EFL PRE-SERVICE TEACHERS' PERCEIVED READINESS FOR USING TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) DURING TEACHING PRACTICUM

THESIS

Submitted in Partial Fulfilment of the Requirements

for Graining the Degree of Bachelor of Education

in English Language Education

By:

Muhammad Ali Mahfudz

2103046080

EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG

2025

THESIS STATEMENT

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS STATEMENT

I am student with following identity:

Nama	: Muhammad Ali Mahfudz
NIM	: 2103046080
Jurusan	: English Education
Judul	: **EFL PRE-SERVICE TEACHERS' PERCEIVED READINESS FOR USING TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) DURING TEACHING PRACTICUM**

Certifiy that this thesis represents the original work by the author. It can be reasonably assumed that the content of this work is the author's own., and the author is responsible for the content of the thesis. The opinions or findings of the writer that have been included in the thesis are quoted or cited by the ethical standards.

Semarang, 16 Juni 2025
Researcher,

Muhammad Ali Mahfudz
NIM. 2103046080

RATIFICATION

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title	:	**EFL PRE-SERVICE TEACHERS' PERCEIVED READINESS FOR USING TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELLL) DURING TEACHING PRACTICUM**
Name of Students	:	Muhammad Ali Mahfudz
Student Number	:	2103046080
Department	:	English Education

Had been ratified by the board of examiners of Education and Teachers Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, June 30 2025

THE BOARD OF EXMINERS

Chairperson,

Sayyidatul Fadhilah, M.Pd.
NIP. 19810908 200710 2 001

Secretary,

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2010

Examiner I,

Kartika Indah Permata, M.A
NIP. 19910826 202012 2007

Examiner II,

Reti Wahyuni, M.Pd.
NIP. 19920121202012 2 005

Advisor,

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2010

ADVISOR NOTE

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum Wr. Wb.
I inform you that I have given guidance, briefing, and correction to whether extent necessary for the following thesis:

Title	:	**EFL PRE-SERVICE TEACHERS' PERCEIVED READINESS FOR USING TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) DURING TEACHING PRACTICUM**
Name of Students	:	Muhammad Ali Mahfudz
Student Number	:	2103046080
Department	:	English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamualaikum Wr. Wb.

Semarang, 16 Juni 2025
Advisor

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

THESIS GUIDANCE SCORE

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185 Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

NILAI PEMBIMBING SKRIPSI

Hal : Nilai Bimbingan Skripsi

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo Semarang

Assalamu'alaikum Wr. Wb.

Dengan Hormat,
Kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama	: Muhammad Ali Mahfudz
NIM	: 2103046080
Jurusan	: English Education
Judul	: **EFL PRE-SERVICE TEACHERS' PERCEIVED READINESS FOR USING TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) DURING TEACHING PRACTICUM**

Maka nilai bimbingan skripsinya adalah (B / B+)

Catatan khusus pembimbing:
Siap dimunaqasah dalam sidang munaqasah ybs

Dengan ini agar dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Semarang, 16 Juni 2025
Advisor

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

ABSTRACT

This study investigates EFL pre-service teachers' perceived readiness to utilize Technology-Enhanced Language Learning (TELL) during their teaching practicum, and identifies the factors influencing this readiness. A qualitative survey research design was employed, collecting data from 25 EFL pre-service teachers at UIN Walisongo Semarang who had completed their teaching practicum (PLP 2), through open-ended questionnaires. The findings indicate that participants generally possess a foundational understanding of TELL as the integration of digital tools and platforms, recognizing its benefits for enhancing learning effectiveness, student engagement, and providing flexible learning access. While a substantial number express high readiness, often attributed to their teacher preparation programs and prior digital exposure, some reveal partial readiness, citing the need for more hands-on practice and exploration. Key challenges include limited school facilities, such as internet connectivity and device availability, and varying levels of digital literacy among both pre-service teachers and students. Additionally, concerns were raised about potential over-reliance on technology leading to reduced critical thinking and direct interaction. These insights highlight the ongoing need for teacher education programs to provide comprehensive training that addresses both pedagogical and technical aspects of TELL, and for institutions to offer robust support to ensure effective and balanced technology integration in future language classrooms

Keywords: EFL Pre-Service Teachers, TELL, Perceived Readiness, Teaching practicum

MOTTO

"So do not become weak (against your enemy), nor be sad, and you will be superior (in victory) if you are indeed (true) believers." - QS. Ali Imran: 139

"What's happened, happened"- Neil, (Tenet 2020)

“Whatever happens, finish what you started.” – My eternal hero, My father

DEDICATION

All praise is due to Allah SWT, the Most Gracious and Most Merciful, for bestowing His blessings upon the researcher, enabling the successful completion of this thesis. May peace and blessings (Sholawat and Salam) always be upon Prophet Muhammad SAW, who guided humanity from darkness into light.

This thesis is dedicated to:

1. I extend my deepest gratitude to my parents, Mr. Ali Mahmudi and Mrs. Suparmi, who have consistently served as my unwavering support system and lifelong heroes. Their constant guidance, steadfast support, and fervent prayers have been indispensable, always assuring me of my resilience. Their encouragement, love, spirit, motivation, and patience were invaluable throughout my studies. I am proudly thankful for their enduring contributions.

2. My Dearest brother, Moh. Taufiqur Rohman, who always helps me and becomes my hangout friend.

3. Everyone who provided endless support, motivation, and love, enabling the researcher to complete this thesis.
4. My special partner, Farih Aisyatul Muarifah who always gives uncountable support to the researcher accomplishing this study.
5. My brother, Elang Nur Badai and my sister, Irma Nuhaza who always listen to me yap about anything anytime.
6. People To Hirza, Uyun, Fauzan, Rangga, and Iyyaka, my "Squad Peok" — thanks for holding me to stay longer in Semarang! You guys always had my back and made college life so much more colorful.
7. People who confuse me everytime, (Bukan) KKN Desa Penari.
8. Shoutout to "Santri Slenge'an Family" – Dzikrul, Khabib, Cholil, Ulul, Dayat bocil, Rofiq, Alfan, Adam! a second family since 2018, always there to cheer me up and make daily life better.
9. To American Corner family, 2023-2025: thank you for creating a space that genuinely felt like home.

10. All of my students whom I can’t mention one by one, thanks for giving valuable memories which paint my teaching journey since 2021.
11. All of my friends and nice people around me that I cannot mention one by one, thank you for always being by my side.
12. And finally, to me, Ali Mahfudz, a deep gratitude for enduring this journey, for every step, for reaching this point.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah SWT for His abundant mercy, blessings, and kindness. It is by His grace alone that the author was able to complete this thesis, titled "EFL Pre-Service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum" to meet the requirements for a Bachelor's degree in English Education at UIN Walisongo Semarang. Sholawat and salam are always poured out to our lord Prophet Muhammad SAW, always be upon Prophet Muhammad SAW, whose intercession we anticipate on the Day of Judgment. The researcher acknowledges that this endeavor would not have been successfully completed without the invaluable support, motivation, advice, and input from various individuals. Therefore, sincere gratitude and appreciation are extended to:

1. Prof. Dr. Nizar, M.Ag., as the Rector of UIN Walisongo Semarang

2. Prof. Dr. Fatah Syukur, M.Ag., as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
3. Dra. Nuna Mustikawati Dewi, M. Pd., as the Head of English Education Department of UIN Walisongo Semarang
4. Lulut Widyaningrum, M.Pd., as the Secretary of the English Education Department of UIN Walisongo Semarang and thesis advisor who always gives helpful invaluable guidance, motivation, and suggestions for this thesis.
5. My deepest gratitude to all lecturers and staff in the Faculty of Education and Teacher Training of UIN Walisongo Semarang, especially in the English Education Department.
6. All the participants who generously contributed their time and insights to this study.

This thesis is acknowledged to be imperfect, and the researcher invites constructive feedback from readers for its enhancement. All suggestions aimed at improving the

quality of this work will be gratefully considered. It is hoped that this thesis will serve as a valuable resource for readers and for future researchers exploring similar topics.

Semarang, June 13, 2025

The Researcher

Muhammad Ali Mahfudz

2103046080

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

This chapter provides about the background of the study, research question, objective of the study and the significance of the study.

1.1 Background of The Study

Technology has changed and revolutionized a lot of sectors in our daily lives. One of the industries most negatively impacted by the abrupt requirement to teach and learn through tiny structures and face-to-face encounters is education (Sá et al., 2021). Using technology in the classroom is now essential to navigating the twenty-first century (Syafriafdi, 2023). However, the problems and opportunities in education are thought to be greatest in areas related to the use of technology in the classroom (Khotimah et al., 2020). As the advance of current technologies in teaching and learning activity, teachers need to be adapted to

related technology resources to improve the experience of teaching and learning.

Nowadays, the technologies and digital resources that are considered relevant are used in teaching activities. Beyond facilitating communication between students and teachers, technology is vital in English language instruction, especially for improving language skills (Zheltukhina et al., 2023). Technology has recently made a substantial impact on education, especially concerning the development of English language curricula (Hanas Tasya & Siminto, 2023). Many schools are investing in diverse computer technologies, like traditional desktops and laptops, as well as more portable tablet PCs, to offer students technology-enhanced learning and boost learning outcomes (Chang & Hung, 2019).

Pre-service teachers, as the next teachers, were very important to adapt to the rapid innovation of technology. Pre-service teachers were prepared in

a teaching preparation program. In lectures, the course was focused on building foundational knowledge regarding teaching practice. Pre-service teachers' readiness for use of technology is influenced by projects, workshops, resources, and consistent modeling by teacher educators and mentor teachers in schools (Tiba & Condy, 2021). Pre-service teachers learned how to implement technology in lectures taught by lecturers who have good knowledge in teaching-learning and also in the use of technology in education.

After completing the learning in lectures, pre-service teachers were given the occasion to practice directly with students in schools in teaching practicum (PLP 2). In its implementation, pre-service teachers would be guided by mentors from the school who are called *guru pamong*. Practically, in-service teachers often face challenges in keeping up with rapidly evolving technological tools due to generational gaps and limited ongoing training, while pre-service teachers, although more familiar with newer technologies, may lack practical

classroom experience to effectively integrate these tools (Wiafe & Akaadom, 2020).

Teaching practicum is an essential point in assessing pre-service teachers' readiness, as it provides real-world experience to apply theoretical knowledge, refine practical skills, and build confidence before entering the profession. However, the researcher found limited study conducted to find out EFL pre-service teachers' readiness for using technology-enhanced language learning (TELL) in teaching practicum context.

This study aims to address this gap by investigating the English pre-service teachers' perceived readiness in utilizing technology for teaching and learning activity, thus contributing to a more effective teaching process for a better English language classroom.

1.2 Research Question

1. How do EFL pre-service teachers perceive their readiness for using Technology-Enhanced Language Learning (TELL) during their teaching practicum?
2. What factors influence EFL pre-service teachers' perceived readiness for integrating TELL into teaching practicum?

1.3 Objective of The Research

The primary objectives of this research are:

1. To explore English pre-service teachers' perceived readiness for using Technology-Enhanced Language Learning (TELL) for classroom activities.
2. To identify and analyze the factors influence English pre-service teachers' perceived readiness for integrating TELL during teaching practicum.

1.4 Significance of The Study

This research is expected to provide the benefits as follows:

1. Practical significance

This study aims to explore EFL pre-service teachers' perceived readiness and the factors influencing their preparedness to implement Technology Enhanced Language Learning (TELL) in their future classrooms. The findings of this research are expected to provide valuable insights and practical benefits for various stakeholders involved in English language education and educational technology integration, as outlined below:

a. For the students

The results of this study will help EFL pre-service teachers better understand their own readiness levels and the specific factors that affect their confidence and ability to integrate TELL effectively. This awareness can encourage them to develop targeted digital competencies and pedagogical strategies,

enabling them to utilize technological tools and media more effectively to enhance language learning experiences for their future students.

b. For ICT and TELL lecturers

By identifying the perceived readiness and influencing factors among pre-service teachers, this study provides ICT and TELL lecturers with evidence-based insights to refine their teaching approaches. Lecturers have the opportunity to adjust their pedagogical approaches to more effectively assist pre-service teachers in addressing technology integration hurdles, such as technical skills, pedagogical knowledge, or attitudinal barriers. This can lead to more effective facilitation of TELL practices, ultimately preparing future teachers to confidently and competently incorporate technology into their language teaching. Additionally, the findings may inform curriculum developers in English Language Education departments to design

more relevant training programs that address identified gaps in digital literacy and TELL implementation skills

c. For the researcher

This study offers the researcher an opportunity to deepen their understanding of the complex interplay between pre-service teachers' perceptions, readiness, and the contextual factors that influence the adoption of TELL. The knowledge gained will contribute to the researcher's expertise in educational technology and teacher education, and the findings can serve as a foundation for further academic inquiry and professional development in this field.

d. For the future research

The insights generated from this study will provide a valuable reference point for future researchers interested in exploring EFL

teachers' readiness to implement TELL. By highlighting key factors that facilitate or hinder readiness, subsequent studies can build upon this knowledge to conduct more comprehensive investigations, develop intervention programs, or evaluate the effectiveness of specific training models aimed at enhancing technology integration in language teaching.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides review of related literature related to the research problems and a review of some previous studies that are done in the same field related to this research topic.

2.1 Previous Research

In this section, previous research is divided into several interrelated themes, then summarized for the research on English Pre-Service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (Tell) During Teaching Practicum.

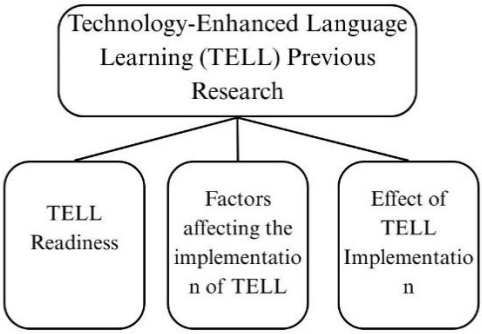


Figure 2.1 – Previous study

This research topic is supported by existing literature, which includes various studies on teachers' perceived readiness for employing technology-enhanced language learning (TELL).

The first study by Aisyiyah (2022) entitled “Pre-Service English Teachers’ Perceived Readiness for Technology-Enhanced Language Learning”. This article explores Indonesian pre-service English teachers' perceived readiness for technology integration in language education. The study reveals that these teachers generally possess foundational digital skills and express confidence in utilizing technology for language instruction, particularly with learning management systems and online quizzes. However, the findings also indicate a need for further training and support in specific areas, such as online grade management, to facilitate effective classroom technology integration. The research underscores the importance of teacher educators modeling ICT integration and providing ample opportunities for pre-service teachers to apply technology in authentic classroom contexts.

Furthermore, the study highlights pre-service teachers' awareness of technology's dual impact on education and the necessity of guidance for ethical technology use.

The second study by Park & Son (2022) investigated the preparedness of pre-service English as a Foreign Language (EFL) teachers in Hong Kong concerning computer-assisted language learning (CALL). The findings indicate that while participants generally exhibited favorable dispositions toward technology integration, recognizing its pedagogical potential, a notable proportion expressed insufficient preparedness for its effective implementation in teaching. The research identified that impediments to technology integration were predominantly external, encompassing factors such as temporal constraints and institutional policies, with internal barriers being less frequently cited. Despite self-reported confidence in technology utilization, the study observed limited engagement in post-graduation professional development related to technology integration. Consequently, the authors

recommend the mandating of technology-focused coursework within teacher education programs, advocating for an emphasis on experiential learning and pedagogical applications of technology. This underscores the critical need for sustained support and professional development initiatives to foster a culture of technology-enhanced language education.

The third, a descriptive qualitative case study conducted by Rofiah et al. (2024) evaluated the readiness of 12 elementary school teachers across three rural schools in Belitung to effectively use Information and Communication Technology (ICT) in their teaching. The research identified six key themes related to teacher readiness. These themes encompassed their skill in operating computers, their ability to plan, choose, and integrate ICT tools for both educational and administrative tasks, and their proficiency in collaboration, internet usage, and leveraging advanced applications. The study highlighted that teachers must understand their evolving roles and functions as they adapt to advancements in ICT, ensuring their readiness aligns

with professional teaching standards. The findings from this research provide a valuable framework for future research, policy development, and practical improvements in educational ICT, ultimately aiming to enhance the quality and effectiveness of education in the digital era.

The fourth, study by Lausa et al. (2024) titled "Readiness and exposure to information and communication technology instructional resources among pre-service teachers" aimed to evaluate the ICT readiness and exposure of 148 pre-service teachers at a Philippine teacher education institution. The goal was to assess their preparedness in using ICT for teaching and identify influencing factors based on demographic profiles. A quantitative descriptive design was employed using a validated survey instrument analyzed with statistical. Results showed high readiness in awareness, motivation, and pedagogical confidence, though moderate access to ICT infrastructure. Exposure to technology in both coursework and field placements was generally positive. The study recommends enhancing ICT

resources and support systems to better prepare future educators.

The next is some published studies related to factors affecting technology integration in the English language classroom.

The first study by Raygan & Moradkhani (2022) investigated the factors influencing technology integration in Iranian EFL classrooms, finding that both teachers' TPACK (Technological Pedagogical Content Knowledge) and their attitudes significantly predict technology use. Crucially, a positive school climate, characterized by sufficient technological resources and administrative support, plays a mediating role by fostering positive teacher attitudes toward technology, which in turn motivates effective integration. The research underscores that successful technology adoption requires not only technological knowledge but also a positive teacher disposition and a supportive institutional environment, leading the authors to recommend that educational stakeholders improve school infrastructure, enhance support systems, and strengthen teacher training

programs to develop both TPACK and positive attitudes.

The second, a study titled "Factors influencing in-service teachers' technology integration model: Innovative strategies for educational technology" by Peng et al. (2023) investigated the key factors influencing in-service teachers' technology integration in China. Drawing on the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT), the researchers surveyed 685 teachers. Their findings revealed that perceived usefulness and facilitating conditions significantly influenced teachers' behavioral intention to use technology. Perceived ease of use, while not directly impacting intention, did so indirectly through perceived usefulness. Additionally, teachers' attitudes and self-efficacy proved to be important in successful technology integration. The study underscores the necessity of providing adequate support, training, and resources to foster positive attitudes and confidence, ultimately enhancing teachers' willingness and ability to

effectively incorporate technology into their classrooms. It advocates for improved infrastructure and professional development to promote innovative technology use in education.

The third, a study by Nagy & Dringó-Horváth (2024) investigates the various factors that affect how university teachers integrate information and communication technology (ICT) into their teaching. Using a survey of 116 university lecturers from multiple faculties at Károli Gáspár University in Hungary. The study focused on factors such as digital pedagogical competence, collegial support, ICT self-efficacy, technostress, and Beliefs regarding the benefits of ICT. Key findings indicate that digital competence in teaching, support from colleagues, teachers' confidence in using ICT (self-efficacy), and positive perceptions of technology significantly influence the extent to which teachers use digital tools in their instruction. The study also highlights the role of technostress as a potential barrier. The authors suggest that understanding these factors can

help higher education institutions better support effective digitalization and technology integration. The research emphasizes the importance of institutional support, professional development, and fostering a positive environment to enhance teachers' technological integration in university settings.

The fourth, the study by Amaniampong & Hartmann (2023), titled "Factors Affecting Technology Integration in Colleges of Education," aimed to investigate the factors influencing technology use and the challenges faced in colleges of education in Ghana's Ashanti Region. The study employed a mixed-methods design involving questionnaires and observations of 60 tutors across three colleges. Key goals included exploring tutors' attitudes, curriculum structure, and access to ICT infrastructure. Findings revealed positive attitudes toward digital tools and strong perceived benefits for teaching and learning. However, integration was hindered by curriculum limitations, lack of infrastructure, unstable power supply, and

insufficient training. The study concludes that enhancing institutional support, curriculum reforms, and sustained professional development are essential for effective technology integration.

The next is several studies related to the effect of TELL for language teaching and learning. The first study by Tabasi et al. (2024), titled "The Effectiveness of Technology-Enhanced Learning Tools in English Language Education," aimed to evaluate how digital tools impact student engagement, language proficiency, and cultural understanding. Using a literature-based method, the authors conducted a comprehensive review of existing studies and reports. Findings showed that such tools significantly boost motivation, provide personalized and interactive learning experiences, and offer access to authentic language and cultural content. However, challenges like unequal access to technology and the need for pedagogical alignment were noted. The study concludes with recommendations to improve integration by focusing

on tool quality, teacher training, and balanced use with traditional methods.

The second study by Li & Huang (2024) titled "The impact of technology-enhanced language learning environments on second language learners' willingness to communicate: A systematic review of empirical studies from 2012 to 2023," aimed to synthesize findings on how Technology-Enhanced Language Learning Environments (TELLEs) impact learners' willingness to communicate (WTC) in second languages. The authors conducted a systematic review of 49 empirical studies, employing thematic analysis to pinpoint the situational, affective, linguistic, and cognitive factors that either promote or impede Willingness to Communicate (WTC). The review found that TELLEs can enhance WTC by increasing learner engagement, confidence, and enjoyment, while reducing anxiety and cognitive load. However, barriers included technical issues, novelty distractions, and privacy concerns. The authors

recommend thoughtful pedagogical integration and learner-centered design.

The third is a study by Perez Peguero (2024) titled "The Impact of Technology-Enhanced Language Learning on Bilingual Education," aimed to examine the effects of TELL on bilingual students' language proficiency, cultural understanding, and learning motivation. The paper utilized a theoretical review and synthesis approach, grounded in constructivism, sociocultural theory, and cognitive load theory. It explored various technologies such as CALL, mobile apps, VR/AR, and online collaboration tools. Findings highlighted that TELL enhances engagement, proficiency, and cultural competence. However, challenges like digital access, literacy gaps, and teacher training persist. The study calls for improved infrastructure, equitable access, digital literacy instruction, and continued research to support effective, inclusive technology integration in bilingual education.

Despite extensive research into the benefits and challenges of Technology-Enhanced Language Learning (TELL) in general educational settings, there is a noticeable scarcity of research focusing specifically on its implementation during the teaching practicum. The limited literature addressing how pre-service teachers integrate TELL tools in real classroom environments highlights a significant gap. As such, understanding the readiness, experiences, and challenges of pre-service language teachers in applying TELL during their practicum remains an underexplored but essential area for informing teacher education and professional development.

2.2 Literature Review

2.1.1 Technology Enhanced Language Learning (TELL)

According to Hidalgo (2019) TELL refers to the technological innovation of using a computer to display multimedia in order to enhance a language teacher's teaching methods. As the advance of technology development, language learning and

teaching are influenced. The use of TELL is considered to ease the teaching-learning process in a classroom.

The rapid development of Technology Enhanced Language Learning may provide a different learning environment than can be applied by teachers. The implementation of technology is totally different from conventional methods of language teaching and learning. Using technology, besides enhancing teaching and learning experience, can also create and deliver effective curricula that require students to learn and practice skills in 21st century careers. Technology-based education is growing in importance and necessitates changes in the educational system because of the twenty-first century's demand for quick access to knowledge and the fulfillment of skill standards that differ from those of the past (Vistari, 2023).

Some technological tools that are normally used in classroom and learning activities are:

1. **Language Learning Software and Apps**

Platforms specifically designed for language education, such as Duolingo, Rosetta Stone can be installed on classroom computers or tablets. These applications are designed to make English learners acquire English skills more effectively. The applications provide several features to reinforce students' skill acquisition and more interactive learning experience (Sevara, 2024).

Other learning apps as online quizizz, kahoot, quizlet can give both the teacher and the students more interactive teaching and learning activity. Teachers can use Quizizz's engaging features, such as the leading board, memes, audio, tricks, and feedback, to build their own quizzes, change pre-existing ones, or leverage games created by others for their own purposes (Pitoyo et al., 2020). Quizizz's primary benefit is its capacity to greatly increase pupils' motivation to learn (Suharni et al., 2021).

2. Classroom Management Software

Tools like Google Classroom, Microsoft Teams, or Moodle that help teachers organize coursework, distribute assignments, and facilitate communication and collaboration. Google classroom can be considered as the most familiar Classroom Management Software for teachers. Google Classroom is an online resource for instructors that aims to assist them in creating, organizing, and assessing assignments without using paper (Negara, 2018).

In terms of advantages, one of the key benefits is that Google Classroom is considered among the leading platforms for enhancing teachers' instructional methods. Additionally, it functions as a free online resource that allows educators to conveniently assign, distribute, and grade tasks without the need for paper (Negara, 2018). Google Classroom can be used on

multiple platforms, including computers and mobile devices (Sukmawati & Nensia, 2019). Teachers and Students have two options to access google classroom. First, through website https://classroom.google.com, or Google Classroom application versions on both Android and Ios. The use is unrestricted, allowing for usage whenever necessary.

3. Online Dictionaries and Translation Tools

Accessible via tablets or computers, tools like Google Translate or Linguee provide quick translations and examples of word usage. Due to its widespread availability, language learners now frequently utilize Google Translate (Huang et al., 2024). Google Translate plays a crucial role as the most used translator for EFL Learners.

2.1.2 EFL Pre-service Teachers' Readiness for Using Technology Enhanced Language Learning (TELL)

Readiness points to an individual's overall state that prepares them to respond effectively to specific situations. It encompasses cognitive, emotional, and physical preparedness, enabling a person to react appropriately when required (Schunk & DiBenedetto, 2020). While Perceived readiness refers to an individual's self-assessment of their cognitive, emotional, and physical preparedness to effectively respond to specific situations. To explore how English pre-service teachers perceive their preparedness to use Technology-Enhanced Language Learning (TELL), this study draws on the theoretical construct of technology readiness as proposed by Parasuraman (2000) in his Technology Readiness Index (TRI).

According to Parasuraman, technology readiness refers to “people’s propensity to embrace and use new technologies for accomplishing goals in home life and at work”.

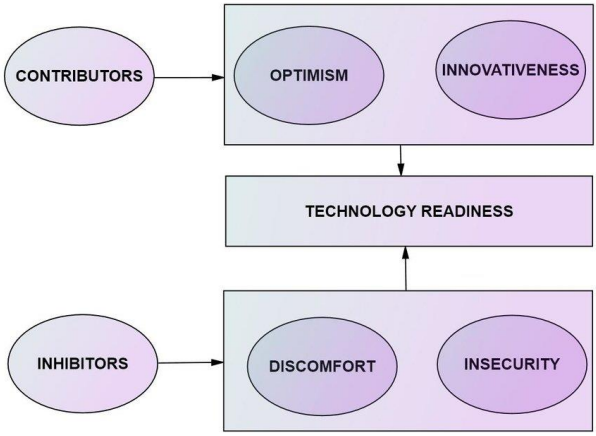


Figure 2.2 – Parasuraman’s technology readiness index

Parasuraman’s TRI framework is composed of four dimensions:

1. Optimism: A positive belief that technology offers efficiency, control, and increased opportunities.
2. Innovativeness: A tendency to be among the first to adopt and explore new technologies.

3. Discomfort: A feeling of being overwhelmed by or lacking control over technology.
4. Insecurity: Skepticism or distrust about technology's ability to function reliably or securely.

These dimensions form a psychological profile that can either promote or hinder the use of technology in professional contexts. Optimism and innovativeness act as enablers of readiness, while discomfort and insecurity function as inhibitors.

In the context of teaching, teachers' readiness can be understood as their comprehensive understanding, mindset, and capability to carry out instructional activities successfully (Fullan, 2016). In the context of technology readiness, teachers' readiness in using technology enhanced language learning can be shortly concluded as teachers' preparation and ability to respond to any situation in teaching activity by using technological devices.

Classroom activities quality is strongly influenced by teacher's quality. It also involves

teachers' self-efficacy, the belief in ability to perform teaching tasks which strongly influences their commitment and effectiveness (Pan, 2023). In this case. The level of technology integration in the classroom is related to teachers' readiness in using technological devices or Technology Enhanced Language Learning. Teachers' readiness can be seen from teachers' knowledge, skills and attitude towards the use of technology. Teachers should be able to operate and maximize some technological devices to engage classroom learning and teaching activities.

In a language learning context, technology may play a role for teachers to monitor students' tasks and progress more deeply and effectively. For example, a student may complete a speaking assignment by video recording then submit it online. This may take shorter time for students and teachers to be one on one situations which definitely takes longer time than submitting and grading by online.

2.1.3 Teaching Practicum in School Institutions

A teaching practicum is a course that is prepared for pre-service teachers to practice the knowledge that has been learned during several semesters at college. Teaching Practicum (PLP) is a program designed to help pre-service teachers grow to be professional teachers. To graduate from the university, students must complete this course. This teaching practicum acts as an introduction to real-world teaching for pre-service teachers, simultaneously building their expertise and pedagogical skills for their future roles as professional educators.

According to Article 1 Point 8 of Regulation Number 55 of 2017 by the Minister of Research, Technology, and Higher Education, Teaching Practicum (PLP) is the process through which students enrolled in the Bachelor of Education Program observe and intern in educational institutions to learn about various facets of learning and educational administration. Teaching

Practicum (PLP) is a step in the process of preparing professional teachers at the Bachelor of Education level. It involves giving students assignments to implement learning outcomes by watching how students learn in schools and other educational institutions, training in creating learning resources, and guided teaching and learning, all of which are followed by reflective actions that are overseen and guided by mentor teachers and supervising lecturers in phases.

Based on the guide book for teaching practicum published by Education Laboratory of FITK UIN Walisongo (Hadi et al., 2024), For English Education students at UIN Walisongo Semarang, the teaching practicum (PLP) is conducted at the beginning of the 7th semester, after they've completed their microteaching course in the 6th semester.

Teaching practicum was carried out directly face-to-face with schools. Pre-service teachers are divided into several schools and levels of school from elementary to senior high school and

monitored by a field lecturer. At school, the pre-service teachers are monitored by mentoring teachers (guru pamong) who will assess their ability in preparing all of the kinds needed for teaching such as lesson plan, material preparation, students' task and assignment etc.

This teaching practicum offers students the chance to experience authentic teaching scenarios. It helps them develop skills like maintaining an engaging classroom atmosphere, ultimately leading to a more comprehensive grasp of the teaching profession.

2.3 Conceptual Framework

A conceptual framework is essentially a web of interconnected ideas that work together to provide a deep understanding of a particular subject or set of subjects. These concepts are mutually supportive, clarify each other, and form a unique philosophical viewpoint within the framework (Jabareen, 2009). This kind of framework is very beneficial for research, as it helps researchers establish and refine their own viewpoint on the

phenomenon they're investigating (Grant & Osanloo, 2015).

The conceptual framework for this research was presented in the diagram on the following page.

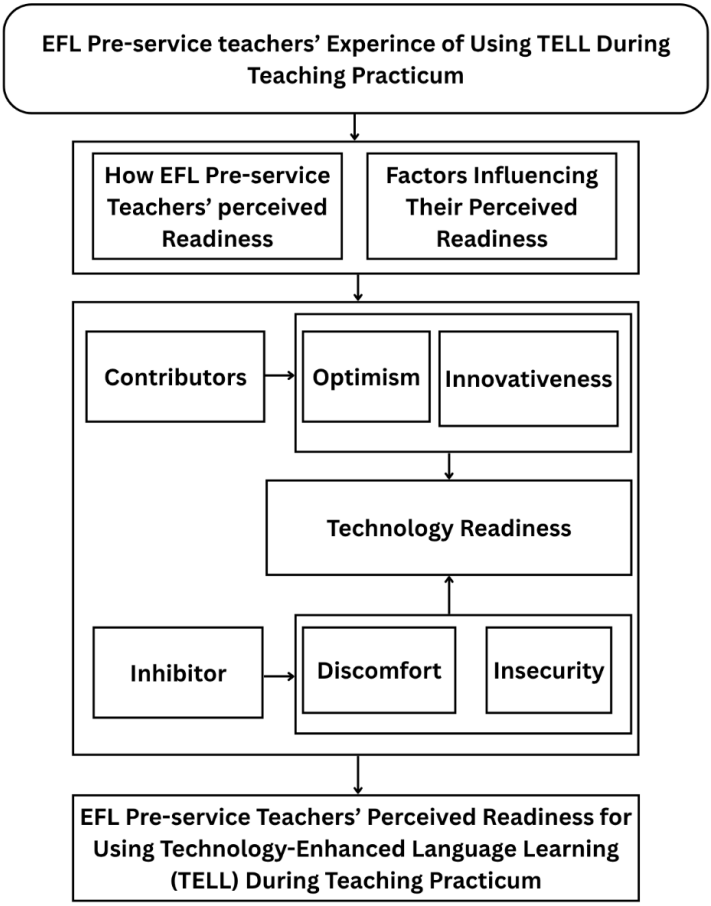


Figure 2.3 – Conceptual Framework

This figure illustrates the study's conceptual framework, which is rooted in Parasumaran's Technology Readiness Model (TRM).

This research explores the readiness to use digital infographics based on Parasuraman's (2000) Technology Readiness Model (TRM). The TRM defines technology readiness through four key components: optimism, innovativeness, discomfort, and insecurity. From this, readiness is categorized into general readiness and partial readiness.

In this study, findings were gathered from EFL pre-service teachers' experiences with technology-enhanced language learning (TELL) during teaching practicum. This involved investigating how participants' perceived readiness is, and the factors affecting the implementation of TELL. These findings were then connected with the Technology Readiness Model (TRM) proposed by Parasuraman (2000). Subsequently, participants' readiness was classified into high, moderate, and low categories.

Utilizing this framework allowed for the proper addressing of the research questions and objectives.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the main point is focused on the method of research used in this study. There are several subchapters: research design, research setting, research participants, data collection method, and technique of data analysis and validation.

3.1 Research Design

Research design refers to the strategy determining the procedure to be used in collecting data in research (Creswell & Creswell, 2018). This research is using qualitative study approach, specifically qualitative survey (Braun et al., 2021). Qualitative research is an approach to investigating the meaning that individuals or groups assign to a social or human issue (Creswell & Creswell, 2018). This research is a qualitative survey consisting of 6 questions. A qualitative approach is chosen as the result will interpret non numerical data as the output. The goal of qualitative surveys is to make use of the potential for intricate, in-depth, and sometimes unique insights on societal issues that qualitative

data can offer. A researcher creates qualitative surveys using open-ended questions to delve into a particular subject (Braun et al., 2021)

3.2 Research Setting

The data collection was done 100% virtually. The researcher contacted the participants through WhatsApp during March 2025. The researcher spread a questionnaire related to their experiences during 45 days of teaching practicum (PLP 2). The questionnaire was spread to pre-service teachers after they finished teaching practicum (PLP 2) in some school grades from the lowest grades, elementary school to the highest grades, senior high school which was done in September to October 2024.

The reason why the researcher considered this study to be done 100% virtually is because the researcher felt confident with participants' understanding and ability in being participants of a research by filling an online questionnaire. Furthermore, the researcher had already made sure

that all participants had taken teaching practicum (PLP 2) and implemented TELL during teaching practicum (TELL)

3.3 Research Participants

The selection of EFL pre-service teachers was based on convenience sampling. In convenience sampling, participants are selected because they are readily accessible and meet certain practical criteria (Etikan, 2016). The participants comprised 25 EFL pre-service teachers who had successfully completed a microteaching subject and the teaching practicum (PLP 2) across a range of educational levels, spanning elementary to senior high schools. Data collection involved the dissemination of an open-ended questionnaire, aiming to capture diverse experiences and insights into the integration of Technology-Enhanced Language Learning (TELL) within varied teaching contexts. Additional contact with selected participants from different institutional placements was planned to ensure a broad spectrum of data.

3.4 Data Collection Technique

Data collection techniques are step strategies on how to get data or how the data can be obtained. Several techniques can be applied to collect data, either primary or supporting data. In this research, the researcher uses open ended Questionnaire as the main data collection technique.

A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the respondent to answer. A questionnaire is an efficient data collection technique if the researcher knows for sure the variables to be measured and knows what to be expected from the respondent. There are two types of questionnaires, they are open and close questionnaires (Arikunto, 2010). In an opened questionnaire, respondents could answer the questions given by researcher by their own words while a closed questionnaire allows the respondents only to choose the available choices (Arikunto, 2010)

In this research, the researcher used open-ended questionnaire consisting of 6 questions to collect data. It is thought that open-ended questions can improve the free thought that the individual can reveal creative answers without being limited by options. It is suitable for measuring advanced behaviors. This questionnaire is used to reveal teachers' readiness towards the use of Technology-Enhanced Language Learning (TELL) in the classroom. Therefore, the questionnaire would be distributed after the PLP 2 period. It's possible to share a questionnaire after the PLP 2 period that Pre-Service teachers could deliver their experience in the real classroom teaching activity.

3.5 Data Analysis Technique and Validation

The researcher used a thematic technique of analysis. As Gerald Holton explains, thematic analysis is a versatile method that can be tailored to various types of research. It is commonly used to analyze collections of texts, such as interviews or transcripts. The main goal of using thematic analysis

was to thoroughly explore the qualitative data, allowing the researcher to identify interconnected patterns within a phenomenon and interpret the phenomenon's occurrence from the researcher's perspective (Fereday et al., 2006). Additionally, Holloway & Todres (2003) describe thematic analysis as the fundamental basis for qualitative data analysis. Through this method, the researcher carefully reviews the data to uncover recurring themes such as topics, ideas, and meaningful patterns.

The first step in thematic analysis involves translating all participants' responses into English. To ensure the accuracy and trustworthiness of the data, a peer review was conducted with the participants to confirm that their responses were correctly understood and represented (Elo et al., 2014). Communication with participants was facilitated through WhatsApp. Next, the researcher identified and highlighted information relevant to the research questions. Once familiar with the data, the

researcher proceeded to generate codes. Following this, the researcher searched for themes by examining patterns and connections across the coded data. The goal of this phase was to identify relationships within the entire dataset, analyzing how different codes could be grouped into broader themes (Braun & Clarke, 2006). The subsequent step involved reviewing these themes, and the final step was to define and name them.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussion related to EFL Pre-Service teachers' perceived readiness to implement technology-enhanced language learning (TELL)

4.1 Findings

The first part in this chapter is findings. The findings present the data from participants' responses. The researcher divided into smaller sub chapters to categorize participants responses depending on the research questions.

4.1.1 English pre-service teachers' perceived readiness for using Technology-Enhanced Language Learning (TELL) during teaching practicum

EFL pre-service teachers' readiness to use TELL during practicum includes the following. The open-ended survey that was collected using Google Forms to provide the data. The names of the participants will begin with P1 for participant

1, P2 for participant 2, P3 for participant 3, and so on in order to make the data display easier. The data were described below after the researcher categorized them according to participant responses.

4.1.1.1 TELL as Technology Integration in Language Learning

Participants generally defined TELL as technology integration in language learning. P2, P4, P6, P13 specifically defined TELL as use of digital tools or technologies. P2 stated, *"In my opinion, TELL is a language learning method that uses technology such as computers, the internet, applications, or other digital media"*. Besides, several participants such as P3, P4, P17 emphasized TELL as multimedia. P4 also highlighted TELL as multimedia integration, as stated *"The technologies used can be language learning apps, online platforms, social*

media, artificial intelligence, and digital storytelling."

Several participants such as P4, P5, P13 mentioned kinds of applications and platforms defined as TELL. P4 and P13 mentioned integration of AI, VR and Social media to facilitate learning. P13 stated, *"Technology-Enhanced Language Learning (TELL) is the use of digital technology to support language learning, such as software, AI, VR, and online platforms"* while P3 named several platforms like Duolingo, Google Classroom, Quizizz.

4.1.1.2 TELL Enhances Learning Effectiveness

Several participants emphasize the benefit of TELL as a learning enhancement. P3, P11, P12, P13, P22, P23, P24, P25 emphasized that TELL can make learning language become easier. P3 stated, *"i think TELL is a tools or multimedia that commonly*

used in the classroom to make easier in language learning". Similarly, P24 stated, *"Technology is very beneficial for language learning, as time goes by technology is increasingly sophisticated making it easier for anyone to learn languages"*. By the existence of technology, learning can become easier for the learners.

Furthermore, TELL doesn't only ease students but also teachers to facilitate learning. Several participants were helped by the existence of TELL to facilitate the teaching-learning process. P18 stated, *"Technology-Enhanced Language Learning can be defined as the use of technology to improve performance and facilitate language learning"*. Similarly, P15 stated, *"TELL is expected to support learning when delivering material"*. The statements obviously highlight the benefit of TELL as tool to facilitate teachers and students in the teaching-learning process.

4.1.1.3 TELL Increases Engagement and Motivation

Several participants noted the benefit of TELL as tool to enhance students' engagement. Several participants like P2, P6, P8, P11, P18, P19, P20, P22 emphasized that TELL can make learning more fun and engaging for students. P2 stated, *"with TELL, learning a language can become more engaging"*. Similarly, P11 stated, *"This technology allows for more flexible, interactive, and engaging learning for students"*. By creating a more enjoyable learning environment, class will be more cheerful and manageable.

Furthermore, several participants also noted that TELL increased students' motivation and interaction. P4 stated, *"TELL can also increase learning motivation as the methods used are more engaging and in line with the digital habits of the current*

generation". Similarly, P13 noted, *"TELL increases student motivation through more interactive activities"*. This highlighted the use of TELL to increase more fun and more a supporting learning environment. Communication and interaction are also increased both teacher to students and students to students.

4.1.1.4 TELL Enables Flexible and Personalized Access

The existence of TELL makes teachers and students have more variations in learning activities. Variations can be learning resources, learning style, time, etc. Several participants such as P4, P10, P12, P17 emphasized TELL as a tool which can provide more resources. P10 stated, *"Technology in learning provides many benefits, including: more interactive learning, can learn anytime and anywhere, has extensive learning resources, some*

technologies provide direct feedback". Similarly, P4 stated, *"In my opinion, TELL is very beneficial for language learning because it provides wider access to authentic learning resources, enables more dynamic interactions, and supports more personalized learning"*. The statement by P4 also highlights the benefit of TELL to support more personalized learning so teachers and students can adjust more suitable learning activity.

In addition, P12 stated, *"TELL is beneficial because it allows for more personalized learning, provides diverse resources, and offers opportunities for more interactive and engaging language practice, thus accelerating understanding through immediate feedback and increasing learning motivation"*. The statement strongly highlighted the benefit of TELL to provide more resources and support more personalized learning.

4.1.1.5 General Readiness to Integrate TELL

several participants show high confidence to integrate TELL during teaching practicum. P1, P2, P3, P5, P6, P7, P9, P10, P11, P14, P15, P16, P17, P18, P19, P21, P22, P23 emphasized high readiness to integrate TELL into classroom activities. P6 stated, *"very ready, because now there are many digital platforms and applications that are very helpful and can help the learning process become more interactive"*. Similarly, P15 stated, *"I feel ready to integrate TELL into my learning, I have experience in using English learning applications such as Duolingo and websites such as ESL Lab"*. The statement by P15 also shows that prior experience took a part to build Pre-service teachers' readiness.

Several participants like P3, P22, P23 had early preparation to avoid error and mistake during teaching by using TELL. P3

stated, *"I am ready to integrate TELL in my teaching practicum, because i'd prepared the material and tools (ppt, kahoot) a few days before. and also i'd prepared the LCD projector 10 mnt before going to start my mini teaching"*. Similarly, P23 stated, *"Of course ready, by preparing all the needs needed to teach using Tell, and Prepared My Learning Scenario"*. The statements show that pre-service teachers are not only prepared theoretically, but also practically as the participants prepared earlier to avoid errors which can disturb teaching-learning process.

4.1.1.6 Partial Readiness Needing More Practice

Several participants implied not ready enough due to several conditions and terms faced during teaching practicum. For example, P4 stated, *"I am somewhat ready to integrate TELL tools into language teaching,*

although I still need more exploration and experience to use them effectively". Similarly, P8 stated, *"I'm somewhat prepared but need more hands-on practice with different tools"*. The statements show even though the participants are ready with TELL, the participants still need more exploration.

Furthermore, the participants also feel not ready enough due to facility support from school. P13 stated, *"However, this readiness also depends on the availability of infrastructure in the school, as well as support from the school"*. In general, participants are actually ready, but several conditions require them to put more effort to overcome the problems that exist.

4.1.1.7 Interactive Quiz-Based Tools Drive Engagement

Most participants mentioned several online quiz platforms as the most effective tool to create a more dynamic teaching-

learning atmosphere. Kahoot and quizizz become the top 2 most mentioned platforms by participants. The participants thought the interesting interface and features of kahoot and quizizz were very helpful. For example, P6 stated, *"In my opinion, the most useful and effective are interactive and game-based applications or platforms, such as quizizz or Kahoot. These tools can increase student engagement and motivation because of the fun and competitive learning atmosphere"*. Similarly, several platforms like duolingo, wordwall were also named. P7 stated, *"By integrating interactive websites like Duolingo, Wordwall, and Quizizz with the school's ICT tools, I create a comprehensive TELL package for my lessons"*. These platforms have features to involve students directly into the game.

Furthermore, the involvement of platforms like quizizz and kahoot can create more competitive and interactive students. P4

stated, *"gamification in applications makes learning more enjoyable"*. Similarly, P12 stated, *"Kahoot makes learning more interactive through quizzes"*. In general, the participants agreed that TELL platforms like online quizzes enhance students' involvement and motivations because of gamification features.

4.1.1.8 Multimedia Platforms Provide Authentic Language Exposure

Several participants like P4, P5, P12, P13, P15 emphasized that YouTube has a good impact in providing more contextual lessons. The video played can give authentic exposure as students' need due to learning material. P5 stated, *"youtube can show tutorials or learning in the form of visual videos, sound, and practice"*. Similarly, P12 stated, *"YouTube videos provide real-life context in language learning"*. Audio visuals provided by YouTube can provide more

contextual and authentic language learning in use.

Furthermore, P13 explained about the use of YouTube for learning language to train listening and speaking through podcast dialogue video. P13 stated, *"youtube provides access to learning videos, such as original dialogues or interactive tutorials, which enrich students' understanding of English in real contexts"*. Similarly, P15 stated, *"YouTube channels like CNN News also increase students' understanding and vocabulary habits"*. Some YouTube channels provide specific video content for language learning. The videos could be a tutorial, podcast, which can be used as learning material.

4.1.1.9 Design Tools Enhance Visual Learning & Personalization

Several participants like P3, P13, P18, P19, P21, P25 mentioned attractive

presentation tools like canva can attract students' attention by interesting visual interface. P13 stated, *"canva provides an attractive ppt to provide an overview of the material"*. Similarly, P3 stated, *"i think canva, bcs canva provide any features like we can put videos, pict, or yt link in canva to create interactive ppt related with our materials, we can also design based on our preferences"*. Besides canva, Mentimeter is also considered to provide attractive interface to involve students. P19 stated, *"mentimeter, students become interested in listening to the teacher's explanation"*. Similarly, P23 stated, *"Mentimeters, because in the APK there are many interactions that students can do through their cellphones"*. Attractive interface by mentimeter and canva make student enjoy learning process.

4.1.1.10 Dependence on Technology as a Risk

Several participants like P1, P4, P8, P10, P17, P18, P25 have concerns about students' dependence on technology. Overuse of technology has a bad impact on students. P1 stated, *"I think one drawback of technology in learning is over-reliance on technology, which can limit their ability to use English in real life".* Similarly, P8 stated, *"Over-reliance can reduce critical thinking".* Most participants agreed that if students rely on technology too much, students' ability will not be improved significantly.

Furthermore, besides technology can enhance students' involvement through interactivity, technology may also reduce direct interaction and cause distraction. Participants such as P2, P6, P14, P17, P20, P22, P25 express the concern on limited interaction due to overuse of technology in learning activity. P6 stated, *"maybe like face-*

to-face interaction can be reduced, then if too much technology is used, students can become passive or even distracted". The statement by P6 highlighted overuse of technology could reduce direct interaction and make students distracted.

4.1.2 Factors Influencing English Pre-Service Teachers' Perceived Readiness for Integrating TELL into Teaching Practicum

Factors that influence the perceived readiness of English pre-service teachers to integrate TELL into teaching practicum includes the following. The open-ended survey that was collected using Google Forms to provide the data. The names of the participants will begin with P1 for participant 1, P2 for participant 2, P3 for participant 3, and so on in order to make the data display easier. The data were described below after the researcher categorized them according to participant responses.

4.1.2.1 Foundational Coursework and Academic Preparation

Most of the participants emphasized that the teacher preparation program in lecture was helpful to build fundamental knowledge theoretically and practically. P4 stated, *"The teacher preparation program I participated in equipped me with theories and practices related to technology-based teaching".* Similarly, P12 stated, *"my teacher preparation program provided a strong foundation in utilizing digital tools and technology-based teaching methodologies"*. In general, the participants were helped by fundamental knowledge provided by the teacher training program.

Several participants stated specific courses taken in lecture. P19 stated, *"so far, I have only taken courses related to the use of technology in learning, such as TELL, ICT BASED, and also Microteaching"*. Similarly, P15 stated, *"Several courses such as ICT Development,*

Microteaching, Digital literacy, multimedia literacy and also TELL have prepared me to be able to integrate technology in learning". In general, teacher preparation courses and subjects can be considered crucial as it helps students build fundamental understanding and introduction to TELL.

4.1.2.2 Limited facility and device

Several participants like P1, P2, P6, P9, P10, P15 P17, P25 implied that limited facility and platform error became factors that affected TELL implementation effectiveness. P1 stated, *"It's more about the technology that's suddenly in trouble. To overcome it by preparing well before going to class".* Similarly, P17 implied, *"One of the most common challenges is dealing with technical problems such as poor internet connections, malfunctioning devices, or platform errors".* These statements show pre-service teachers' attitude towards limited technology. However, the participant like P1 had preventive

action by preparing in advance to reduce the risk of trouble.

Furthermore, students' device availability also became a challenge for teachers to maximize TELL. P4 stated, *"I anticipate challenges such as limited access to technology for students".* Similarly, P6 stated, *"Unequal access to technology among students".* Combining traditional method and resource can help to overcome this challenge. P3 stated *"we also need to prepared traditional methods like using paper or just take a note in the whiteboard".* Statements by P4 and P6 show besides school general facilities like internet, smart tv, and sound speakers, individual devices for students might appear to be another problem. P3 offers to combine with non-technological resource to solve the limited facility in the school.

4.1.2.3 Digital Literacy and Skills Gap

Several participants like P3, P4, P7, P8, P10, P11, P12, P13, P18, P19, P23 highlighted

digital literacy as one of challenges appearing during TELL integration. P23 stated, *"The challenge that I have to face is that I am a lil bit 'gaptek' about connecting the tools in classroom so the way to need help from other friends"*. This statement shows a level of confidence about digital literacy which affects TELL integration.

Furthermore, there is also a gap among students regarding digital literacy. P7 stated, *"The use of a mouse pointer to navigate websites still seems unfamiliar to students".* Similarly, P11 stated, *"Not all students have the same level of digital skills, so some may have difficulty following technology-based activities".* To overcome this challenge, the teachers should guide the students to use the technology. P7 stated, *"I guide students on which buttons to click and provide step-by-step instructions on how to use the platforms".* The statements indicate that even though teachers are ready to implement TELL, the integration will be less

effective if students' digital literacy are not equal.

4.1.2.4 Need for Institutional and Peer Support

Several participants feel the needs of help from peers regarding digital literacy limitation. P3 stated*, "in my mini teaching i've challenges to connect my ppt to the screen, luckily my friends helped me to connect my ppt".* Similarly, P9 stated, *"To support help to overcome this I usually asking to my friend that understands problems how to connect into screen TV or LCD".* These statements show the need for help from peers to anticipate or fix problems.

Furthermore, the participants also hope for institutional support and training. P11 *stated, "To overcome this, I hope to receive further training on the use of TELL tools that are easy to implement in the classroom".* Training support is possible to be given by institutions. It will support and enhance teachers' skill to solve and overcome troubles of TELL integration.

4.2 Discussions

This chapter presents a critical discussion of the research findings in relation to existing literature. The findings are discussed according to the sub-headings used in the previous chapter, providing a thematic comparison with previous studies.

4.2.1 EFL pre-service teachers' perceived readiness for using Technology-Enhanced Language Learning (TELL) during teaching practicum

Participants described Technology-Enhanced Language Learning (TELL) as the integration of digital tools and platforms into English language instruction. This interpretation is consistent with Aisyiyah (2022), who found that pre-service teachers commonly understood TELL as the incorporation of various technologies such as learning management systems and interactive platforms. The identification of AI, VR, and social media tools by several participants aligns with the conceptual framework described by Zheltukhina et

al. (2023), who emphasized the transformative role of digital tools in shaping language learning methodologies.

Building upon this understanding, the majority of participants emphasized the effectiveness of TELL in facilitating and modernizing language learning. This observation supports the findings of Tabasi et al. (2024), who reported that digital tools significantly enhance language instruction by providing interactive, motivating, and efficient learning experiences. Additionally, Park & Son (2022) reported similar outcomes where pre-service teachers acknowledged the pedagogical benefits of technology, even when implementation was limited by experience or institutional constraints. The participants also emphasized the effectiveness of TELL in providing more resources and enhancing interactivity between students and teachers. This result supports findings of Wang et al. (2022) who reported that Technology-enhanced language learning and teaching enhances authentic materials,

interactivity, and learner autonomy, with commonly used electronic resources/tools.

In relation to learner engagement, participants expressed that TELL platforms, particularly those incorporating gamification elements, increased student engagement and motivation. This aligns with previous studies, such as those by Li & Huang (2024), who concluded that technology-enhanced environments increase learners' willingness to communicate and reduce language anxiety. The similar result was also reported by Clare et al. (2024) who reported that the integration of technology had been shown significant in increasing motivation for learners and improving learning experiences.

Specifically, the use of interactive quiz tools, such as Quizizz and Kahoot, was considered highly effective in enhancing student engagement. These findings are supported by Pitoyo et al. (2020), who highlighted the gamification features of these platforms as key to increasing learner motivation. Suharni et al. (2021) found that tools like Kahoot

and Quizizz significantly improved student interaction and enthusiasm through competitive and interactive formats. A study by España-Delgado (2023) indicated that Kahoot and Quizizz were very motivating, engaging and the best language booster for learners.

Furthermore, participants noted that TELL enables greater flexibility and personalization in the learning process. These findings echo those of Perez Peguero (2024), who emphasized the ability of TELL to support autonomous, contextualized, and learner-centered education. The potential to access diverse resources and learn asynchronously supports Chang & Hung (2019) argument that TELL broadens educational opportunities and improves learning autonomy. The similar result was also reported by Dia (2024) who noted that multimedia content, such as videos, audio clips, and interactive games not only captures learners' attention but also immerses them in authentic language contexts. For instance, Dia (2024) noted about several teleconference platforms which could

offer interaction with native speakers by video conference of practice with AI-driven virtual characters.

According to Parasuraman (2000) technology readiness index (TRI), the participants can be classified into 2 readiness levels: high readiness (general readiness) and moderate readiness (partial readiness). General readiness refers to a high level of technology acceptance and confidence among pre-service teachers. This category aligns closely with the TRI's enabler dimensions of optimism and innovativeness. Individuals with general readiness are not only willing to use technology but are also enthusiastic and proactive in integrating it into pedagogical practice. The participants tend to believe that technology can improve teaching outcomes and are more inclined to explore and experiment with digital tools.

Participants with high readiness indicated high optimism to the use of technology. A substantial number of participants indicated a high level of readiness to implement TELL tools, citing previous

exposure to related digital platforms. This confirms the findings of Aisyiyah (2022), who reported that pre-service teachers generally demonstrated foundational digital skills and confidence in applying technology for instructional purposes. The findings also align with the conclusion by Park & Son (2022), who highlighted the importance of both technical knowledge and pedagogical planning in ensuring technology readiness.

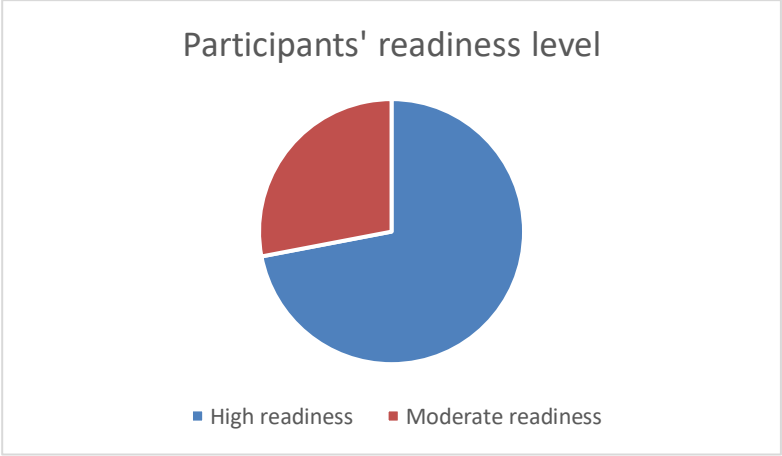


Figure 4.1 - participants' readiness level

However, not all participants expressed complete readiness. In contrast, partial readiness refers to a more cautious or situational form of

preparedness. This group may recognize the value of TELL but feels uncertain or unprepared to implement it fully. The participants' attitudes correspond to the TRI's discomfort and insecurity dimensions. These pre-service teachers often express concern about the complexity of digital tools, fear of technical failure, or lack of confidence in the participants' ability to manage technology effectively. While the participants may have some optimistic beliefs about technology, their anxiety or distrust limits their practical engagement with it.

Several participants expressed partial readiness, noting the need for additional training and practice to effectively use TELL. This corresponds with Tiba & Condy (2021), who emphasized that readiness is a continuum, influenced by factors such as training, guidance, and direct classroom experience. Many pre-service teachers in this study demonstrated a basic understanding of digital tools and a positive attitude toward technology use, yet lacked the confidence or pedagogical depth to implement

TELL independently. This partial readiness often stems from limited institutional support during practicum placements such as unstable internet access, inadequate digital infrastructure, or the absence of mentor modeling and insufficient preparation in teacher education programs, where TELL-related courses are often theoretical and detached from classroom realities. As Park & Son (2022) highlighted, experiential learning is crucial in bridging this gap, enabling pre-service teachers to apply digital tools meaningfully rather than superficially. Without structured opportunities for hands-on practice, feedback, and technological modeling, many remain in a state of moderate readiness, requiring more targeted support to progress toward full and confident integration of TELL.

In terms of specific tools, Participants highlighted the effectiveness of YouTube and other multimedia resources in providing authentic language exposure and contextual learning. These findings support the review by Tabasi et al. (2024),

which concluded that access to authentic materials via multimedia enhances comprehension and vocabulary acquisition. Sevara (2024) similarly emphasized the role of multimedia tools in reinforcing listening and speaking skills through exposure to real-life contexts. Dabamona & Yunus (2022) also noted some benefits of YouTube for language learning as accessible through multiple devices, free of charge, providing authentic and rich content for learning language, especially English.

In addition to multimedia, design platforms such as Canva and Mentimeter were identified as effective tools for enhancing visual appeal and student interaction. Lausa et al. (2024) similarly reported that pre-service teachers benefited from exposure to digital design tools, which supported the development of learner-centered materials and visually engaging presentations. The multifunctionality of platforms like Canva allowing for integration of links, videos, and interactive elements was noted as an advantage. Several

participants also mentioned the benefit of powerpoint as an interactive presentation tool. This corresponds with Angkarini (2022), who emphasized that combining features of powerpoint can make interesting presentation slides. Furthermore, Angkarini (2022) also noted the hyperlinks feature so powerpoint can be connected to other software which can enrich the presentation.

Despite these benefits, concerns were raised about over-dependence on technology, which was viewed as potentially reducing critical thinking and direct interaction. These concerns mirror the conclusions of Perez Peguero (2024), who warned against the risk of passive learning and distraction resulting from overuse of digital tools. Likewise, Raygan & Moradkhani (2022) stressed the need for thoughtful and balanced integration of technology in the classroom to prevent diminished teacher-student interaction. These apprehensions are further echoed by George (2024) who highlights how excessive reliance on automation and AI tools in classrooms can undermine pedagogical quality by

displacing meaningful human engagement and adaptivity.

Over-automated instruction, as warns, may fail to cultivate essential socio-emotional and cognitive skills, thereby weakening students' capacity for critical thinking, self-reflection, and collaborative problem-solving. Moreover, the study reports that while educational technologies offer surface-level efficiency, they can inadvertently encourage intellectual laziness, where learners and sometimes teachers bypass deep learning in favor of convenience. In the context of TELL, these concerns emphasize the importance of guiding pre-service teachers to view technology as a pedagogical support rather than a replacement for human interaction and instructional judgment. Fostering reflective, intentional use of technology is therefore essential to ensure it enhances, rather than diminishes, the development of core educational competencies.

4.2.2 Factors Influencing EFL Pre-Service Teachers' Perceived Readiness for Integrating TELL into Teaching Practicum

The findings of this study reinforce the vital role of teacher preparation programs in shaping pre-service English teachers' readiness to integrate Technology-Enhanced Language Learning (TELL) into their instructional practice. Participants frequently cited foundational coursework such as TELL, ICT, and Microteaching as significant contributors to their technological awareness and initial confidence. This observation supports the recommendation by Park & Son (2022) to include mandatory, experiential technology training in teacher education curricula. Tiba & Condy (2021) also highlighted the value of pedagogical modeling by teacher educators in fostering TELL integration. These preparatory programs serve as crucial incubators, equipping future educators with both theoretical understanding and practical exposure

needed to navigate the increasingly complex digital landscape of language instruction.

Building on this foundation, the study identified infrastructural limitations including internet instability, lack of classroom devices, and unequal access among students as significant barriers to effective TELL implementation. These findings correspond with Amaniampong and Hartmann (2023), who noted that inadequate school infrastructure and inconsistent access to ICT hinder effective technology integration in teacher training programs. The pervasive lack of reliable infrastructure creates practical challenges for pre-service teachers, often compelling them to adapt lesson plans or revert to traditional methods, thereby limiting the full pedagogical potential of TELL.

Alongside infrastructural challenges, variations in digital literacy among both pre-service teachers and students emerged as a critical concern. These findings are aligned with Rofiah et al. (2024) and Nagy & Dringó-Horváth (2024), who

identified digital competence, ICT self-efficacy, and technostress as key factors influencing technology use in classrooms. Addressing the skills gap is therefore essential for achieving equitable and effective integration of TELL across diverse educational settings. The study by Murtadho et al. (2023) emphasized that students' digital literacy levels are shaped by internal factors such as interest and motivation, as well as external factors like access to digital infrastructure and school support. This highlights the critical need for a holistic and multifaceted approach that considers the digital competencies of both educators and learners.

In response to these challenges, the findings underscore the necessity of robust institutional support, including access to digital tools, targeted training workshops, and structured mentorship programs. Peng et al. (2023) emphasized that support systems and perceived usefulness of technology significantly influence behavioral intention to integrate technology. Similarly, Murtadho et al. (2023) highlighted that schools

which implement structured ICT integration, embed digital literacy within the curriculum, and offer consistent support from teachers significantly enhance students' competence in using digital tools for learning.

The importance of collegial assistance and collaborative problem-solving was also reflected in Nagy & Dringó-Horváth's (2024) research, reinforcing the role of a supportive and collaborative environment in facilitating TELL readiness. Despite these valuable insights, the findings of Sari (2021) reveal that pre-service teachers still require a teacher preparation model that is not only coherent and integrated but also highly responsive and adaptive to the evolving demands of digital pedagogy. This implies a pressing need for a continuous and flexible approach to teacher training that proactively accounts for technological advancements and the dynamic, real-world needs of today's language classrooms.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestion related to the findings and discussions.

5.1 Conclusion

Research into English pre-service teachers' readiness for using Technology-Enhanced Language Learning (TELL) during their practicum reveals a strong foundation. Most participants demonstrate a good understanding of TELL and show a general readiness for its implementation. They hold positive views towards teaching preparation programs like TELL, ICT-based, and microteaching. Their familiarity with various digital platforms, applications, and websites contributes to a solid grasp of TELL's benefits, making it easier to facilitate engaging and fun learning experiences, which often increases student motivation and participation.

However, challenges persist. Technology limitations (e.g., infrastructure, outdated

equipment) and a significant digital literacy gap among students are key hurdles. Importantly, teachers voiced concerns that an overuse of technology could diminish students' fundamental abilities or lead to distraction and unfocused learning. Furthermore, school policies sometimes restrict TELL's full adoption. This highlights a continuous need for more exploration and comprehensive training to fully maximize TELL's potential while mitigating its drawbacks in language education.

5.2 Suggestion

This study explores EFL pre-service teachers' readiness for Technology-Enhanced Language Learning (TELL), acknowledging the diverse perspectives among participants regarding TELL's integration. For EFL students, It’s important to learn more about the use of technology for language learning such as the kinds of technology, how to use it in a classroom teaching-learning activity and try several alternative ways to

overcome problems occure. Being familiar with kinds of tools and platforms will make learn more effective as stated by the participants in this study.

For ICT and TELL lecturers, teaching approaches for ICT and TELL courses should be based on evidence, based insights from this study, aiming to better assist pre-service teachers in addressing technology integration hurdles, including technical skills, pedagogical knowledge, or attitudinal barriers. It is also suggested that curriculum developers in English Language Education departments design more relevant training programs that address identified gaps in digital literacy and TELL implementation skills. Comprehensive training that covers both pedagogical and technical aspects of TELL is essential, with an emphasis on experiential learning and pedagogical applications of technology within teacher education programs. Lecturers should model ICT integration and provide ample opportunities for pre-service teachers to apply technology in authentic classroom contexts. Lastly,

focusing on teaching relevant and engaging applications, rather than outdated ones, is crucial.

Schools and institutions should offer robust support to ensure effective and balanced technology integration in future language classrooms. This includes enhancing ICT resources and support systems to better prepare future educators. Improving school infrastructure, enhancing support systems, and strengthening teacher training programs are vital for developing both Technological Pedagogical Content Knowledge (TPACK) and positive attitudes towards technology. Providing adequate support, training, and resources to foster positive attitudes and confidence in teachers regarding technology integration is also key. Promoting improved infrastructure and professional development will encourage innovative technology use in education. Furthermore, offering institutional support, professional development, and fostering a positive environment will enhance teachers' technological integration. Addressing the skills gap in digital

literacy among students is essential for achieving equitable and effective integration of TELL across diverse educational settings. Finally, implementing structured ICT integration, embedding digital literacy within the curriculum, and offering consistent support from teachers will significantly enhance students' competence in using digital tools for learning.

For future research, it's recommended to conduct in-depth case studies focusing on individual teachers or institutions that have successfully implemented TELL. Such investigations can provide crucial insights into the factors contributing to readiness, effective preparatory programs, and best practices that maximize a teacher's ability to facilitate learning through TELL. This approach will offer a more nuanced understanding of successful TELL integration beyond general readiness assessments.

REFERENCES

Aisyiyah, M. N. (2022). Pre-Service English Teachers' Readiness for Technology-Enhanced Language Learning. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, *7*(2). https://doi.org/10.24235/eltecho.v7i2.12509

Amaniampong, A., & Hartmann, M. D. (2023). Factors affecting technology integration in colleges of education. *International Journal of Studies in Education and Science (IJSES)*, *4*(2), 176–194. https://doi.org/10.46328/ijres.69

Angkarini, T. (2022). Utilizing Interactive Powerpoint to Develop Students' Speaking Skils in New Normal. *Journal of Learning and Instructional Studies*, *2*, 38–45. https://doi.org/10.46637/jlis.v2i2.26

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik* (14th edition). PT. Rineka Cipta.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., Victoria, C., Elicia, B., Louise, D., & and McEvoy, C. (2021). The online survey as a qualitative research tool. *International Journal of Social Research Methodology*, *24*(6), 641–654. https://doi.org/10.1080/13645579.2020.1805550

Chang, M.-M., & Hung, H.-T. (2019). International Forum of Educational Technology & Society Effects of Technology-Enhanced Language Learning on Second Language Acquisition. *Source: Journal of Educational Technology & Society*, *22*(4), 1–17. https://doi.org/10.2307/26910181

Clare, P., Maree, C., & Fernando, J. (2024). *The Evolution of Learning: Exploring the Impact of Modern Technology and Traditional Learning on Students' Development*. https://doi.org/10.5281/zenodo.10785217

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (fifth edition). SAGE Publications, Inc.

Dabamona, M., & Yunus, A. (2022). The Use of YouTube for Learning English: Exploring Technology-Based Approach. *Interference Journal of Language Literature and Linguistics*, *3*, 68–89. https://doi.org/10.26858/interference.v3i1.31475

Dia, A. (2024). Teaching and Learning English in the Digital Era: Opportunities and Challenges. *Proceedings of The International Conference on Research in Teaching and Education*, *1*, 13–25. https://doi.org/10.33422/rteconf.v1i1.183

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative Content Analysis:

A Focus on Trustworthiness. *SAGE Open*, *4*(1), 2158244014522633. https://doi.org/10.1177/2158244014522633

España-Delgado, J. (2023). Kahoot, Quizizz, and Quizalize in the English Class and their Impact on Motivation. *HOW*, *30*, 65–84. https://doi.org/10.19183/how.30.1.641

Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*, 1. https://doi.org/10.11648/j.ajtas.20160501.11

Fereday, J., Adelaide, N., Australia, S., & Eimear Muir-Cochrane, A. (2006). *Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development*.

Fullan, M. (2016). *The New Meaning of Educational Change* (5th edition). Teachers College Press.

George, A. S. (2024). Technology Tension in Schools: Addressing the Complex Impacts of Digital Advances on Teaching, Learning, and Wellbeing. *Partners Universal Multidisciplinary Research Journal (PUMRJ)*, *01*(03), 49–65. https://doi.org/10.5281/zenodo.13743163

Grant, C., & Osanloo, A. (2015). Understanding, selecting, and integrating a theoretical framework in dissertation

research: Developing a “blueprint” for your ‘house.’ *Administrative Issues Journal*, *4*. https://doi.org/10.5929/2014.4.2.9

Hadi, N., Fihris, F., ’Aini, T. Q., Asiyah, N., Dewi, N. M., Purwanti, K. L., Muthohar, S., & Wahyudi, W. (2024). *Buku Panduan Pengenalan Lapangan Persekolahan II (PLP II)*. laboratorium pendidikan FITK UIN Walisongo Semarang.

Hanas Tasya, D., & Siminto. (2023). The Role of Technology in English Curriculum Design. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, *3*(4), 42–57. https://doi.org/10.56910/pustaka.v3i4.679

Hidalgo, F. J. P. (2019). TELL, CALL, and MALL: Approaches to bridge the language gap. In *International Approaches to Bridging the Language Gap* (pp. 118–134). IGI Global. https://doi.org/10.4018/978-1-7998-1219-7.ch008

Holloway, I., & Todres, L. (2003). The Status of Method: Flexibility, Consistency and Coherence. *Qualitative Research*, *3*(3), 345–357. https://doi.org/10.1177/1468794103033004

Huang, H.-Y. C., Lo, M.-F., & Tseng, C.-J. (2024). Applying pedagogical translanguaging via Google Translate to facilitate non-English major juniors in writing scripts for English presentations. *Technology & Society*, *27*(2), 243–255. https://doi.org/10.2307/48766173

Jabareen, Y. (2009). Building a Conceptual Framework: Philosophy, Definitions, and Procedure. *Int. J. Qual. Methods*, *8*. https://doi.org/10.1177/160940690900800406

Khotimah, T. H., Rokaibah, S. N., Zahrotunnisa, S., Firdaus, M. W., Wiqi, R., & Rochman, C. (2020). Persepsi Guru Terhadap Tantangan dan Peluang Pendidikan. *Naturalistic: Jurnal Kajian Penelitian Dan Pendidikan Dan Pembelajaran*, *4*(2a), 514–520. https://doi.org/https://doi.org/10.35568/naturalistic.v4i2a.690

Lausa, S. M., Balinario, J. C., & Arceño, M. A. T. (2024). Readiness and exposure to information and communication technology instructional resources among pre-service teachers. *Journal of Pedagogical Research*, *8*(2), 129–146. https://doi.org/10.33902/JPR.202424722

Li, M., & Huang, H. (2024). The impact of technology-enhanced language learning environments on second language learners' willingness to communicate: A systematic review of empirical studies from 2012 to 2023. *Language Learning & Technology*, *28*(1), 1. https://hdl.handle.net/10125/73593

Murtadho, M., Rohmah, R., Jamilah, Z., & Furqon, M. (2023). The Role of Digital Literacy in Improving Students' Competence in Digital Era. *AL-WIJDÃN*

Journal of Islamic Education Studies, *8*, 253–260. https://doi.org/10.58788/alwijdn.v8i2.2328

Nagy, J. T., & Dringó-Horváth, I. (2024). Factors Influencing University Teachers' Technological Integration. *Education Sciences*, *14*(1). https://doi.org/10.3390/educsci14010055

Negara, I. M. (2018). Students' Perception: The Use of Google Classroom in Teaching-Learning Process. *Jurnal Ilmiah STBA*, *04*(4), 012–025. https://journal.stbapontianak.ac.id/index.php/spectral/article/view/23

Pan, H.-L. W. (2023). The Catalysts for Sustaining Teacher Commitment: An Analysis of Teacher Preparedness and Professional Learning. *Sustainability*, *15*(6). https://doi.org/10.3390/su15064918

Parasuraman, A. (2000). Technology Readiness Index (TRI) A Multiple-Item Scale to Measure Readiness to Embrace New Technologies. In *Journal of Service Research* (Vol. 2, Issue 4). https://doi.org/10.1177/109467050024001

Park, M., & Son, J. B. (2022). Pre-service EFL teachers' readiness in computer-assisted language learning and teaching. *Asia Pacific Journal of Education*, *42*(2), 320–334. https://doi.org/10.1080/02188791.2020.1815649

Peng, R., Razak, R. A., & Halili, S. H. (2023). Factors influencing in-service teachers' technology integration model: Innovative strategies for educational technology. *PLoS ONE*, *18*(8 August). https://doi.org/10.1371/journal.pone.0286112

Perez Peguero, L. (2024). The Impact of Technology-Enhanced Language Learning on Bilingual Education. *International Journal of Scientific Research and Management (IJSRM)*, *12*(04), 3340–3350. https://doi.org/10.18535/ijsrm/v12i04.el05

Pitoyo, M. D., Sumardi, & Asib, A. (2020). Gamification-based assessment: The washback effect of quizizz on students' learning in higher education. *International Journal of Language Education*, *4*(1), 1–10. https://doi.org/10.26858/ijole.v4i2.8188

Raygan, A., & Moradkhani, S. (2022). Factors influencing technology integration in an EFL context: investigating EFL teachers' attitudes, TPACK level, and educational climate. *Computer Assisted Language Learning*, *35*(8), 1789–1810. https://doi.org/10.1080/09588221.2020.1839106

Rofiah, N. H., Restiana, R., & Dewi, R. (2024). Promoting Digital Literacy: Assessing Teachers Readiness in Utilizing Information and Communication Technology for Learning in Rural Area. *Jurnal Prima Edukasia*, *12*(1), 41–51. https://doi.org/10.21831/jpe.v12i1.63968

Sá, M. J., Santos, A. I., Serpa, S., & Miguel Ferreira, C. (2021). Digitainability—Digital Competences Post-COVID-19 for a Sustainable Society. *Sustainability*, *13*(17). https://doi.org/10.3390/su13179564

Sari, A. (2021). The Impacts of Mentimeter-Based Activities on EFL Students' Engagement in Indonesia. *LLT Journal: A Journal on Language and Language Teaching*, *24*, 249–260. https://doi.org/10.24071/llt.v24i1.3025

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, *60*, 101832. https://doi.org/10.1016/J.CEDPSYCH.2019.101832

Sevara, M. (2024). The Impact of Language Learning Apps on English Proficiency. *European Journal of Emerging Technology and Discoveries*, *2*(9), 6–8. https://europeanscience.org/index.php/1/article/view/868

Suharni, Asty, H., & Amelia, M. (2021). EFL Students' Perception on Using Quizizz Application: A Survey Study. *Journal of Asian Studies: Culture, Language, Art and Communications by HAQI Publishing Service Journal*, *2*(2), 81–87. https://journal.haqipub.com/index.php/jas/index

Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for*

Educational and Vocational Studies, *1*(2). https://doi.org/10.29103/ijevs.v1i2.1526

Syafriafdi, N. (2023). The Role of Quizizz Application in Learning: A Literature Review. *Jurnal Pendidikan*, *14*(1), 126–138. https://jp.ejournal.unri.ac.id/index.php/JP/index

Tabasi, Y., Bertinus Tondowala, I., Tupamahu, M. S., Soa'e Sigilipu, P., Ayu, K., Septiana, K., Tentena, U. K., Pusalemba, P., Poso, K., & Tengah, S. (2024). The Effectiveness of Technology-Enhanced Learning Tools in English Language Education. *Journal on Education*, *06*(04), 21589–21601. http://jonedu.org/index.php/joe

Tiba, C., & Condy, J. L. (2021). Identifying factors influencing pre-service teacher readiness to use technology during professional practice. *International Journal of Information and Communication Technology Education*, *17*(2), 12–24. https://doi.org/10.4018/IJICTE.20210401.oa2

Vistari, L. (2023). *Technology-Based Education in the 21st Century*. *5*, 434–442. https://proceeding.unnes.ac.id/utnc/article/view/2632/2088

Wang, L., Chen, H., Lee, J., Yu, E. K. W., & Tian, J. (2022). Investigation of Technology-Enhanced Language Learning and Teaching E-Resources/Tools in the Online Context. *International Journal of Computer-*

Assisted Language Learning and Teaching. https://doi.org/10.4018/ijcallt.307150

Wiafe, B., & Akaadom, B. (2020). Pre-service teachers' technology skills and its effects in using technology for instruction: In pursuit for quality teacher training. *International Journal of Engineering Science and Technology*, *10*, 18–28.

Zheltukhina, M. R., Kislitsyna, N. N., Panov, E. G., Atabekova, A., Shoustikova, T., & Kryukova, N. I. (2023). Language learning and technology: A conceptual analysis of the role assigned to technology. *Online Journal of Communication and Media Technologies*, *13*(1). https://doi.org/10.30935/ojcmt/12785

APPENDICES

Appendix 1: List of Instrument

1. How do you define Technology-Enhanced Language Learning (TELL), and how do you think it benefits language learning?
2. How prepared do you feel to integrate TELL tools (e.g., digital platforms, apps, multimedia) into your language teaching during your practicum?
3. What specific TELL tools or resources do you find most useful, and how can they enhance students' engagement and motivation in learning English?
4. Do you see any potential drawbacks in relying on technology for language teaching, and what additional skills or competencies do you think you need to develop to use TELL more effectively?
5. How confident do you feel in using technology for teaching English, and how have your teacher preparation program and past experiences contributed to this confidence?
6. What external factors or challenges influence pre-service teachers' integration of Technology-Enhanced Language Learning (TELL) in their practicum settings?

Appendix 2: Participants' Responses

P1 (DGR)		
No	**Answer**	**Coding**
1	With this, of course, ***it makes easier for us to facilitate learning*** activities so that the objectives of learning can be achieved	Learning enhancement
2	***Ready to go***, because learning will be ***more fun and easier***	Engagement and motivation
3	Interactive Platforms (e.g., ***Kahoot!, Quizlet)*** Because students can be directly involved in the use of technology, so that students are more ***excited about learning***	Platform Students' motivation
4	I think one drawback of technology in learning is ***over-reliance on technology, which can limit their ability to use English in real life.*** Then the thing that might need to be added is maybe teachers should be able to Adapt to Students' Needs. Teachers should be able to assess how students engage with digital tools and ***adjust their use based*** on individual learning styles and needs.	Over reliance
5	***Very confident*** because technology makes it easy for me. And for preparation maybe I may have ***completed the TELL course***, from which I gained a lot of knowledge	Foundational coursework

	and experience from my lecturer.	
6	It's more about the technology that's ***suddenly in trouble***. To overcome it by ***preparing well before going to class***	

P2 (AS)		
No	Answer	**Coding**
1	In my opinion, TELL is a language learning method ***that uses technology such as computers, the internet, applications, or other digital media***. By using TELL, learning a language can ***become more engaging.***	Use of digital media Engagement and motivation
2	***I am very ready*** because the children at MI (elementary school) rarely or have never learned to use some of the applications that I will use.	readiness
3	During PLP2, I used ***Youtube*** to students' ***understanding on vocabulary*** using English songs (drilling listening), and educaplay to play quizzes (making learning more fun with gamification) to hone understanding	Platform
4	In my opinion, although technology can be very helpful in language teaching, there are also disadvantages, such as ***the potential for distraction*** while	distraction

	learning. Therefore, I feel the ***need to improve my ability*** to choose and manage truly effective technology, control the class to stay focused, and maintain communication and student motivation. That way, technology can be a maximum tool without replacing the main role of the teacher in learning.	
5	very confident, because previously lecturers from several courses like ***TELL subjects and other subjects about using technology*** have taught me how to use technology and learning applications to support the learning process. not only that microteaching and plp 1 helped me in my teaching preparation. it really motivated me to apply it directly when I teach.	Foundational coursework
6	The challenge is that sometimes ***school facilities*** are inadequate (wifi, low voltage, technology facilities), for training I actually only take care if the electricity in the school goes down when I use the projector, I have provided ***other media (realia) so that learning is not just stuck***	Facility and device

P3 (KNR)		
No	**Answer**	**Coding**

1	I think TELL is a tools or ***multimedia that commonly used in the classroom to make easier in language learning***. its because the tools or multimedia provide any features relateable with our learning, for ex. they can show a picture, video, or audio during the learning process to help students understanding the materials.	Use of tehnology Learning enhancement
2	***I am ready*** to integrate TELL in my teaching practicum, because i'd ***prepared the material and tools*** (ppt, kahoot) a few days before. and also i'd prepared the LCD projector ***10 mnt before going to start*** my mini teaching.	Readiness
3	I think ***canva***, bcs canva provide any features like we can ***put videos, pict, or yt link*** in canva to create interactive ppt related with our materials, we can also design based on our preferences. another tool is ***kahoot*** bcs it can involve student interaction by answering question from the quiz.	Design tools
4	yes, I do. bcs technology needs internet and electricity, so if we only use technology in our learning process and suddenly the internet and electricity go out we can do nothing. so, to solve this problem i think we also need to prepared	

	traditional methods like using paper or just take a note in the whiteboard.	
5	I feel confident when using technology in my teaching ***bcs I've taken TELL and Multimedia design courses*** in the previous semester. and technology also makes me easier to deliver materials. and I just need to show the key point on the screen and explain the materials, without taking notes in the board bcs I think it takes more time.	Foundational coursework
6	***lack of knowledge about technology.*** in my mini teaching I've challenges to connect my ppt to the screen, luckily ***my friends helped me to connect my ppt*** and also I did this ***preparation 10 mnt before*** my mini teaching started, so I'm didn't affect my mini teaching process. I think I should learn more abt using technology maybe from my friends or yt, so I won't be panic if I face these challenges in the future.	Digital literacy Peer support

P4 (ULH)		
No	**Answer**	**Coding**
1	Technology-Enhanced Language Learning (TELL) is an approach to	

	language learning ***that utilizes digital technology to enhance the effectiveness of the learning process.*** The technologies used can be language learning apps, online platforms, social media, artificial intelligence, and digital storytelling. In my opinion, TELL is very beneficial for language learning because it ***can increase learning motivation***, provide wider access to authentic learning resources, enable more dynamic interactions, and ***support more personalized learning***. For example, with apps and interactive media, students can practice speaking with AI, hear different accents, or interact with native speakers in real-time.	Use of technology Engagement and motivation More personalized
2	I am somewhat ready to integrate TELL tools into language teaching, although ***I still need more exploration and experience*** to use them effectively. I recognize that technology can make learning more interactive, but I also want to ensure that its use truly supports learning objectives and student needs.	Partial readiness
3	In my opinion, language learning applications such as Duolingo, Learning Management System	

	platforms like Google Classroom, and interactive media such as YouTube videos and podcasts are very useful and effective in learning English. These tools can enhance student engagement and motivation by offering a more engaging, interactive, and flexible learning experience. For example, ***gamification in applications makes learning more enjoyable,*** while ***videos and podcasts provide more authentic language exposure***, encouraging students to learn independently.	Multimedia platform
4	Yes, there are some potential drawbacks in relying on technology for language teaching, ***such as over-reliance on digital tools, lack of hands-on interaction***, and gaps in technology access for students. To use TELL more effectively, I need to develop skills in choosing the right technology, managing the digital classroom well, and ***balancing the use of technology*** with more communicative and interactive teaching methods.	Over reliance
5	I am confident in using technology to teach English ***because I have studied*** and applied it in various contexts. ***The teacher preparation program*** I participated in equipped	Foundational coursework

	me with theories and practices related to technology-based teaching	
6	I anticipate challenges such as ***limited access to technology for students, lack of experience in using TELL tools effectively***, as well as potential distractions from the technology itself. To overcome them, ***I need support such as attending seminars*** on digital education, workshops on using learning platforms, and training in designing teaching strategies that integrate technology effectively.	Limited device Digital literacy Need for training

P5 (TUA)		
No	**Answer**	**Coding**
1	TELL is a learning method where the ***learning uses technology*** such as mobile phones, laptops, internet/language learning websites, which is very useful for meeting the need for more effective learning alongside currently developing technology, making it easier for learners.	Use of technology
2	Digital in life is very important, for my readiness ***I am very positive in facing learning using digital platforms,*** applications, multimedia using science and theory.	High readiness

3	Applications such as quiziz help teachers to be easier and more innovative in learning in the field of multiple choice, ***youtube can show tutorials or learning in the form of visual videos, sound, and practice,*** projectors can show visual images or videos of teacher goals to students such as showing ppt slides, learning videos, the internet makes it easier for teachers and students to find learning information and take lessons from other sources.	Multimedia platfrom
4	So far, I may not have experienced too many obstacles, but what I often experience are several applications that have errors and limited usage, for that additional competencies such as manual learning such as writing, listening, seeing friends from the teacher's assignments that are delivered	
5	for competencies such as from the University, ***the micro-teaching*** program is delivered in the learning training scope of the class/classmates and the TELL course itself.	Foundational coursework
6	Challenges such as costs/units may be able to change, managing time to be able to maximize learning, there are other options for	

	units/applications if there are obstacles	

P6 (AA)		
No	**Answer**	**Coding**
1	TELL is basically ***a way of learning a language that is assisted by technology, such as using applications, interactive videos, or AI to enhance the learning experience.*** There are definitely many benefits, for example, you can learn anytime and anywhere, the material can be adjusted to your needs, and ***learning becomes more fun*** because there is gamification.	Use of technology Engagement and motivation
2	***very ready***, because now there are many digital platforms and applications that are very helpful and can help the learning process become more interactive.	High readiness
3	In my opinion, the most useful and effective are ***interactive and game-based applications or*** platforms, such as quizziz or Kahoot. These tools can increase student engagement and motivation because of the fun and competitive learning atmosphere.	
4	***much technology is used, students can become passive or even***	Distraction

	distracted. In addition, not all students have the same access to devices and the internet, so there can be a gap. to overcome this, maybe I have to be able to manage how digital learning and direct interaction can be balanced, ***not dominated by digital.***	
5	I've never had training, ***just regular mandatory classes.*** But I've learned to utilize several platforms that I mentioned earlier. so I still need support in the form of workshops, maybe, and discussions with friends who also use TELL when teaching.	Foundational coursework
6	Unequal access to technology among students, ***and there is also the possibility that students will be distracted.*** In addition, not all platforms or applications are suitable for all materials. Perhaps it could be done by providing training on the use of TELL for teachers, then supporting facilities from schools such as the internet and other tools	Potential distraction

P7 (DEA)		
No	**Answer**	**Coding**
1	In my argumentation, TELL is knowledge that trying to ***intergrate***	

	technology and learning aspect and it become to enhance learning addition with effective, and then TELL have benefits like trying to learning language with technology and trying to be globalization	
2	***I am ready***. For the preparation of integrating TELL (Technology-Enhanced Language Learning) with previous teaching practices, I prefer interactive websites like Quizizz, Wordwall, and Duolingo, which I believe are suitable for the grade level I teach.	High readiness
3	By integrating interactive websites like ***Duolingo, Wordwall, and Quizizz*** with the school's ICT tools, I create a comprehensive TELL package for my lessons. The combination of interactive web features and appropriate ICT use motivates my students to engage more actively in learning	platform
4	However, encountering technical errors with ICT devices during lessons can lead to a decline in teaching motivation. This highlights the need for problem-solving skills to address such issues promptly.	
5	I firmly believe that ICT and TELL can enhance learning effectiveness, provided that clear instructions are given. Training on using interactive	

	websites is essential, especially for those with low proficiency in technology. Strengthening proficiency in using TELL ensures its seamless integration across subjects.	
6	***The use of a mouse pointer to navigate websites still seems unfamiliar to students***, and the lack of clear instructions poses a challenge. To address this, I ***guide students on which buttons*** to click and provide step-by-step instructions on how to use the platforms.	Digital literacy

P8 (FM)		
No	**Answer**	**Coding**
1	TELL uses technology to support language learning. ***It makes learning fun, and accessible***	Engagement and motivation
2	I'm somewhat prepared but ***need more hands-on practice*** with different tools.	Partial readiness
3	Apps like ***Duolingo and Kahoot*** engage students with interactive learning, boosting motivation.	Platform
4	***Over-reliance can reduce critical thinking***. I need to improve classroom management with tech.	Over reliance
5	Fairly confident, but more experience using diverse tools would help.	

6	***Limited access***, technical issues, and ***students' digital literacy***. Training on troubleshooting and tool selection would help	Facility and device Digital literacy

P9 (INS)		
No	**Answer**	**Coding**
1	I definitely define this ***TELL like tool*** that help you emphasis and bridging your idea when you have insight and wanna give clear definition into learning languages. Absolutely this TELL so beneficial for me that because help so much when you wanna deliver clear idea and make those variations into learning especially languages.	Use of technological tools
2	1 to 10 defintely into 8	
3	I thought that resources most useful and effective for engagement students in learning English is using ***kahoot then quizizz , Hot Potato.*** That's all most engaged students learning English then make build competition environment in student area	
4	Yess there is , for example when you use kahoot , quizzes you begin to start but suddenly there is one or four students have problems can't log in to this resource because of connection then drain battery then	

	etc. that make those students lack of motivation for joining learning English. Yes I think we need to learn digital learning in webinar that make increasingly development digital learning skills	
5	1 to 10 definitely 9 , my experience when use technology during learning make me confidence 95% Especially when I deliver materials in front of students I can explain clearly then step by step to deliver materials especially there are PPT materials than I can modification into interesting content	
6	That interesting question, the challenges to anticipate in using technology for language is about ***WiFi*** then connecting into screen TV or LCD that so important to anticipate. ***To support help to overcome this I usually asking to my friend*** that understands problems how to connect into screen TV or LCD	Facility and device Peer support

P10 (NAKN)		
No	**Answer**	**Coding**
1	TELL is a ***technology used to support and enhance the language learning process***. Technology in	Use of technology

	learning provides many benefits, including: more interactive learning, ***can learn anytime and anywhere***, has extensive learning resources, some technologies provide direct feedback.	Flexible
2	***I feel quite ready to integrate TELL into language teaching***. My experience in using various digital tools has helped me understand how technology can support language learning. By integrating TELL into language learning, it is expected to maintain student engagement so that they are more motivated in learning and do not feel bored	readiness
3	There are various TELL tools or resources that can increase student engagement and motivation in learning English, one of which is: ***Quizizz & Kahoot***: both of these platforms allow teachers to create fun, ***interactive quizzes*** to test students' understanding of English material. This makes students more enthusiastic and encourages them to actively participate.	platform
4	Although TELL has many benefits, there are some drawbacks that may need to be considered, such as dependence on technology. ***If students rely too much on digital***	Over

	applications or platforms, they may lack the development of critical thinking skills and creativity in learning the language naturally. To overcome these drawbacks, as teachers or students, we must be able to choose the appropriate platform and ***manage the digital class well*** so that learning remains interactive without interruption.	reliance
5	I feel pretty confident in using technology to teach English, but I also realize there's still a lot I need to learn. I have not taken any specific training or courses on TELL in language teaching, ***but I have taken courses that discuss TELL*** and have experience applying TELL in teaching practice.	Foundational coursework
6	Integrating TELL also requires good preparation, both from the teacher and student side. Challenges such as ***limited access to technology, student readiness to use digital tools***, and possible technical constraints are things that I anticipate. In facing these challenges, I will try to remain flexible and ready to ***combine technology with traditional learning*** methods so that the	Facility and device Digital literacy

	learning experience remains effective and enjoyable for students.	

P11 (AMU)		
No	**Answer**	**Coding**
1	Technology-Enhanced Language Learning (TELL) ***is the use of digital technology***, such as applications, online platforms, multimedia, and interactive tools, to ***enhance the language learning process***. This technology allows for more flexible, ***interactive, and engaging learning for students***. In my opinion, technology is very helpful in language learning because it provides a variety of more interesting learning methods, speeds up access to information, and ***makes it easier to practice*** communication in the language.	Use of technology Learning enhancement Engagement and motivation Easier for learning
2	***I am quite ready*** to integrate TELL tools into my language teaching during my practice because I have ***used several platforms*** as sources of learning materials that were taught by my lecturers.	readiness
3	I think interactive applications such as ***Duolingo and Quizzizz*** are very useful in learning English. duolingo helps students learn vocabulary and	Platform

	grammar in a fun way through gamification, while quizizz allows students to test their understanding with interactive and competitive quizzes.	
4	Although technology is very helpful in language teaching, I realize that there are some drawbacks that need to be considered. One of them is the dependence on adequate internet connection and devices. If students experience technical constraints, such as unstable networks or limited access to devices, technology-based learning can be less effective. To overcome this, I need to develop skills in classroom management, including ***how to manage learning platforms effectively.***	
5	I am quite confident in using technology to teach languages because I have tried several tools in supporting language learning. So far, I have not taken any specific training on TELL, but I have learned about it in ***one of the courses I have taken***. but I also realize that I still need to improve my skills in managing a digital classroom and choosing the most appropriate technology for various	Foundational coursework

	situations.	
6	I realize that one of the biggest challenges in using technology for language teaching is ensuring that all students are actively engaged. ***Not all students have the same level of digital skills***, so some may have difficulty following technology-based activities. ***To overcome this, I hope to receive further training on the use of TELL tools that are easy to implement in the classroom.***	Digital literacy Need for training

P12 (NU)		
No	**Answer**	**Coding**
1	In my opinion, TELL is ***the use of technology to support language learning,*** such as apps, interactive platforms, and multimedia resources. TELL is beneficial because it allows for ***more personalized learning***, provides diverse resources, and offers opportunities for more interactive and engaging language practice, thus accelerating understanding through immediate feedback and increasing learning motivation.	Use of technology Learning enhancement More personalized
2	***I feel fairly prepared*** to integrate TELL tools, such as digital platforms, apps, and multimedia,	Readiness

	into my language teaching during my practice. My experience using technology during my teaching practice program has provided a strong foundational understanding. However, I realize that I need to continue developing skills in selecting and using tools that are appropriate for the needs of the students.	
3	In my opinion, the use of TELL tools like ***Duolingo, Kahoot, and YouTube*** videos can enhance student engagement. Duolingo offers self-paced practice with gamification, ***Kahoot makes learning more interactive through quizzes, and YouTube videos provide real-life context in language learning.*** All of these increase student motivation and engagement in learning English.	Platform Quiz platform Multimedia platform
4	Yes, I see potential drawbacks in relying on technology for language teaching, such as dependence on devices or unstable internet connections, and the ***lack of direct interaction*** that could affect communication skills. To use TELL more effectively, I need to develop skills in managing technology, ensuring all students can access it, and ***combining technology with***	Over reliance

	more personalized and interactive teaching approaches.	
5	I am quite confident in using technology to teach English, especially because my ***teacher preparation program*** provided a strong foundation in utilizing digital tools and technology-based teaching methodologies. I have taken several classes that required the use of technology in teaching practice, such as TELL courses, microteaching, etc.	Foundational coursework
6	challenges I anticipate is the difficulty in integrating technology effectively, especially if there are technical issues or ***students who are less familiar with the tools***. To address this, support in the form of ***technical training and workshops*** on using specific apps or platforms would be very helpful. Additionally, guidance on how to integrate technology with existing teaching methods is also important.	Digital literacy

P13 (QW)		
No	**Answer**	**Coding**
1	Technology-Enhanced Language Learning (TELL) is ***the use of digital technology to support language learning, such as***	Use of technology

	software, AI, VR, and online platforms. TELL increases student motivation through more interactive activities. In addition, this technology supports learning flexibility, collaboration, which helps students progress faster. By integrating TELL, students not only improve language skills, but also digital literacy which is important in the modern era. In the Problem-Based Learning that I do in junior high school, TELL can be used through platforms such as Google Classroom, and Quizizz, etc.	
2	I am quite ready to integrate TELL tools into my language teaching during my teaching practice. With my experience using Problem-Based Learning in junior high school, ***I am used to adapting technology to support learning***. I am also open to exploring other applications that can increase interactivity, student engagement, and learning effectiveness. However, this readiness also depends on the availability of infrastructure in the school, as well as support from the school.	Readiness
3	the most useful are ***youtube*** provides access to learning videos, such as ***original dialogues***	Multimedia platform

	or interactive tutorials, which enrich students' understanding of English in real contexts. canva: provides an ***attractive ppt*** to provide an overview of the material google translate: improves vocabulary quizizz and wordwall: provides interactive quizzes that make learning more fun and competitive, thus increasing student motivation.	Design tools
4	Yes. Some of them are the dependence ***on internet connectivity and devices***, and the risk of distraction if students use gadgets for other things outside of learning. To be more effective, I need to better understand the various learning platforms and how to use them. I also need to improve my technology-based classroom management strategies to keep students focused and motivated so that technology truly becomes a support tool, not just a distraction.	facility
5	I am quite confident in using technology to teach because I already have experience in adapting digital tools in learning. ***The teacher preparation program*** I took gave me insight into various learning platforms and strategies for using them. in addition to	Foundational coursework

	microteaching, the TELL course also helps provide insight into technology integration in learning.	
6	Some of the challenges I anticipate in using technology for language teaching during teaching practice include ***limited infrastructure*** at school, ***varying levels of digital literacy of students***, and potential technical disruptions or internet connectivity or power outages. In addition, at SMP NURIS there must be ***preparation the day before*** if technology is needed, for example, an appeal to bring a cellphone, this is also a challenge in itself to ensure they bring gadgets. To overcome this challenge, I need ***support from the school regarding internet access*** and also support from parents to support the smooth implementation of TELL in my teaching.	Facility and device Digital literacy Institutional support

P14 (KAL)		
No	**Answer**	**Coding**
1	I think the Technology Enhanced Language Learning (TELL) course provides a significant contribution in providing knowledge and skills to integrate technology in the academic process. At least I can broaden my	

	insight on how to use technology ***to support the language learning process*** and the operation of applications that can support the research process	
2	Quite prepared, my lecturer has introduced several applications to support my teaching practice process, including ***Quiz Moodle, Hot Potatoes and several other applications***	Platforms
3	In my opinion, the most useful and effective TELL tool is an online learning platform like Quizziz. It allows teachers to create interactive learning materials, and allows students to learn independently. This app can increase student engagement and motivation in learning English because it makes learning more fun and interactive.	
4	I see potential drawbacks to relying on technology for language teaching, ***such as reduced face-to-face interaction and difficulty monitoring student progress***. To use TELL effectively, I think it is necessary to develop the ability to design interactive digital teaching materials and integrate technology with language teaching methods.	
5	I am quite confident in using technology to teach English,	

	especially in applications that support the research process such as Mendeley. However, I realize that I need to further develop my skills in using technology to support the English learning process, not just supporting the research process.	
6	During my language teaching practice, I have faced several challenges in using technology. Some of the applications used are too old and no longer relevant, such as Hot Potatoes which was released in 1998. I hope lecturers can focus more on applications that increase student engagement and are more relevant to the times.	

P15 (MHQD)		
No	**Answer**	**Coding**
1	In my opinion, TELL currently has an important role in learning, considering that in the midst of the era of technology 4.0, technology cannot be separated from human life, therefore TELL is ***expected to support learning when delivering material.***	Learning enhnacement
2	I ***feel ready*** to integrate TELL into my learning, I have experience in using English learning applications such as Duolingo and websites	readiness

	such as ESL Lab.	
3	To teach listening, websites like ESL Lab have many benefits to get students used to listening to English conversations, and ***YouTube channels like CNN News also increase students' understanding and vocabulary habits.***	
4	TELL has weaknesses when compared to conventional media, because it is related to technology, teaching English using technology may not be beneficial for ***students who have difficulty accessing the platform*** used in the classroom, so as a teacher, you must pay attention to the accessibility of the platform used so that all students are facilitated.	Digital literacy
5	I feel confident because on several occasions during the lecture process, I have been accustomed to integrating technology in learning. ***Several courses such as ICT Development, Microteaching, Digital literacy, multimedia literacy and also TELL*** have prepared me to be able to integrate technology in learning	Foundational coursework
6	Because it is related to technology, challenges that may arise are ***limited internet, unsupported***	Device and

	devices, and also difficulty understanding the meaning of sentences in learning materials. Support such as ***training on specific application usage*** will benefit me in the future.	facility Need for training

P16 (FN)		
No	**Answer**	**Coding**
1	TELL is a way to facilitate the teaching and learning process. By implementing TELL, you can get benefits in the form of ease and modernization of learning.	
2	I am quite prepared as the technology currently exists.	
3	Smartphone and Duolingo Application	
4	Of course, some students didnt all engage because the device that their use not all support to the tell that i apply on my teaching.	
5	Im so confident that i believe that TELL is a significat factor to change the way we are teaching.	
6	***The internet and the devices*** that schools and students use. I prefer to use the simple and free Technology so that the students can access it more easily.	Facility and device

P17 (AUMM)		
No	**Answer**	**Coding**
1	Technology-Enhanced Language Learning (TELL) refers to ***the use of technology, such as digital tools, online platforms, apps, multimedia resources, and communication technologies, to facilitate and enhance the process of learning a language.*** Learners can easily ***access a wide variety of language resources***, such as videos, articles, podcasts, and interactive exercises, that cater to different learning styles and levels	Use of technology Flexible
2	***Being comfortable with the technology*** I'll be using is key. i'm already familiar with certain apps or platforms (e.g., Duolingo, Kahoot, Quizlet, or video-conferencing tools like Zoom for speaking practice), it will be easier to incorporate them effectively.	readiness
3	***Kahoot***! is a quiz-based learning platform that allows teachers to create interactive quizzes, surveys, and discussions. Students can participate in real-time, competing against one another.	Platform
4	If technology is overused, students ***may not develop essential interpersonal communication skills, such as face-to-face conversation***	Over reliance

	and non-verbal cues. Language learning requires real-world practice, and technology cannot always replicate authentic, live interactions. to mitigate this, technology should be used to complement traditional methods like classroom discussions, debates, and role-plays rather than replace them entirely. ***Balancing both*** is key to fostering a well-rounded language-learning experience.	
5	I am very confident in using the technology I use for teaching, such as Kahoot, which I mentioned earlier.	
6	One of the most common challenges is dealing with technical problems such as ***poor internet connections***, malfunctioning devices, or platform errors. These can disrupt lessons and lead to frustration for both teachers and students. It would be helpful to receive training on troubleshooting common technical issues and have access to IT support. Being familiar with backup strategies, such as ***having offline materials*** ready, can also help mitigate this challenge	Facility and device

P18 (MRNS)		
No	**Answer**	**Coding**
1	Technology-Enhanced Language	

	Learning can be defined ***as the use of technology*** to improve performance and ***facilitate language learning***. The use of TELL for me makes it easier for me to dissect and present the material to be taught, ***increase student engagement, and make learning more interesting.***	Use of technology Learning enhancement Engagement and motivation
2	***Ready*** because I'm ***familiar*** with tools that I want to use	
3	***Engaging Presentation tools, such as mentimeter, PPT,*** Quiz apps such as kahoot, quizziz	Design tools
4	***dependence on technology that can reduce students' ability to communicate directly and develop social skills***. In addition, the digital divide is also a problem, because not all students have the same access to devices and stable internet. Excessive use of technology can also reduce the affective aspects of language learning, such as facial expressions and body language, which are important in communication.	
5	Pretty confident because I have attended several technology seminar trainings in organizations, and also courses ***on TELL on campus in semester 5***. I think the contribution that the campus can	Foundational coursework

	make is by providing access to digital resources, such as courses on technology integration in teaching, workshops, or technology-based language laboratories. In addition, learning communities consisting of peers also play a big role in sharing experiences, tips, and strategies in using technology to teach languages.	
6	Lack of supporting facilities and infrastructure in the classroom, ***Students' unpreparedness in using TELL***, and a less conducive classroom atmosphere. To anticipate this, I usually ***inform students well in advance*** to bring the necessary tools	Digital literacy

P19 (ZZ)		
No	**Answer**	**Coding**
1	TELL itself, in my opinion, can be described as an ***application, web, or online sources and also tools*** that are associated with learning. Of course TELL is very useful in language learning, because by integrating TELL into learning, learning will become ***more interesting.***	Use of technology Engagement and motivation
2	I am ready to integrate TELL into	

	my learning.	
3	Quizizz web, mentimeter. By using quizizz web, it is seen that students are more interested in doing quizzes, then by using ***mentimeter, students become interested in listening to the teacher's explanation*** and are also actively involved in learning.	Presentation platform
4	Yes, maybe teachers have not fully mastered the use of this technology. So teachers should be able to develop their skills in using various technologies and also explore more about the latest online sources.	
5	I feel quite confident in using technology in learning. The preparation program greatly influenced my confidence. so far, I have only taken courses related to the use of technology in learning, ***such as TELL, ICT BASED, and also Microteaching***	Foundational coursework
6	Technical challenges such as the web or application suddenly not being usable, then also inadequate internet, then also ***my lack of understanding in using certain digital sources.*** If these challenges occur, then I must have ***alternative media*** to use in learning. I will also learn again about digital sources that I do not fully understand	Digital literacy

P20 (SYP)		
No	**Answer**	**Coding**
1	The use of ***technology that helps learning***, especially language learning. ***Attracts students' attention*** and trains teachers' creativity.	Use of technology Engagement and motivation
2	During the integration of TELL, I ***still need a tutorial*** so that when I apply it to learning, it can be appropriate and smooth	Partial readiness
3	For the tools I use those available at school, namely LCD projectors and loudspeakers, focusing on audio-visual media that help improve students' listening skills.	
4	When using technology, there is a high probability that there will be ***distractions that break students' focus,*** so teachers must repeatedly regulate focus and provide an understanding of how to use technology wisely.	
5	Very confident because it really helps teachers and students in the learning process. I have never attended any training or courses but have ***attended seminars and lectures that discuss TELL.***	Foundational coursework
6	Regarding the challenges, perhaps in ***connection and facilities in the***	Facility and

	classroom, because not all classes have projectors and speakers, to overcome this, I brought independent speakers and sent materials via Google Classroom so that students can access the materials independently.	device

P21 (ALS)		
No	**Answer**	**Coding**
1	I think the ***learning that uses technology***, such as laptops, hp, smart TV, internet, tablet etc. cz it can make it easier for teachers or students to learn innovatively and increase insight	Use of technology
2	***very prepared***, cz bfore the practice we as pre-service teachers had often applied it	readiness
3	***Canva***, Quiziz, Quizalize, wordwall, yt, etc	platform
4	limitations of technological tools	
5	very confident, before the practice, I was taught ***various theories in several subjects*** and practical use of TELL, and share the experiences with peers regarding the use of technology	Foundational coursework
6	problem in connecting smart TV to laptop, it takes quite a long time to connect the laptop to smart TV if there are connection problems,	

	limited technological tools and to overcome this, provide ***other alternatives such as learning through apk*** (quiziz,gclassroom,canva,etc.)on each hp	Facility and device

P22 (AA)		
No	**Answer**	**Coding**
1	TELL is ***technology we use in learning process*** which can easy to explain the material. Of course TELL give benefits because it can make the students ***more fun in learning and easy to understand.***	Use of technology Learncing enhnacement
2	Of course i'll prepared all of the tool to teaching bcs i want to do the best for my student, before teach I prepare for the material, games, Exam (with the app) and I Will check again, so that the teaching process will run well	
3	I think quiziz, because we explain meterial also give the example to the students. so that the students Will active in class bcs i give them quickly quiz and they will be excited. most of them happy and enjoy the class if in the learning process use TELL.	
4	***Students will enjoy the learning process but not focus bcs they***	Distraction

	want to play game all the time. I Will give the students assignment to use TELL such as making ppt and then their will presentation in front of class or anything else, so that students can use TELL, i think it can effective bcs their can focuss and learning too	
5	very confident. ***I Learn from university because in the fifth semester i had TELL subject***. I also tutoring by media like YouTube	Foundational coursework
6	***Bad connection***, how to solve the problem is I ***download the material*** or the assignment first, (if i give the material from YouTube) so it can make our learning run well.	Facility and device

P23 (NF)		
No	**Answer**	**Coding**
1	Tell is a set of techniques used to facilitate learning in the current era to be more communicative and interactive, useful because it helps facilitate learning English to be more understandable	
2	of course ready, ***by preparing all the needs*** needed to teach using Tell, and Prepared My Learning Scenario	
3	***Mentimeters***, because in the APK	

	there are many interactions that students can do through their cellphones	
4	No, it's just that its use must be accompanied by character learning from teachers, not just relying on pure technology for learning.	
5	I don't have any special training regarding the use of technology in learning, ***I got everything in lectures.***	Foundational coursework
6	The challenge that I have to face is that I am ***a lil bit 'gaptek'*** about connecting the tools in classroom so the way to need ***help from other friends***	Digital literacy Peer support

P24 (SMP)		
No	**Answer**	**Coding**
1	TELL can support language learning, the use of language learning use can be done in the form of online and offline. Technology is very beneficial for language learning, as time goes by technology is increasingly sophisticated making it ***easier for anyone to learn languages***	Learning enhancement
2	When technology is needed in language learning, we ***must be ready*** to use it in the classroom. The use of TELL in the classroom	readiness

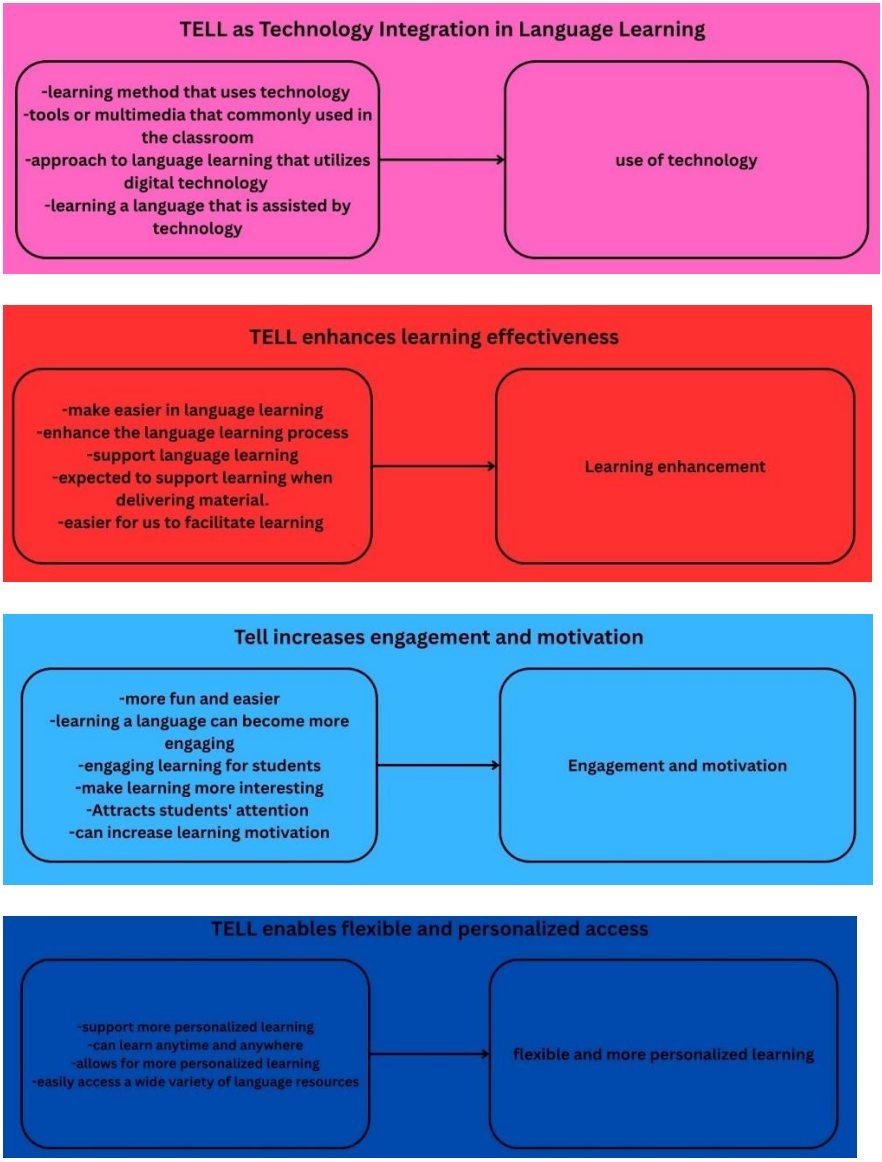
	can facilitate student understanding as well.	
3	Online quizzes such as G-form, ***quizziz, kahoot and others***. When teachers give interactive and fun quizzes to students, they will be enthusiastic to complete the quiz. Learning accompanied by games can also improve student understanding, so that students are not bored the teacher must be able to provide interludes in the form of games or others	Quiz platform
4	The weakness in the use of technology is the use of the internet, if the connection is lost, it will be difficult to use technology. Skills in the use of technology are essential for applying TELL in the classroom. Teachers who have high skills in using technology can create an interesting classroom atmosphere.	
5	I am confident when I have enough preparation. So that I can create a fun classroom. When my preparation is not good enough, the class will become monotonous. So ***preparation must be done far in advance*** so that it is maximized when doing learning.	
6	The use of TELL in the classroom cannot be separated from the	

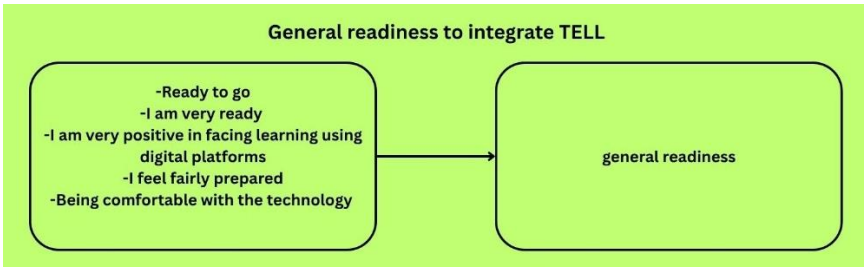
	obstacles faced, one of which is errors or ***poor network connections*** that hinder the use of technology, so it is necessary to conduct training to overcome web errors or ***other alternatives*** so that learning continues.	Facility and device

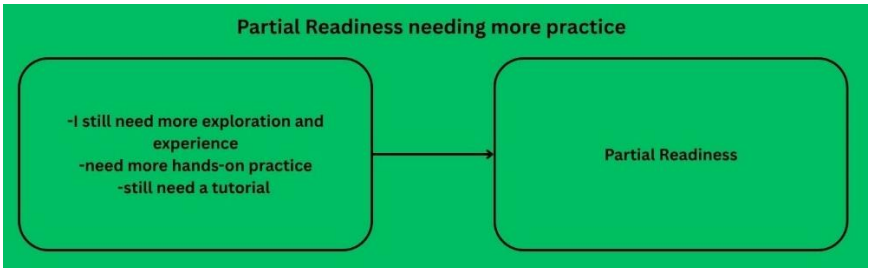
P25 (MAF)		
No	**Answer**	**Coding**
1	tell for me as far as I know the ***application of technology in language learning***, in my opinion it is very useful for the progress of learning and makes it very easy. especially now is a digital era where everything is accessed through technology, for example, like online books, students can learn not only from learning in class but also outside.	Use of technology
2	Yes, although not all of them can master it, they can learn and as long as I teach using technology media, my students are immediately excited	
3	If there is a smart TV in the classroom, then we can show videos and ***illustrated PPTs and that can attract students' attention during learning.***	
4	Yes, there are some drawbacks to relying on technology for language	

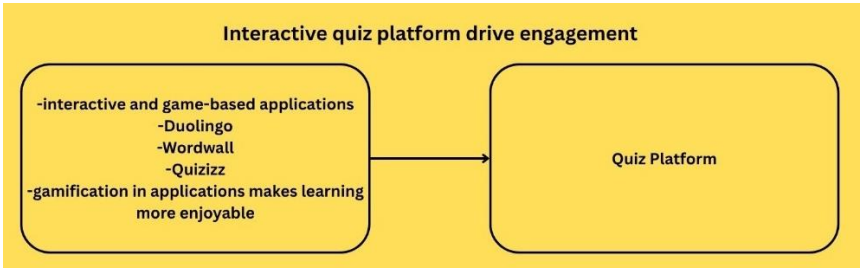
	teaching, ***such as over-reliance, limited access, lack of social interaction***, variation in the quality of materials, and ***potential distractions.***	
5	I'm sure and certain because I also use technology in learning and it really helps	
6	Maybe the problem is that technology is not always free, there must be a premium system, for example, Kahoot, in the premium section, the features are good, so you really have to spend more money, hopefully there will be a free template or discount	

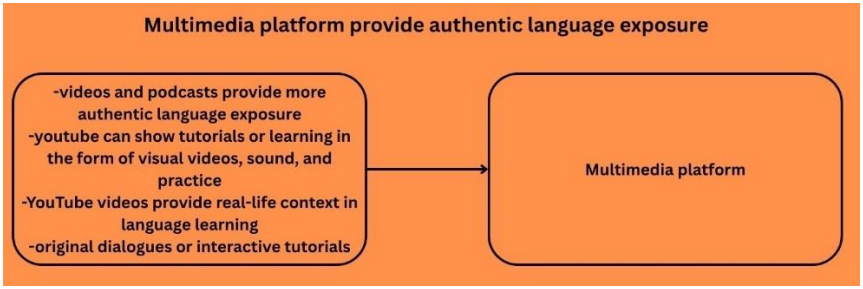
Appendix 3: Coding Process

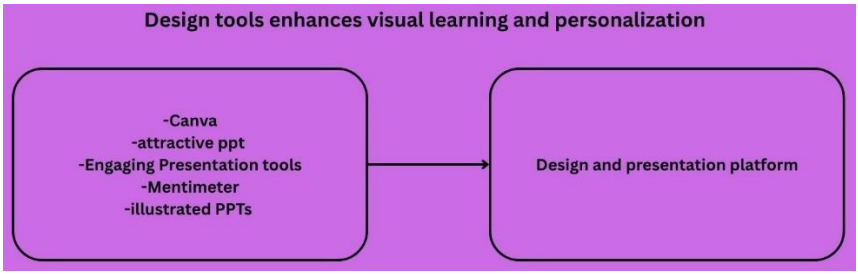


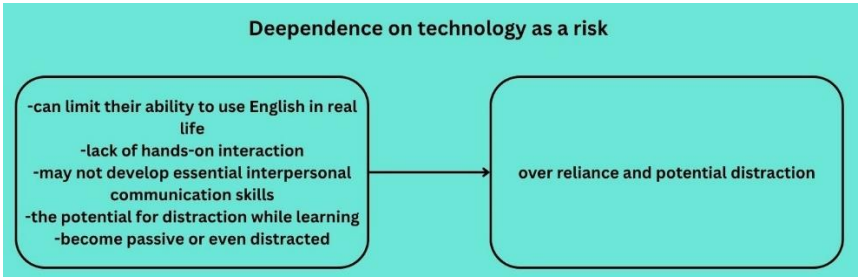

General readiness to integrate TELL
-Ready to go
-I am very ready
-I am very positive in facing learning using digital platforms
-I feel fairly prepared
-Being comfortable with the technology
general readiness

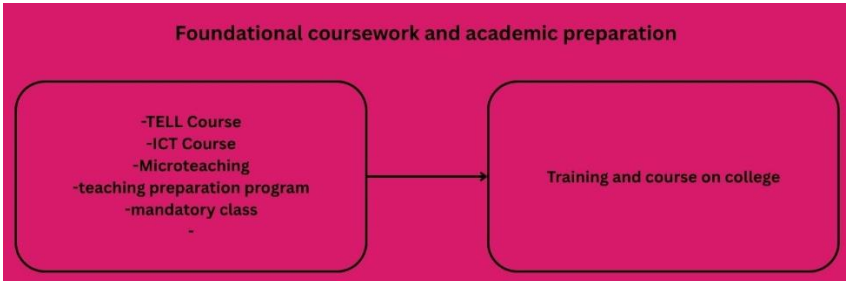

Partial Readiness needing more practice
-I still need more exploration and experience
-need more hands-on practice
-still need a tutorial
Partial Readiness

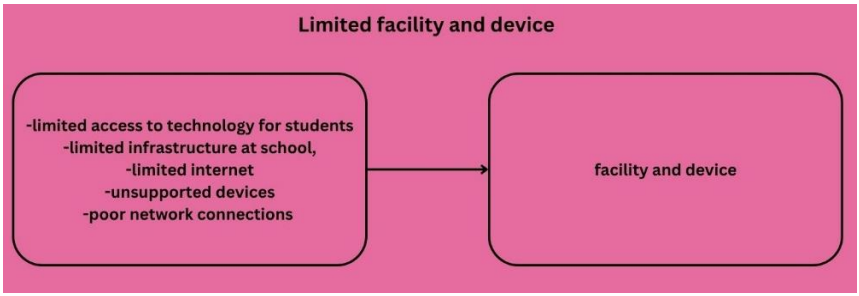

Interactive quiz platform drive engagement
-interactive and game-based applications
-Duolingo
-Wordwall
-Quizizz
-gamification in applications makes learning more enjoyable
Quiz Platform

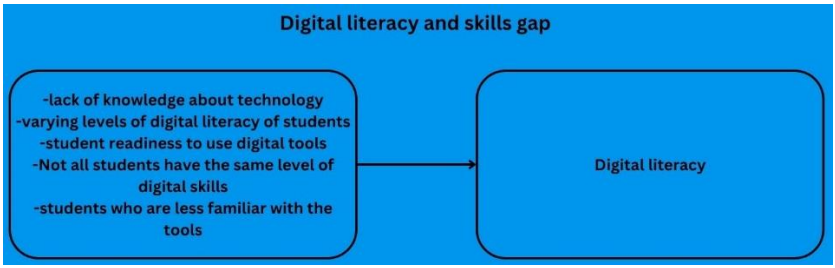

Multimedia platform provide authentic language exposure
-videos and podcasts provide more authentic language exposure
-youtube can show tutorials or learning in the form of visual videos, sound, and practice
-YouTube videos provide real-life context in language learning
-original dialogues or interactive tutorials
Multimedia platform

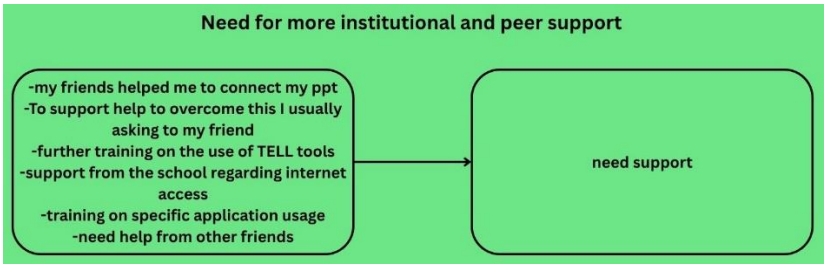

Design tools enhances visual learning and personalization
-Canva
-attractive ppt
-Engaging Presentation tools
-Mentimeter
-illustrated PPTs
Design and presentation platform


Deependence on technology as a risk
-can limit their ability to use English in real life
-lack of hands-on interaction
-may not develop essential interpersonal communication skills
-the potential for distraction while learning
-become passive or even distracted
over reliance and potential distraction

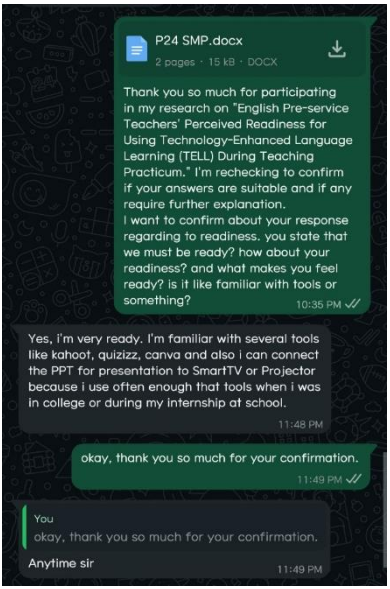

Foundational coursework and academic preparation
-TELL Course
-ICT Course
-Microteaching
-teaching preparation program
-mandatory class
-
Training and course on college

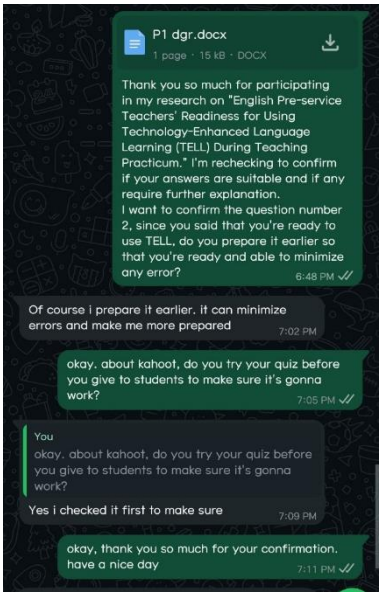

Limited facility and device
-limited access to technology for students
-limited infrastructure at school,
-limited internet
-unsupported devices
-poor network connections
facility and device

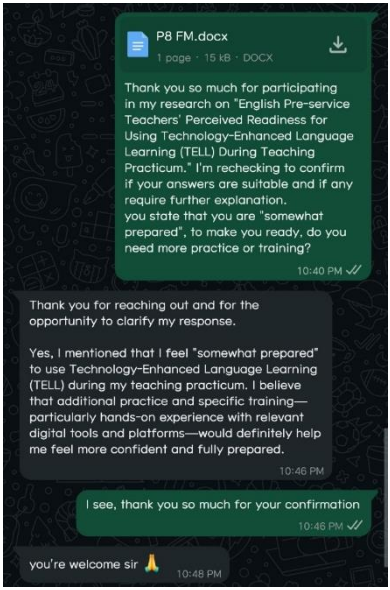

Digital literacy and skills gap
-lack of knowledge about technology
-varying levels of digital literacy of students
-student readiness to use digital tools
-Not all students have the same level of digital skills
-students who are less familiar with the tools
Digital literacy

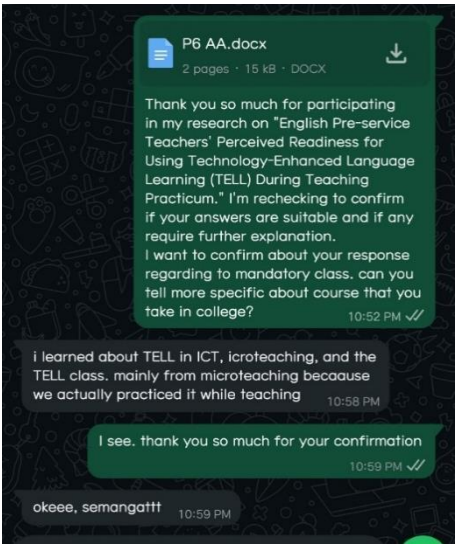

Need for more institutional and peer support
-my friends helped me to connect my ppt
-To support help to overcome this I usually asking to my friend
-further training on the use of TELL tools
-support from the school regarding internet access
-training on specific application usage
-need help from other friends
need support

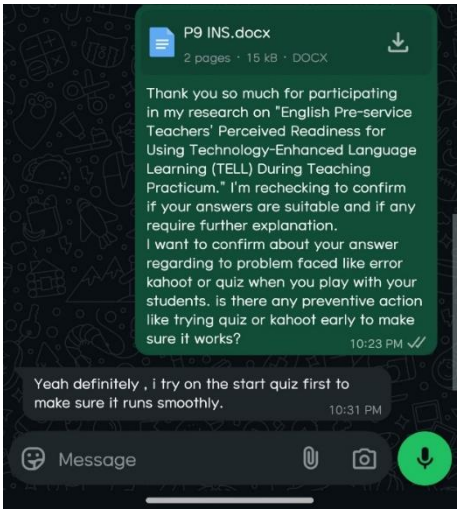
Appendix 4: Documentations of Trust Worthiness

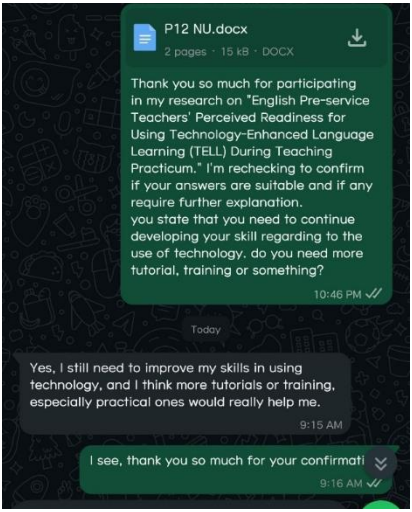


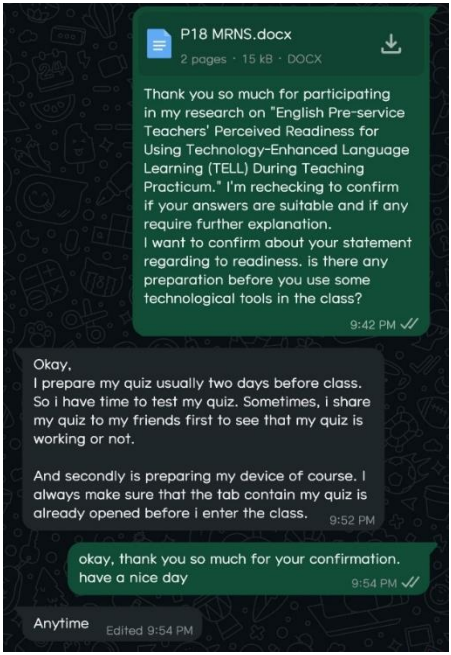



P8 FM.docx
1 page · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
you state that you are "somewhat prepared", to make you ready, do you need more practice or training?
10:40 PM
Thank you for reaching out and for the opportunity to clarify my response.
Yes, I mentioned that I feel "somewhat prepared" to use Technology-Enhanced Language Learning (TELL) during my teaching practicum. I believe that additional practice and specific training—particularly hands-on experience with relevant digital tools and platforms—would definitely help me feel more confident and fully prepared.
10:46 PM
I see, thank you so much for your confirmation
10:46 PM
you're welcome sir 🙏
10:48 PM


P6 AA.docx
2 pages · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your response regarding to mandatory class. can you tell more specific about course that you take in college?
10:52 PM
i learned about TELL in ICT, icroteaching, and the TELL class. mainly from microteaching becaause we actually practiced it while teaching
10:58 PM
I see. thank you so much for your confirmation
10:59 PM
okeee, semangattt
10:59 PM

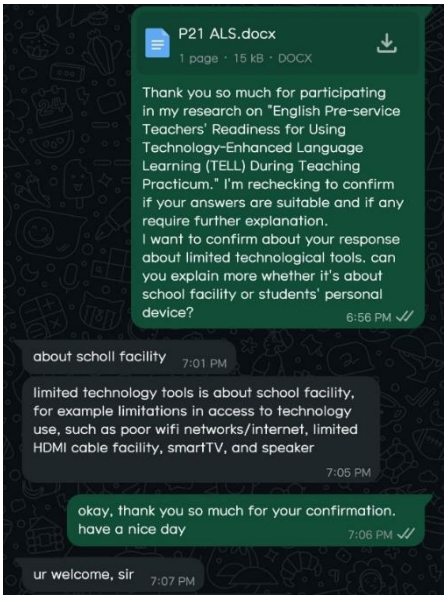

P9 INS.docx
2 pages · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your answer regarding to problem faced like error kahoot or quiz when you play with your students. is there any preventive action like trying quiz or kahoot early to make sure it works?
10:23 PM
Yeah definitely , i try on the start quiz first to make sure it runs smoothly.
10:31 PM
Message


P12 NU.docx
2 pages · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
you state that you need to continue developing your skill regarding to the use of technology. do you need more tutorial, training or something?
10:46 PM
Today
Yes, I still need to improve my skills in using technology, and I think more tutorials or training, especially practical ones would really help me.
9:15 AM
I see, thank you so much for your confirmati
9:16 AM

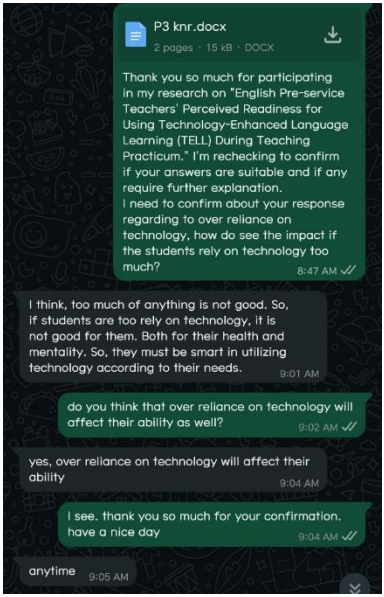

P18 MRNS.docx
2 pages · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your statement regarding to readiness. is there any preparation before you use some technological tools in the class?
9:42 PM
Okay,
I prepare my quiz usually two days before class. So i have time to test my quiz. Sometimes, i share my quiz to my friends first to see that my quiz is working or not.
And secondly is preparing my device of course. I always make sure that the tab contain my quiz is already opened before i enter the class.
9:52 PM
okay, thank you so much for your confirmation. have a nice day
9:54 PM
Anytime
Edited 9:54 PM

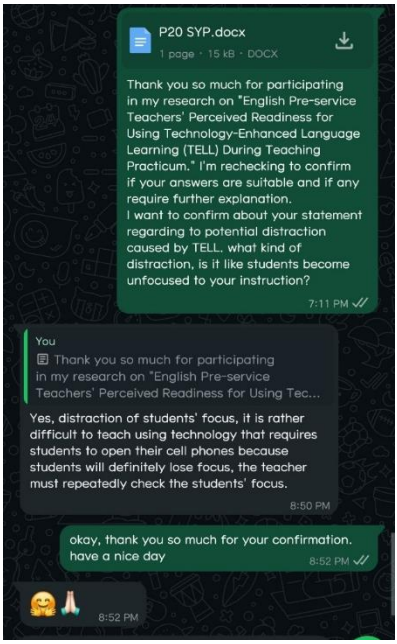

P16 FN.docx
1 page · 14 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your statement regarding to simple and free technology. can you explain some?
9:47 PM
Thankyou so much for having me as your participant, so for me Duolingo was the simple yet free mobile language learning this day. That because user can access Duolingo anywhere and anytime, also there are some features like Duolingo Classroom for the educators to maintain monitoring on the students progress
10:33 PM
I see. thank you so much for your confirmation
10:34 PM
okay
10:47 PM

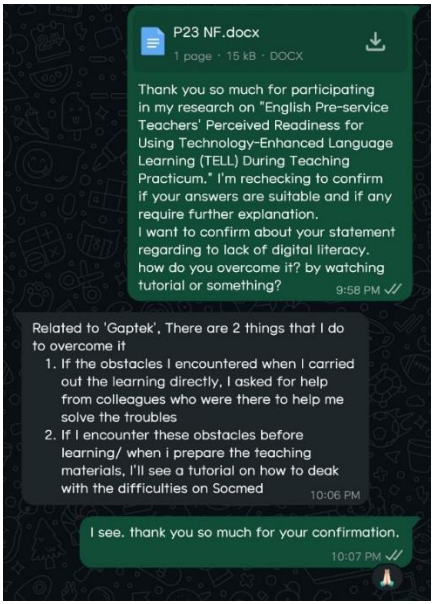

P19 ZZ.docx
1 page · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your preparation before teaching. How do you prepare any technological device you use? do you prepare it earlier so you can minimize the trouble happened?
6:54 PM
When I choose the media that I want to use for teaching, I will learn it first to make sure that I can run it without any trouble and ensure that I can really use it. And yes, of course I also prepared my technological device earlier. I will make sure that my technological device or media runs smoothly before I enter the classroom or the day before I teach. It can minimize trouble during the learning process.
7:09 PM
okay, thank you so much for your confirmation. have a nice day
7:11 PM
You
okay, thank you so much for your confirmation. have a nice day
you're welcome
7:11 PM

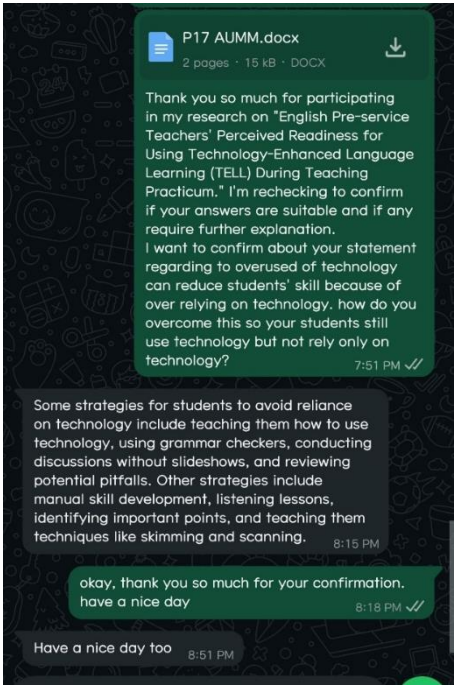

P21 ALS.docx
1 page · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your response about limited technological tools. can you explain more whether it's about school facility or students' personal device?
6:56 PM
about scholl facility
7:01 PM
limited technology tools is about school facility, for example limitations in access to technology use, such as poor wifi networks/internet, limited HDMI cable facility, smartTV, and speaker
7:05 PM
okay, thank you so much for your confirmation. have a nice day
7:06 PM
ur welcome, sir
7:07 PM


P22 AA.docx
1 page · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm your response regarding to confidence in using technology. is there any specific teaching preparation program or course that helped you to understand more about using technology for teaching-learning?
11:33 AM
i think in tell course is more help me in understanding technology bcs in tell course we learning how to make question with any kind and many more, so i can implementing in teaching practice
12:41 PM
I see. thank you so much for your response. have a nice day
12:55 PM


P3 knr.docx
2 pages · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I need to confirm about your response regarding to over reliance on technology, how do see the impact if the students rely on technology too much?
8:47 AM
I think, too much of anything is not good. So, if students are too rely on technology, it is not good for them. Both for their health and mentality. So, they must be smart in utilizing technology according to their needs.
9:01 AM
do you think that over reliance on technology will affect their ability as well?
9:02 AM
yes, over reliance on technology will affect their ability
9:04 AM
I see. thank you so much for your confirmation. have a nice day
9:04 AM
anytime
9:05 AM


P20 SYP.docx
1 page · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your statement regarding to potential distraction caused by TELL. what kind of distraction, is it like students become unfocused to your instruction?
7:11 PM
You
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Tec...
Yes, distraction of students' focus, it is rather difficult to teach using technology that requires students to open their cell phones because students will definitely lose focus, the teacher must repeatedly check the students' focus.
8:50 PM
okay, thank you so much for your confirmation. have a nice day
8:52 PM
🤗🙏
8:52 PM


P23 NF.docx
1 page · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your statement regarding to lack of digital literacy. how do you overcome it? by watching tutorial or something?
9:58 PM
Related to 'Gaptek', There are 2 things that I do to overcome it
1. If the obstacles I encountered when I carried out the learning directly, I asked for help from colleagues who were there to help me solve the troubles
2. If I encounter these obstacles before learning/ when i prepare the teaching materials, I'll see a tutorial on how to deak with the difficulties on Socmed
10:06 PM
I see. thank you so much for your confirmation.
10:07 PM


P17 AUMM.docx
2 pages · 15 kB · DOCX
Thank you so much for participating in my research on "English Pre-service Teachers' Perceived Readiness for Using Technology-Enhanced Language Learning (TELL) During Teaching Practicum." I'm rechecking to confirm if your answers are suitable and if any require further explanation.
I want to confirm about your statement regarding to overused of technology can reduce students' skill because of over relying on technology. how do you overcome this so your students still use technology but not rely only on technology?
7:51 PM
Some strategies for students to avoid reliance on technology include teaching them how to use technology, using grammar checkers, conducting discussions without slideshows, and reviewing potential pitfalls. Other strategies include manual skill development, listening lessons, identifying important points, and teaching them techniques like skimming and scanning.
8:15 PM
okay, thank you so much for your confirmation. have a nice day
8:18 PM
Have a nice day too
8:51 PM

CURRICULUM VITAE

A. Personal Data

Name	: Muhammad Ali Mahfudz
Place of Birth	: Pati
Date of Birth	: 13th June 2002
Address	: Klakahkasihan 005/007 Kec. Gembong Kab. Pati
Email	: al.mahfudz.77@gmail.com
Phone Number	: +62 8156 7888 637

B. Education Background

1. TK Permata Ibu
2. MI Matholi'ul Huda
3. MTs Matholi'ul Huda
4. SMK Telkom Terpadu AKN Marzuqi
5. Universitas Islam Negeri Walisongo Semarang

Semarang, June 13, 2025

The Researcher

Muhammad Ali Mahfudz