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Exploring Innovations in Teaching, Assessment, and Technology for English Language Education in Indonesian Tertiary Education

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ABSTRACT

Educational policy, technological advancement, and socio-cultural dynamics in Indonesia have made English language learning increasingly complex. Therefore, appropriate strategies are required in selecting teaching methods, assessments, and technology to ensure that the learning process remains effective and adaptive to these changes. This study employs a qualitative approach with a case study design to explore the implementation of teaching methods, assessments, and technology in English language learning in Indonesia. Data were collected from six lecturers at a university in Indonesia through onsite and online interviews, observations, and document analysis. The findings reveal that the implementation of English language teaching is influenced by educational policies, cultural factors, and student characteristics. The implementation of the Outcome-Based Education (OBE) policy encourages the use of active learning approaches such as Project-Based Learning (PBL) and cooperative learning, which emphasize learning outcomes. In addition, assessment forms are aligned with the adopted teaching methods, allowing evaluations to better reflect students' learning processes and achievements. The use of technology also plays a crucial role in providing interactive and flexible learning experiences while facilitating assessment practices. Overall, this study highlights the importance of integrating teaching methods, assessments, and technology within the context of educational policy and local culture. These findings are expected to contribute to the development of more contextual and relevant strategies for English language teaching in Indonesia.

1. Introduction

The increasing pace of globalization has positioned English as one of the most essential skills for academic, professional, and social advancement in the 21st century. As a global lingua franca, English functions as a key medium for international communication, research collaboration, and knowledge exchange

across diverse disciplines and nations (Kirkpatrick, 2012). Consequently, the teaching and learning of English have become a central focus in educational systems worldwide, particularly in countries where English is learned as a foreign language. However, the interaction between educational policies, technological developments, and socio-cultural factors has made English Language Teaching (ELT) a highly dynamic and complex field (Martin et al., 2023). These evolving conditions demand adaptive teaching methods, innovative assessment approaches, and the effective integration of technology to maintain the relevance and quality of English education (Hinkel, 2023).

Over the past few decades, ELT has undergone a significant paradigm shift as a response to globalization and technological advancement. Communicative and learner-centered pedagogies have increasingly replaced traditional approaches that emphasize rote learning and grammar translation. Methods such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) prioritize interaction, collaboration, and authentic language use in real-world contexts (Adil, 2020; Islami & Senom, 2024; Zhang & Yanfeng, 2025). This transition from teacher-centered to student-centered learning reflects a broader pedagogical movement emphasizing learner autonomy, critical thinking, and contextual learning (Tang, 2023).

Parallel to these methodological transformations, the integration of technology has become a defining element of ELT practice. The widespread use of Learning Management Systems (LMS), mobile learning applications, and social media platforms has made English learning more interactive, flexible, and accessible (Al-khresh, 2024; Li, 2024; Machmud et al., 2021). These tools not only extend students' learning beyond the classroom but also facilitate collaborative and personalized learning experiences. Digital technologies now enable lecturers to design innovative learning environments, promote authentic language use, and provide immediate feedback, all of which contribute to a more engaging and effective language learning process.

In addition to teaching methods and technology, assessment has become an equally important dimension in shaping the quality of English language education. Modern assessment practices are expected to align with communicative and technology-enhanced pedagogies, focusing not only on linguistic accuracy but also on learners' ability to use language meaningfully in authentic contexts (Brown & Abeywickrama, 2023). Alternative forms of assessment, such as performance-based tasks, portfolios, and online assessments, have gained prominence as they provide more holistic and formative insights into students' progress. The integration of digital tools in assessment, such as automated feedback systems, online quizzes, and e-portfolios, has further transformed how learning outcomes are measured and supported. However, these innovations also raise new pedagogical and practical challenges, particularly in balancing technological convenience with validity, reliability, and fairness in language assessment.

In Indonesia, national education policies have increasingly encouraged the implementation of innovative and communicative pedagogies in English

instruction, such as Project-Based Learning (PBL) and CLT, particularly in higher education (Halim et al., 2023; Nggawu & Thao, 2023). The use of technology has also become more integrated into English teaching, supported by various LMS platforms and digital applications that enhance student engagement and flexibility (Al-khresheh, 2024; Eli, 2021; Yuan, 2023). However, disparities in technological infrastructure, teachers' digital literacy, and assessment literacy across institutions continue to influence the effectiveness of ELT practices nationwide (Machmud et al., 2021). While several studies have explored either teaching methodologies, assessment, or technology in English education, limited research has examined how these three elements interact in practice particularly from the perspective of lecturers who play a central role in shaping the implementation of ELT in higher education.

Therefore, this study aims to explore how English lecturers in Indonesian universities implement teaching methods, assessment practices, and technology integration in their classrooms. Specifically, it seeks to identify the current practices, challenges, and contextual factors that emerge from the intersection of these three dimensions. By focusing on lecturers' perspectives, this study intends to provide a comprehensive understanding of how pedagogical and technological innovation is enacted at the classroom level. The findings are expected to offer valuable insights for educators, curriculum designers, and policymakers to enhance the contextual relevance, effectiveness, and global competitiveness of English Language Teaching in Indonesia.

2. Methodology

Research Design

This study adopted a case study design to gain an in-depth and comprehensive understanding of teaching methods, assessment practices, and the integration of technology in English language learning in Indonesia (Yin, 2018). This design was deemed suitable because it enabled an extensive exploration of the phenomena within their social, cultural, and institutional contexts. By employing a case study approach, the researchers were able to uncover both recurring patterns and unique features that emerged from various data sources and participants.

Participants

To obtain insights from lecturers' perspectives, this study employed purposive sampling to select participants according to specific predetermined criteria (Creswell, 2012). A total of six English lecturers from universities in Indonesia participated in the study. The selection was based on the following criteria: (1) having at least one year of teaching experience in higher education, (2) teaching in English Language education programs, (3) using English as the medium of instruction, (4) demonstrating willingness to share detailed descriptions of their teaching practices. The participants' profiles are presented in Table 1.

Table 1. The Participants' Information

No.	Name (Code)	Gender	Teaching Experience (years)
1	ID-01	Female	2
2	ID-02	Female	1
3	ID-03	Female	3
4	ID-04	Female	10
5	ID-05	Female	8
6	ID-06	Male	22

Data Collection

Data for this study were gathered through three complementary methods. The main technique was semi-structured interviews (Adeoye-Olatunde & Olenik, 2021), conducted both online and in person, to gain detailed insights into lecturers' experiences, perceptions, and adaptive approaches in English language teaching. Additionally, classroom observations were undertaken to gather direct evidence of how teaching strategies and technologies were implemented in real settings (Yin, 2018). To further support and validate the results, document analysis (Morgan, 2022) was also carried out by examining teaching materials and academic publications related to English language teaching in Indonesia. The list below outlines the questions used in this research.

1. What teaching method(s) do you most commonly use in your English classes?
2. Why do you choose this/these method(s)? What are the main considerations?
3. Do you combine different methods in one class? If so, how do you integrate them?
4. What are the digital media do you use in your class? and how frequently do you use the media? (e.g., YouTube, learning apps, LMS platforms)
5. What challenges do you face when teaching English in your class(es)?
6. How do you support students who are less active or have difficulty adapting to the method?
7. Do students from different backgrounds or culture respond differently to your teaching method?
8. What types of assessments do you apply? How do you apply the assessments?

Data Analysis

The data were examined through thematic analysis (Braun & Clarke, 2023). Initially, the interview transcripts were read several times to achieve a thorough understanding of the content. Next, open coding was applied to identify emerging patterns and recurrent ideas. The resulting codes were then grouped into overarching themes that captured teaching methods, assessment practices, and technology integration. Based on these themes, key conclusions were formulated. To enhance the credibility of the findings, data triangulation was performed by combining insights from interviews and document analysis, and member checking

was conducted with selected participants to ensure that the interpretations accurately represented their actual experiences.

3. Results and Discussion

Result

Theme 1: Diversity and Implementation of Teaching Methods in English Language Teaching

The findings demonstrate that lecturers' selection of teaching methods is tailored to learners' needs, curriculum requirements, and the sociocultural context of learning (see Figure 1). Furthermore, it is uncommon for lecturers to employ a single approach; instead, they generally implement a hybrid strategy that integrates two or more methods depending on the learning goals and classroom circumstances. In addition, another determining factor influencing teaching practices in Indonesian higher education institutions is the adoption of the Outcome-Based Education (OBE) framework. OBE underscores the importance of achieving clearly measurable learning outcomes, particularly those associated with 21st-century competencies and students' employability. Within this paradigm, Project-Based Learning (PBL) has gained prominence as a key pedagogical approach, as it aligns with curriculum expectations by cultivating learners' skills through experiential engagement in authentic, profession-oriented projects.

Nonetheless, the study revealed that lecturers seldom implement PBL in its original form. Rather, they tend to modify it by merging PBL with other teaching methods to better align with students' entry-level proficiency and diverse learning needs. The most prevalent combinations include PBL with the Grammar-Translation Method (GTM) as well as PBL with Communicative Language Teaching (CLT) integrated with Cooperative Learning. The integration of PBL and GTM helps reinforce language acquisition by focusing explicitly on linguistic feature (grammar), especially during the early semesters when students are still developing a foundational understanding of grammar and sentence patterns. As one lecturer explained,

"Now (in Indonesia), we are encouraged to apply PBL as much as possible because of the OBE curriculum. So, there is usually a project at the end of the course. However, during the process, I combine it with GTM, especially for first-semester students, so they can understand the basic concepts of English structure." (Lecturer ID-01)

Another example is the combination of PBL with CLT and the Cooperative Learning Method, which aims to promote a more interactive classroom, enhance student collaboration, and offer increased opportunities for learners to use English in real-life communication. This is illustrated by Indonesian lecturers as follows:

“When I teach, I apply PBL but combine it with CLT and cooperative methods. For example, I assign small projects that require group discussion. I find this approach effective as it promotes collaboration and provides more opportunities for students to use English in real communication.” (Lecturer ID-2)

“Besides using PBL, I also employ CLT to keep students engaged while simultaneously practicing language skills.” (Lecturer ID-3)

“I usually use the CLT method combined with PBL. I find it effective in my class.” (Lecturer ID-4)

“Yes, I choose one method as the main method and then complement it with others to help students achieve the learning goal. For example, PBL as the main method, and I implement cooperative learning so students can complete their projects while engaging in discussion.” (Lecturer ID-5)

“The combination of CLT and Project-Based Learning has proven effective in my teaching, and I often integrate both methods in my classes.” (Lecturer ID-6)

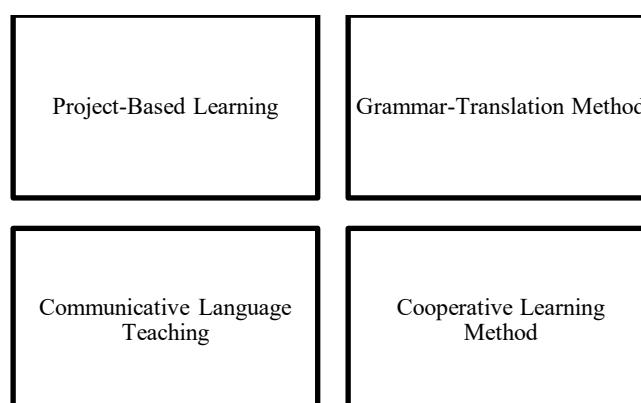


Figure 1. Most common English teaching methods in Indonesian university

Theme 2: Integration of Technology

Two out of six participants reported that, although they incorporate technology into their teaching, they intentionally pair it with textbook use. Their rationale is based on the perceived dependability of textbooks in achieving targeted learning outcomes, particularly for reinforcing grammar and vocabulary. Textbooks are considered to provide organized, systematic, and easily accessible content that guides students along a clear learning path. As a result, these lecturers feel less need to rely extensively on technology-based resources, opting instead to balance modern tools with traditional methods they view as more reliable for establishing linguistic foundations. This viewpoint was highlighted by one respondent:

“I find it effective to teach students with textbooks for courses related to English structure because the book is structured and useful for building linguistic foundations. However, sometimes I use YouTube as well.” (ID-01)

Similarly, another lecturer emphasized that textbooks are crucial not only for ensuring linguistic accuracy but also for developing students' literacy skills.

"I still use textbooks because they remain reliable for my class, and reading books can also foster students' literacy in English. Nevertheless, I also use PPT and Google Classroom." (ID-06)

Theme 3: Student Responses to Teaching Methods

According to the data, lecturers indicated that students' reactions to various teaching methods were highly varied. This diversity was primarily influenced by students' backgrounds, learning needs, and personal characteristics. Specifically, some lecturers who applied the Grammar-Translation Method (GTM) alongside textbooks noted that this approach was particularly suitable for exam-focused students. The GTM-textbook combination was perceived to offer a clear structure and effectively support their preparation for test-oriented assessments.

"I believe they need GTM and textbook-based learning for this course (which is grammar-related) because the assessment is largely conducted through written tests." (Lecturer ID-01)

Secondly, students with enhanced speaking skills showed high enthusiasm when taught through Communicative Language Teaching (CLT). This method was considered effective as it emphasizes authentic communication and the practical use of language skills in daily contexts. However, the lecturers acknowledged that students' cultural backgrounds influenced their engagement in CLT, affecting their participation particularly in speaking activities and class discussions.

"Some of my students feel reluctant to speak English because their mother tongue (local language) strongly influences their pronunciation. They have thick accent (of first language). So, I encourage them to speak by giving motivation and engaging questions." (Lecturer ID-02)

Next, students who were creative or liked to work with others showed high engagement when taught using the Cooperative Method, Task-Based Learning, or Project-Based Learning. These methods facilitated the students a chance to be creative while also encouraging teamwork. However, several students were still passive. To help them participate, lecturers paired 'less active students' with more active peers to support collaborative learning.

"I use collaborative learning and make sure the students are grouped with more active peers." (Lecturer ID-03)

Theme 4: Assessments

In this study, the questionnaire explored the formative and summative assessments implemented by lecturers. The findings revealed that lecturers employed various assessment methods depending on the focus and learning objectives of each course.

For structure (grammar) classes, assessments mainly consisted of written exams and quizzes designed to evaluate students' understanding of grammatical rules individually. Meanwhile, in English skills classes, lecturers tended to use more performance-based assessments such as role-plays, projects (creating and presenting posters), and peer reviews. In addition to the variety of assessment types, the findings also indicated that technology played an important role in supporting formative assessments. One lecturer explained:

"For formative assessments, I prefer using technology, such as Kahoot, because it makes the checking process easier. For summative assessments, I usually use written exams. Technology helps simplify the grading process." (Lecturer ID-01)

Furthermore, several lecturers integrated interactive and communicative tasks as part of project-based assessments. This approach was seen as effective in enhancing students' motivation and engagement in the learning process. As one lecturer shared:

"For the final assessment, I usually assign a project like role-play activities." (Lecturer ID-02)

Other lecturers also emphasized the importance of balancing traditional and project-based assessments. For example:

"I use online quizzes for formative assessments, and at the end of the course, students are asked to create a poster presentation as their summative task." (Lecturer ID-03)

"I use Google Forms for weekly reflection tasks as a form of formative assessment, allowing students to monitor their own progress." (Lecturer ID-04)

"For summative assessment, I ask students to create a short video project that demonstrates their speaking ability in an academic context." (Lecturer ID-05)

"In addition to role-play activities, I also include peer feedback as part of formative assessments, so students can learn to evaluate one another critically." (Lecturer ID-06)

Overall, the lecturers combined traditional, technology-based, and project-based assessments to evaluate students' understanding and performance in a more comprehensive and authentic way.

Discussion

This study aims to examine the different teaching methods, assessment practices, and the use of technology in English language education. In addition, the analysis highlights the influence of contextual factors, such as educational policies and students' individual characteristics.

1. Variety and Practice of Teaching Methods in English Language Education

The findings of this study indicate that Indonesian lecturers do not rely on a single teaching method; instead, they employ and often combine multiple approaches in their instructional practices. In this context, lecturers tend to adopt eclectic or blended methods that are shaped by contextual demands. The real teaching conditions in English language classrooms reflect a pattern of methodological eclecticism, suggesting that no single method can fully address the varied needs of all students (Al-Khasawneh, 2022). This eclectic approach enables lecturers to balance accuracy-oriented strategies, such as the Grammar Translation Method (GTM), with methods that focused in interaction including Task-Based Learning (TBL), Project-Based Learning (PBL), and Communicative Language Teaching (CLT). This finding further underscores the crucial role of lecturers in adapting suitable teaching methods to align with classroom contexts and broader curriculum objectives.

Conversely, curriculum requirements, particularly the Outcomes-Based Education (OBE) Framework, significantly influence educational methodology in Indonesia (Asbari and Nurhayati 2024). Educators are motivated to implement student-centered practices due to the OBE direction. PBL is considered highly relevant for enhancing creativity, collaboration, and critical thinking, which are the goals of 21st-century education (Imbaquingo & Cárdenas 2023). Lecturers in Indonesia still use conventional approaches. Instead, they combine PBL with GTM or CLT to ensure accurate communicative and grammatical competencies. The application of this pragmatic approach reflects compliance with curriculum requirements while meeting students' learning needs. It also demonstrates how institutional policy can guide methodological decisions without completely replacing established teaching practices.

2. Technology in English Teaching Method

Indonesian lecturers demonstrated a balanced and selective use of technology in their teaching practices. This was evident from the statements of two out of six participants who emphasized that textbooks play a vital role in teaching grammar and comprehension, while also acknowledging that digital tools can enhance the learning process. In addition, several other respondents mentioned that they integrated textbooks with PowerPoint and Google Classroom in their teaching. Through this combination, they identified two main benefits: improved skills and literacy development. These findings indicate that the lecturers implemented an approach representing blended pedagogy, a teaching strategy that integrates traditional learning resources with the advantages of modern technology (Bizami et al., 2023).

3. Assessment in English Language Teaching

The findings of this study also highlight how lecturers implemented diverse assessment methods that align with the specific objectives of each course. This diversity reflects a growing awareness among lecturers of the need to tailor

assessments to both the content and skills being taught. In grammar-focused courses, lecturers relied more on traditional methods such as written exams and quizzes. This aligns with recent studies showing that linguistic accuracy and rule-based knowledge are best measured through structured, item-based assessments (Su & Ye, 2023). By contrast, in the courses that focus on English language skills such as listening, speaking, writing, and reading, the lecturers adopted assessments that focus on students' performance including role-plays, poster presentations, and peer reviews. These assessments encourage communicative competence and creativity. These assessments are consistent with the principles of authentic assessment, which emphasize real-world application and active learner participation (Estaji, 2024). By incorporating such tasks, lecturers provide opportunities for students to demonstrate their ability to use language meaningfully rather than simply recalling linguistic rules.

Technology also emerged as a key element in formative assessment practices. The use of digital tools such as Kahoot and Google Forms demonstrates a shift toward technology-enhanced assessment, offering benefits such as efficiency, immediate feedback, and increased student engagement (Munasih et al., 2024). The lecturers' adoption of these tools suggests a positive attitude toward integrating educational technology to support learning and monitor student progress continuously. Moreover, the inclusion of project-based and collaborative tasks reflects the influence of constructivist and communicative teaching paradigms. Through activities like role-plays, video projects, and peer feedback, students engage in authentic communication, social interaction, and self-reflection. These practices align with Vygotsky's (1978) sociocultural theory, which views learning as a socially mediated process that occurs through collaboration and dialogue. Overall, the combination of traditional, technology-based, and project-based assessments demonstrates an evolving pedagogical orientation among lecturer one that values both accuracy and communicative performance.

4. Contextual Factors in Teaching Methods, Assessment, and Technology in English Language Teaching

This is the interaction between educational policies, cultural context, and student characteristics in English Language Teaching in Indonesia (Figure 2).

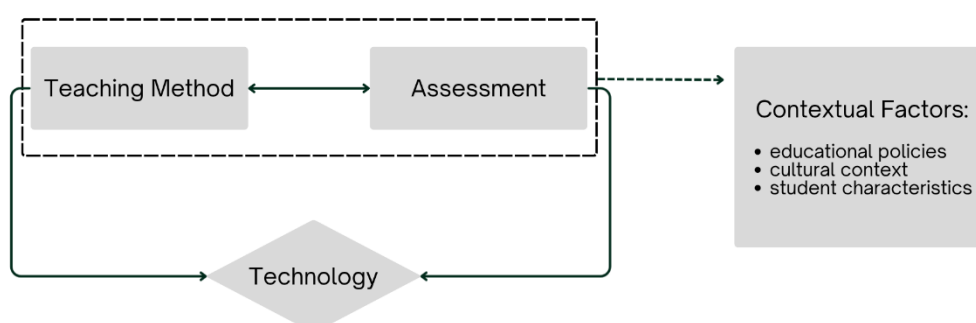


Figure 2. Contextual Factors in Applying Teaching Method, Assessment, and Technology in ELT

The selection of teaching methods and assessment practices is shaped by the diversity of student characteristics as well as the broader sociocultural environment. Structured teaching method, such as the Grammar Translation Method (GTM) and textbook-based instruction, generally appeal to students who are exam-oriented, as these approaches provide systematic preparation for written tests. In contrast, collaborative strategies like Project-Based Learning (PBL) and Task-Based Learning (TBL) tend to engage students with creative and cooperative learning styles, offering them more opportunities to explore and achieve. These findings align with Sukying's (2021) opinion which states the importance of tailoring both instructional and assessment strategies to accommodate students' varying needs. Such a flexible and adaptive pedagogical orientation can better support learners whose styles differ from dominant teaching approaches.

Cultural background also has an influence on classroom engagement and learning behaviors. Lecturers noted that cultural norms governing communication and interaction often mediate how teaching methods are implemented. For example, students with distinct regional accents in Indonesia may experience difficulties in pronunciation, which can trigger language anxiety and reluctance to participate in English-speaking activities. This observation reinforces the view that pedagogy is inherently connected to sociocultural realities. Although communicative approaches may appear effective in theory, their success depends on how comfortable and secure students feel linguistically and culturally within the classroom (Adil, 2020). Consequently, culture can function both as an enabler and a constraint in the application of student-centered and communicative pedagogies.

Educational frameworks and policies, particularly the Outcomes-Based Education (OBE) framework, also influence instructional and assessment decisions. The OBE approach encourages lecturers to integrate PBL and cooperative learning to cultivate essential 21st-century skills such as critical thinking and collaborative problem-solving (Mufanti et al., 2024). Collectively, these factors correspond with the conceptual diagram that illustrates the interconnected relationship among teaching methods, assessments, technology, and contextual influences where technology serves as a mediating element that enhances and supports pedagogical and evaluative practices across varied learning contexts.

4. Conclusion

Based on the analysis and findings presented, this study provides an in-depth exploration of how English lecturers in Indonesia implement various teaching methods, conduct student assessments, integrate technology, and respond to contextual factors in the teaching of English. The results reveal several key insights. First, English lecturers tend not to rely on a single teaching method. Instead, they employ a combination of multiple approaches and often adopt an eclectic strategy that merges elements of the Grammar Translation Method (GTM), Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Project-Based Learning (PBL). This finding highlights a growing trend in English Language Teaching (ELT) toward methodological flexibility and adaptability.

Second, technology integration is not limited to instructional delivery but also extends to the assessment process. Lecturers utilize various digital tools to evaluate students' performance, provide feedback, and enhance learning engagement. Third, cultural and contextual factors significantly shape how methods and technologies are applied in classrooms. These include students' participation in communicative tasks, classroom norms, cultural expectations, and language anxiety. Such findings demonstrate that pedagogical practices cannot be universally implemented without adaptation to local contexts. In some cases, a learner-centered yet exam-oriented approach has proven effective in supporting students' confidence and aligning with their learning preferences.

Overall, the findings emphasize that effective English language teaching requires a flexible, adaptive, and context-sensitive approach. For lecturers, adopting differentiated instructional strategies, such as peer-based learning, can help accommodate diverse student profiles, including those who are exam-focused or who learn best through collaboration. Moreover, global teaching frameworks such as CLT, TBL, and PBL should be localized to align with cultural norms, institutional policies, and students' specific needs in teacher education. By doing so, English language teaching across diverse educational settings can become more effective, relevant, and responsive to both global and local demands.

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