

To cite this article: Dieta Hanurani (2026). EXPLORING EFL TEACHERS' NARRATIVE OF DIGITAL LITERACY IN BLENDED LEARNING CONTEXT AT SENIOR HIGH SCHOOL, International Journal of Education and Social Science Research (IJESSR) 9 (2): 138-147 Article No. 1211, Sub Id 1868

EXPLORING EFL TEACHERS' NARRATIVE OF DIGITAL LITERACY IN BLENDED LEARNING CONTEXT AT SENIOR HIGH SCHOOL

Dieta Hanurani

Master of English Education, Faculty of Teacher Training Education,
Jalan Kalimantan No. 37, Jember 68121, Indonesia

DOI : <https://doi.org/10.37500/IJESSR.2026.9210>

ABSTRACT

This study investigates EFL teachers' narratives of digital literacy practice within blended learning contexts at senior high schools. Employing a qualitative narrative inquiry design, data were collected through in-depth interviews with three English teachers from different institutional backgrounds. The findings reveal contextual constraints, socioeconomic diversity, and professional responsibility from teachers' experience. Three narrative patterns appeared: digital literacy as structural adaptation, as inclusive and critical pedagogy, and as an integrated learning community. The participants' stories emphasize the main role of teacher agency in discussing technological platforms within pedagogical practice. Rather than understanding digital literacy as only for technical competence, the teachers framed it as a reflective, ethical, and context-responsive practice. This study contributes to the discussion on digital literacy by emphasizing teachers lived experiences in blended learning environments.

KEYWORDS: Digital Literacy, Blended Learning, Teacher Professional Agency, Qualitative Case Study.

1. INTRODUCTION

Nowadays, digital technology has become part of our lives, including for teaching and learning English; education has changed from the traditional to a digital learning model. In teaching, the use of digital tools such as Padlet and Google Classroom is common. This transformation represents an educational revolution, where digital tools play a crucial role in developing learners' communication and literacy skills. This trend aligns with the demands of the digital era, when the use of digital technologies, such as the internet, computers, and mobile devices, has become beneficial for education [1]. Traditionally, literacy practices were limited to reading and writing on printed materials. However, this literacy has now evolved into digital literacy, where people can easily access and create information digitally [2]. This shift highlights the critical importance of digital literacy practice in enhancing its effectiveness. Digital literacy is important because it makes learner to access, evaluate, and produce information in virtual environment. The current study shows that digital literacy is good for learners' language interaction and communication skills in digital era [3].

To integrate digital literacy with English learning, a blended learning approach is important to combine the strengths of online and face-to-face learning. Blended learning provides a meaningful and engaging experience for EFL students. Blended learning encourages learner to be independence, to engage with peer collaboration, and experience higher-order thinking skills. In the context of contemporary ELT, integrating digital tools through blended learning can create more engaging and challenging learning experiences for students [4].

Therefore, several studies have shown the positive impact of blended learning on both digital literacy and English language proficiency. For instance, Vonti & Rahmah found that, blended learning improved both grammar achievement and students' digital literacy [5]. Similarly, Alsowat also reported that blended learning models were more effective than completely offline learning in enhancing students' writing skills and digital literacy in senior high school EFL classroom [6]. Another study also emphasized that digital literacy in blended learning can enhance the students' collaboration and critical thinking skills [7], while Miller reveals that blended learning has affected students' motivation, engagement, and achievement in learning literacy [8]. These studies recommend that blended learning not only improves English skills but also promotes digital literacy and collaboration skills among students [9] [10].

However, the success of blended learning depends on several factors such as teacher preparedness, curriculum design, access to technology, and learner engagement [4]. Some studies have reported mixed results. For example, Hsu, Hsiao-Ping, and Hughes argued that blended learning did not significantly impact students' digital literacy or their final performance in some contexts; therefore, without sufficient teacher support, blended learning may not significantly enhance students' digital literacy or learning outcomes [11]. Similarly, Mardiana emphasized that the lecturer's skill of digital literacy influenced the effectiveness of teaching and students' involvement, but she also revealed that there was an equity among the lecturer's competence; therefore, it needed development support and curriculum adjustment for this technology can run smoothly and optimally [12]. Moreover, other research also argued that from data taken from 18 studies in Danish universities during the COVID-19 pandemic, they found that that blended learning was not effective in learning, but it needed some infrastructure refinements [13]. These findings indicate that understanding EFL teachers' narratives about digital literacy in blended learning is crucial as teachers' experiences, attitude and practices directly influence successful implementation in the senior high school context.

Although, previous studies have investigated the digital literacy, most have focused on descriptive measures, frequency of technology use, self-assessed confidence, or external factors like infrastructure and support from the institution. Despite providing worthful insight these studies often overlook teachers' reflections, reasoning, and decision-making processes in integrating digital literacy into their teaching.

Therefore, this study adopts a narrative inquiry approach from Clandinin's research to explore how EFL teachers interpret and act out digital literacy in blended learning [14]. It aims to explore teachers lived experiences, and it is involved with their lives and identities through narrative. This story reveals their personal experiences, offering a contextually grounded understanding of how digital literacy is practiced in EFL senior high school classrooms; by examining teachers' stories, this research aims to provide insight into professional development and policy recommendations that support meaningful blended learning integration.

To achieve this, a qualitative narrative inquiry design will be employed, with data collected through semi-structured interview that allow participants to tell their experiences and challenges in open-ended questions. This approach is appropriate for this study because it explores how participants interpret their digital literacy practices over time. The narratives were analyzed through focused reading and thematic narrative analysis, focusing on teachers lived experiences, challenges that form their beliefs related to digital literacy.

2. RESEARCH METHOD

This study employs a Narrative Inquiry design, which focuses on exploring and interpreting teachers' lived experiences through the stories they tell [14]. Narrative inquiry is approach to understanding how teachers understand, interpret, and reflect on their experiences through their teaching journey.

Why do I use this design? Because the design is suitable for my study, and the purpose is to reveal the EFL teachers live experiences, challenges, and transformations in digital literacy practice in blended learning environments in senior high school.

3. RESEARCH CONTEXT AND PARTICIPANTS

This study was conducted in EFL senior and vocational high schools in Jember that have implemented blended learning in English classroom. The participants were three English teachers who had at least ten years of experiences in teaching English in blended learning. In narrative inquiry, experience is central to understanding participants' stories [14]. Therefore, the participants were selected based on their extensive professional experience. All three teachers had more than ten years of teaching experience, allowing them to provide rich, temporally grounded narratives of digital literacy practices in blended learning contexts.

Research argued in a narrative inquiry study on EFL teachers during the pandemic Covid 19 found that a long-serving teacher had already experienced and adapted to blended learning concepts since 2012 [15]. Therefore, I recruit experienced teachers for my study in order to provide a deep data to support my study.

Why I did select three English teachers to collect the data? Because the selection of a small number of participants aligns with the principles of narrative research, which allows for a valuable understanding of sample size. reveal that narrative inquiry focuses on live experienced in detail, and thus, a small,

information-rich sample allows the researcher to construct and interpret participants' stories more meaningfully [16]. This approach ensures that each teacher's professional journey can be thoroughly examined in its unique educational and contextual setting.

This study also uses ethical considerations to ensure that the participants in this study are treated responsibly and respectfully, and to protect their rights, safety, and privacy as well. The participants' consent will be acquired, the pseudonym will be used as well, and any information that could expose the participant personally, like their name, school, or any details, will not be revealed in the study.

4. RESEARCH PROCEDURE

The research procedure of this study follows the principles of narrative inquiry and is conducted in several systematic steps to explore EFL teachers' narratives of digital literacy in blended learning contexts. The following procedures are:

1. Preparation: To identify the research focus on EFL teachers on digital literacy practice in blended learning and to prepare the ethical approval and informed consent forms, to select the participants using purposive sampling three or five senior high school teachers with experience in blended learning.
2. Data collection: I used semi-structured interviews to collect the participants' life stories and experiences in using digital literacy in blended learning.
3. Data Organization: Write out all interview data, and use pseudonym to protect their privacy.
4. Data Analysis: I use thematic analysis as proposed by Braun and Clarke [17]. Thematic analysis was chosen to identify of continual patterns of meaning across participants' stories while showing awareness of situational differences.

The analysis followed six phases:

1. Familiarization with the Data

All interview recordings were direct transcript. The researcher repeated read the transcripts to gain a holistic understanding of the participants' story. Early records were taken to collect significant statements related to digital literacy experiences.

2. Generating the early records

The significant of data was coded systematically throughout the transcripts. Coding focused on expressions related to digital platform use, teaching adaptation, challenges, credibility concerns, student engagement, and unequal access.

Codes were then classified into wider conceptual categories based on similarities and patterns. Then, the codes were classified into main themes

3. Analysing the Themes

The main themes were analyzed to emphasize the alignment between themes. This process involved analyzing the original data to confirm that each theme was strongly supported by participants' narratives.

4. Defining and Naming Themes

Each theme covered several subthemes taken from comparative analysis of participant data.

5. Producing the Report

The final stage involved selecting representative excerpts from participants' narratives and integrating them with theoretical interpretations in the findings and discussion sections. Repeated data was considered achieved when no substantially new patterns emerged after analyzing the third participant's narrative.

5. DATA COLLECTION

This study used narrative inquiry; therefore, multiple data sources used:

1. I used semi-structured, in-depth interviews because this is best way to explore personal experiences in detail, I conducted two sessions per participant to collect their experiences before, during and after implementing blended learning.
2. I used voice recording for reflective narratives, the participants were asked to tell their experiences with digital literacy in blended learning and I transcribed the recordings and analyzed them for narrative data.
3. I used ethical consideration to protect their privacy.

6. RESULTS AND DISCUSSION

This research was conducted around the English teachers in senior high schools in Jember to reveal the findings on how EFL teachers form meaning around digital literacy practices in blended learning and how turning points and shifts influenced their professional development. Two major themes were found:

1. Theme 1: Digital Literacy Supports Context-Adaptive Teaching
2. Theme 2: Negotiating Challenges in Digital Literacy Implementation

6.1 Digital Literacy Supports Context-Adaptive Teaching

Based on all participants, digital literacy was conceptualized not only as technological usage but as an integrated pedagogical strategy implemented within blended learning environments. The teachers consistently seen digital platforms as complementary to face-to-face learning rather than as separate learning modes.

6.1.1 Blended Learning as an Integrated Learning Environment

All three participants described blended learning as an integrated system.

Mr. Amir explained “I blend face-to-face learning with digital platforms. In the classroom, I explain difficult material, while online platforms are used for assignments and materials.”. While Mr. Dika similarly stated: “Google Classroom and WhatsApp are not separated from classroom teaching. They support what I teach directly in class.”. Moreover, Ms. Mimi emphasized “These learning methods are not separate units but rather an integrated learning environment.”

These perspectives align with Graham [4], he says blended learning, the intentional integration of face-to-face and online learning methods into a well-structured learning model. Rather than utilizing digital tools as supporting tools, the participants perceive them as main integrated component of learning design. As Garrison and Vaughan [18], argue that effective blended learning depends on intentional pedagogical integration rather than the existence of technology. Meanwhile Claude stated that the quality of the learning design in the particular context has a stronger influence on the efficacy of digital learning than the media that is used [19]. As a result, while creating digital learning environments, the emphasis should be on how these tools can best assist and improve the learning process rather than on the newest technology.

Thus, digital literacy in this study represents teachers’ ability to integrate learning modes into an integrated learning environment.

6.1.2 Digital Platforms as Tools for Teaching Efficacy and Assessment

All participants emphasized how digital platforms enhanced teaching efficiency, particularly in assessment and task management. Mr. Dika mentioned “Using digital platforms makes it easier to collect and check assignments.” While Mr. Amir explained: “Students can submit their work online, so I can monitor their progress more effectively.” Another participant, Ms. Mimi added “They facilitate my work in evaluating student learning outcomes, directly analyzing the results quickly.”

Based on the explanation above, digital literacy was connected with efficiency, speed, and practicality in evaluation processes. This aligns with Redecker & Christine, who emphasizes that digital competence includes the pedagogical use of technology for assessment and feedback enhancement [20]. Rather than replacing traditional practices, digital literacy enhanced adaptive teaching.

6.1.3 Learning is Not Limited by Time and Place

Participants repeatedly emphasized flexibility as a main point of digital literacy. As Mr. Amir described “Students can access materials even outside school hours.”

Then Mr. Dika also mentioned “Assignments can be submitted anytime, so learning is more flexible.” In addition, Ms. Mimi said “Learning can be done anywhere and anytime, without being limited by time and space”.

These patterned responses suggest that digital literacy enhances learning beyond time and place. Claude reveals that the effectiveness of digital learning is based on the support of flexible learning activities that are not limited by time or place [19].

As a whole, Theme 1 reveals digital literacy as an adaptive and integrative pedagogical practice identified by efficiency, and flexibility.

6.2 Overcoming Challenges and Professional Responsibility in Digital Literacy Implementation

While participants explained the benefits of digital platforms, they also described challenges that required evaluative judgment and professional responsibility.

6.2.1 Critical Appraisal and Source Reliability

All participants emphasized the importance of verifying digital information before sharing it with students. The first participant, Mr. Amir said “As a teacher, I must make sure the materials I take from the internet are reliable.” Then Mr. Dika expressed “There is a lot of information online, but not all of it is accurate, so I have to be careful.” The last Participant, Ms. Mimi explained “This is a challenge for me as a teacher, to ensure the credibility of the digital literacy sources.”

This concern reflects the critical dimension of digital literacy mentioned by Zakir et al. [21]. Thus, digital literacy was seen as responsibility of knowledge rather than only for technological proficiency.

6.2.2 Sustaining Professional Responsibility Under Challenges

Despite challenges, participants emphasized that digital limitations did not reduce their professional responsibility. Ms. Mimi, the third participant stated “The challenges I face don't affect my performance as a teacher because I must verify the credibility of the information.” Then Mr. Amir similarly indicated “Even if there are difficulties, I have to adjust my strategy so students can still understand.” Another participant, Mr. Dika noted “I try to adapt and find solutions rather than reducing my teaching quality.”

Based on the data above, teachers conceptualized themselves as responsible professionals who manage digital challenges proactively. This finding aligns with Lai, Chun et al. that the teacher's professional identity influences the use of technology in learning activity which supports the idea that identity shapes the way teachers integrate the digital platform [22].

6.2.3 Adaptation to Post-Pandemic Digital Transformation

All participants referenced repeatedly digital engagement during and after the Covid 19 pandemic. Ms. Mimi recalled “During the COVID-19 pandemic, I automatically started using digital platforms like Google Meet and Zoom.” While, Mr. Amir mentioned “Since the pandemic, digital platforms have become part of my regular teaching.” Moreover, Mr. Dika also described increased reliance on LMS and online communication tools during that period.

This collective story reflects broader educational transformations confirmed by Akfan's research, who reported rapid digital adoption in global learning systems [23].

Therefore, theme 2 shows that digital literacy implementation involves sustainable action between opportunity, responsibility, and adaptation.

7. CONCLUSION

In conclusion, digital literacy serves as dynamic and adaptive learning practice within blended learning. Rather than as a separate learning modes, the participants saw digital platforms as an additional element in teaching practice. Digital literacy is flexible learning beyond time and place and improved teaching effectiveness, especially in evaluation, task management, and instructional efficiency.

However, its implementation needed sustained professional responsibility in dealing with issues and a critical assessment of digital sources. Therefore, teachers' ability to adapt to their contexts and remain dedicated to high-quality teaching in blended learning is manifested in how they practice digital literacy.

8. IMPLICATIONS

8.1 Pedagogical Implications

Teacher training programs should emphasize on critical digital literacy awareness and strategies to use the digital platform rather than technical operation.

8.2 Institutional Implications

The equal digital access in is important for teachers' professional development.

8.3 Research Implications

Future studies may be conducted for student perspectives or enhance participant diversity to strengthen the understanding of digital literacy practices.

REFERENCES

- [1] Abd Majid, M. Z., Norman, M. H., Zaini, M. H., Zulnaidi, H., & Mohamad Nasir, M. K. (2025). Technological Empowerment in Education: A Systematic Review. *SAGE Open*, 15(1), 1–15.
- [2] Asino, T. I. (n.d.). *Literacy in the Digital Age: From traditional to Digital to Mobile Digital Literacies*.
- [3] Afriani, Z. L. (2023). Measuring EFL Students' Digital Literacy in the Industrial Revolution Era 4.0. *Pedagogy : Journal of English Language Teaching*, 11(1), 33.
- [4] Graham, C. R. (2006). *The handbook of blended learning: Global perspectives, local designs*. Pfeiffer.
- [5] Vonti, L. H., & Rahmah, M. (2019). the Use of Hybrid/Blended Learning in Understanding of English Structure Subject To Improve Students' Achievement and Their Digital Literacy. *Jhss (Journal of Humanities and Social Studies)*, 3(2), 99–102.
- [6] Alsowat, H. H. (2022). Hybrid Learning or Virtual Learning? Effects on Students' Essay Writing and Digital Literacy. *Journal of Language Teaching and Research*, 13(4), 872–883.

- [7] Davidse, Z. A. A. (2021). *Learning by design: enhancing the digital literacy of adult learners in a blended learning environment*. December, 306.
- [8] Miller, J. Y. (2021). Digital Literacy: The impact of a blended learning model on student motivation and achievement. *Dissertation, 1*, 105–112.
- [9] Fola-Adebayo, T. J. (2019). Perceptions of undergraduates on the relationship between exposure to blended learning and online critical literacy skills. *Reading and Writing (South Africa)*, 10(1), 1–9.
- [10] Rahman, A., Al-Qasri, S., & Ofara, W. (2023). Exploring Digital Literacy Practices in English Language Learning for Secondary Level Students. *Journal of Languages and Language Teaching*, 11(4), 722.
- [11] Hsu, Hsiao-Ping and Hughes, J. E. (2020). The effectiveness of the blended learning approach on digital literacy of middle school students with different daily Internet usage patterns. *2020 Annual Conference of the Society for Information Technology and Teacher Education (SITE)*, 6-10 Apr 2020, New Orleans, USA (Online), 2, 1–10.
- [12] Mardiana, H. (2024). Perceived Impact of Lecturers' Digital Literacy Skills in Higher Education Institutions. *SAGE Open*, 14(3), 1–11.
- [13] Otto, S., Bertel, L. B., Lyngdorf, N. E. R., Markman, A. O., Andersen, T., & Ryberg, T. (2024). Emerging Digital Practices Supporting Student-Centered Learning Environments in Higher Education: A Review of Literature and Lessons Learned from the Covid-19 Pandemic. *Education and Information Technologies*, 29(2), 1673–1696.
- [14] Clandinin, D. J. (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education*, 27(1), 44–54.
- [15] Ma'rufa, I, M, U. and Mustofa, M. (2021). *INTERNATIONAL JOURNAL OF LANGUAGE TEACHING AND EDUCATION*, 1-15.
- [16] Barkhuizen, G. et al. (2014). *NARRATIVE INQUIRY IN LANGUAGE TEACHING*. Routledge 711 Third Avenue, New York, NY 10017.
- [17] Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- [18] Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Jossey-Bass.
- [19] Claude, E. (2025). *Digital Learning Design Designing Effective Online and Blended Learning*. Zurich University of Applied Science Winterthur, Switzerland ISSN.
- [20] Redecker, C., & Punie, Y. (2017). *European framework for the digital competence of educators (DigCompEdu)*. Publications Office of the European Union.
- [21] Zakir, S., Hoque, M. E., Susanto, P., Nisaa, V., Alam, K., Khatimah, H., & Mulyani, E. (2025). *Digital literacy and academic performance : the mediating roles of digital informal learning , self-efficacy , and students ' digital competence*. June, 1–13.
- [22] Lai, Chun, Tan, J. (2021). *Teacher professional identity and the nature of technology integration*.

- [23] Ahmad Zainul Akfan. (2025). *View of Digital Transformation in Education_ Challenges and Opportunities in Improving the Quality of Learning in the Era of Revolution.pdf.*

Author Profile



Dieta Hanurani received the Bachelor Degree in Faculty of Letter, English Department from Jember University Indonesia in 1999, currently she is pursuing a Master's degree in education, at the faculty of teacher training and education, Jember University. Now, she works at a Senior High School as an English teacher.