this context, English teachers should focus on mastering and implementing digital literacy practices within the TPACK framework to improve their teaching methods. This approach should be applied across different educational levels to ensure comprehensive enhancement of English pedagogy. Further research is needed to refine these strategies and explore their impact on student achievement in diverse learning environments. Through continuous development and application of digital literacy practices, English language education can achieve higher levels of effectiveness and engagement.

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