



Exploring the Professional Identity Development of English Lecturers as Tech-Savvy Educators

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ABSTRACT

Objective: The professional identity of lecturers evolved because of the complexity of professional activities and policies. This study aims to discover how English Literature Lecturers cultivate their professional identity as Techno Savvy. **Method:** This qualitative case study is an endeavor to address how English literature lecturers" cultivate their professional identity as tech-savvy lecturers. Four English lecturers voluntarily participated in this study. Semi-structured interviews and observations were done to learn how English Literature Lecturers cultivate their identity. Thematic analysis was used, and methodological triangulation was chosen to ensure objectivity. **Results:** The result indicates that English Lecturers" cultivated their identity as a technology-savvy lecturer through their learning media and learning activities used in the classroom. Joining technology professional development sessions and the Technology Enhanced Language Learning Association becomes the external motivation that socially constructs their identity. **Novelty:** The study found that the type of professional activities, university policy, and social identification influenced Professional Identity Development.

INTRODUCTION

Professional identity has garnered significant attention in educational research concerning various categories of educators at distinct levels. Professional identity is formed through the different professional person that develops throughout a career, influenced by personal values, academic background, professional training, institutional culture, societal expectations for professional conduct, and interactions with students and colleagues (Tomlinson et al., 2019; Findyartini et al., 2022; Solari et al., 2020; Toh et al., 2022; Suarez et al., 2022). In higher education, lecturers fulfill multiple responsibilities, including educator, researcher, mentor, and often administrator.

Managing various positions while maintaining a cohesive professional identity is a complex and continuous balancing endeavor. This facet of professional identity is fundamentally dynamic due to the complexity and changes inherent in higher education institutions. Lecturers face escalating obligations to provide research output, publish in prestigious or internationally renowned publications, and fulfill institutional service roles, such as chairing pertinent committees (Flores, 2020). Subtly, teachers are being compelled to alter their pedagogical approaches and use advanced technology in their instruction while simultaneously addressing the requirements of their pupils. The intricacy for English literature lecturers, in particular, is exacerbated by the characteristics of their field. Applying critical thinking, reflective practice, and engagement with diverse texts enhance the discipline of literary studies. They affect not

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