

**THE ADVANTAGES AND CHALLENGES OF TECHNOLOGY
UTILIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING**

An Undergraduate Thesis

Presented to the department of English Language Education as Partial Fulfillment of
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Education



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UTILIZATION IN ENGLISH LANGUAGE TEACHING AND LEARNING

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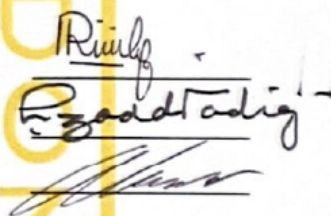
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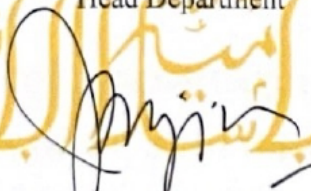
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, August 6th 2025

The writer,



Putri Dinanti

MOTTO

*No matter how heavy the days may seem, remember **it will pass** and you will rise stronger than before. Tears may fall, but my steps never stop.*

DEDICATION

First and foremost, I would like to express my deepest gratitude and praise to Allah SWT, the Most Gracious and Most Merciful, for the blessings of health, strength, patience, and guidance throughout this journey. Without His blessings, this thesis would not have been possible.

I wholeheartedly dedicate this thesis to my beloved parents, whose love and affection, sacrifice, prayers, and unwavering support have been my greatest source of strength and motivation. To my siblings, my nephew, and my nieces, thank you for your trust and for reminding me that I am never alone in facing difficulties.

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ABSTRACT

This study aims to explore the experiences of pre-service English teachers' in utilizing technology during teaching practice at Senior high school. The exploration focuses on the types of technologies used, the advantages and challenges, and how technology influences their teaching performance. The design of this research is descriptive qualitative. The participants of this study were two female students of English Language Education Department. They conducted teaching practice in private and public schools. The data were collected through semi-structured interviews about advantages, and challenges during teaching practice by utilizing technology in senior high school (Rintaningrum, 2023). The data were analyzed by using thematic analysis (Braun & Clarke, 2006). The result revealed several themes represented by specific codes. The most dominant theme was experience (E). The participants had many new experiences in utilizing technology into EFL such as designing interactive learning materials using PowerPoint, using games such as Kahoot, Quizziz, and Wordwall. They also had several advantages (A) from the technology, such as the increasing of students' engagement and improved access to authentic learning resources to be more efficient lesson delivery. However, they experienced challenges (C) for example, lack of facilities which relates to new responsibilities. These findings indicate that the process of utilizing technology into English language learning was subjective, variative, and flexible depending on each person's experience.

Keywords: *EFL, Pre-service English Teacher, Senior High School, Technology Integration*

CHAPTER I

INTRODUCTION

1.1 Background of the study

The utilizing of technology has developed well in Indonesia. In the context of “merdeka belajar” curriculum, the utilizing of technology supports the building of Pancasila profile for students. There are 6 dimensions of the character traits of the Pancasila student profile, including: a). Believe, fear God Almighty, and have noble character, b). Global diversity, c). Independent, d). Mutual cooperation, e). Critical reasoning, f). Creative (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022). As the impact, most classroom activities focus on project-based learning. In the curriculum, teachers use a variety of teaching methods by adjusting the needs, achievements or performance, and asking each student. Currently, there are 6,448 schools at the high school level in Indonesia that have implemented the independent learning curriculum supported by technological facilities (Nugraha, 2022)

Despite the positive impact of the curriculum, the utilizing of technology into English teaching and learning still present several challenges for English pre-services teachers. As students who are still practicing their teaching skills, they often do not have sufficient support from an institution. According to Leba & Temaja (2023), English pre-service teachers in some Senior High Schools could not maximize the capacity of technology due to lack of facilities. In addition, other challenges include inadequate training to utilize technology into learning. Therefore, it is important to

explore pre-service teachers' experiences to gain better knowledge about their needs in the classroom.

Previous studies have presented diverse results about benefits and challenges in using technology for learning. Most studies selected participants from another level education, such as Junior High School, Vocational School, and University. This study would like to explore the experiences of pre-service teachers who use technology for EFL, especially pre-service teachers who have teaching practice in Senior High School.

1.2 Identification of the problem

There is limited study on exploring English pre-service teachers' experiences in Senior High School level. The use of technology there are some problems, for instance: (1) lack of facilities, (2) lack of understanding in technology, (3) lack of teacher support in ICT learning, so that pre-service teachers do not find good teaching practices in using technology.

1.3 Limitation of The Problem

This study would like to explore the experiences of English pre-service teachers who use technology for EFL, especially pre-service teachers who have teaching practice in Senior High School.

1.4 Formulation of the problem

How do English pre-service teachers utilize technology for English Language Teaching and Learning in Senior High School?

1.5 Objectives of the study

This study would like to explore English pre-service teachers' experiences in technology utilization for English Language Teaching and Learning in Senior High School.

1.6 Significant of the study

The benefits of this study include providing opportunities for pre-service teachers to engage in self-reflection to improve their methods of utilizing technology into English teaching and learning, as well as serving as a reference for schools in formulating modules, practices, students' activities, lesson plan and learning media. For the English Education Department, the findings are beneficial for curriculum development. For stakeholders, the finding can be references to improve the quality of facilities and monitoring process.

CHAPTER II

LITERATURE REVIEW

2.1. Technology-enhanced Language Learning for English Pre-service Teacher

This study refers to the framework of Technology enhanced language learning from Radhakrishnan (2017) which states that Technology Enhanced Language Learning refers to the use of a computer as a technical innovation to show multimedia as a means of supplementing a teaching and learning method. Technology-enhanced language learning (TELL) utilizes digital tools and resources into language education, offering significant benefits for teaching and learning processes. Technology Enhanced Language Learning (TELL) is the use of technology to support and enhance the language learning process with various technological tools and media including educational software, mobile applications, e-learning platforms, online communication tools, and other digital media.

Currently, the use of technology is essential because it can enhance the learning experience, more interesting, and more enjoyable for students. Additionally, recent years have witnessed a global spread and acceptance of ICT tools in education, and the ability to use ICT tools in the classroom has become a necessary skill for educators (Dzinoreva & Mavunga, 2022). The use of technology can also benefit educators by making it easier for them to deliver material. Through various digital platforms, teachers can present lesson material in a more engaging, interactive, and innovative

way. In addition, technology enables teachers to evaluate learning more efficiently and adapt teaching methods to the individual needs of students.

Pre-service teachers are individuals who are currently undergoing education and training to become certified educators. They engage in a comprehensive teacher education program that combines academic lessons with teaching practice experiences in the classroom. Given the growing importance of technology in education, it is imperative for pre-service teachers to be proficient in using various technological tools in their teaching practice. Therefore, the integration of TELL into the pre-service teachers training programs is crucial. It prepares them to utilize modern educational technologies effectively in their future classrooms, ensuring they can provide high-quality language instruction. In addition, creative, interactive content and extensive knowledge of media usage can help language learning become more enjoyable, therefore making for better comprehension and and make their teaching practice or teaching practicum much better. Teaching practicum is designed for the pre-service teacher to apply the theoretical knowledge they have learned in a school context (Gaol et. al., 2023). It allows pre-service teachers to have teaching experience and take on the role of having a sense of responsibility as a teacher for a certain time. The teaching practice can help pre-service teachers to improve their required skills.

This study specifically examines the experience of technology integration in English language teaching and learning, with a focus on pre-service teachers in senior high schools. A pre-service teacher is a prospective teacher who is undergoing formal

training or education before they officially start their teaching career at school. A pre-service teacher is a teacher candidate who is enrolled in a teaching program, such as a Bachelor of Education or a teaching certification program (Asman et. al., 2023). Pre-service teachers have some key characteristics that assist them in effectively utilizing technology in their teaching practices. They often demonstrate a high degree of adaptability and flexibility, which is crucial for incorporating various technological tools and resources into their lesson plans.

In addition, pre-service teachers are increasingly expected to be proficient in using educational technology to create engaging and interactive learning environments. Preparation media for pre-service teachers, such as online training modules, interactive simulations and digital teaching resources, play an important role in improving their technological skills and pedagogical knowledge. These tools help pre-service teachers develop effective classroom management strategies, engage in reflective practice, and collaborate with peers and mentors to continuously improve their teaching methods.

2.2. Review on relevant studies

Several studies are relevant with this research, such as research from Rintaningrum (2023) which discusses the benefits and challenges of technology integration in English language teaching. Rintaningrum highlights that while technology can enhance teaching and learning experiences, it also poses significant challenges such as technical issues and inadequate training. Similarly, Leba & Temaja (2023) reveal that insufficient training, lack of basic facilities in the practicum schools,

and pre-service teachers' selections were the main reasons for teachers to utilize ICT in teaching practice. This study also emphasizes the importance of providing adequate preparation and ongoing support for pre-service teachers to effectively utilize technology into their teaching practice. Both studies suggest that without sufficient training and institutional support, technology integration may not reach its full potential in enhancing language learning.

In addition, Ikawati (2022) which examines pre-service teachers' exploration of technology-enhanced language learning. This study aligns with Aisyiyah (2022) research, showing that although pre-service teachers recognize the potential of technology in language teaching, they often encounter difficulties due to limited practical experience and insufficient training. Both studies underline the importance of providing pre-service teachers with more practical experiences and support to enhance their readiness for technology integration. Lastly, Ayumi et. al (2022) provide insights into the challenges faced by pre-service teachers during their practicum amidst the COVID-19 pandemic. This study complements findings from Pakpahan (2023) and Mudra (2018), which highlight various challenges during teaching practices, including adapting to new teaching environments and dealing with limited resources. These studies collectively stress the impact of external factors on the teaching practicum experience and the necessity for adaptive strategies to support pre-service teachers in diverse and challenging contexts.

2.3 Theoretical Framework

In general, this research focuses on the integration of technology in English language teaching and learning for EFL pre-service teachers. There are numerous experiences, advantages and challenges associated with this integration as highlighted by Rintaningrum (2023).

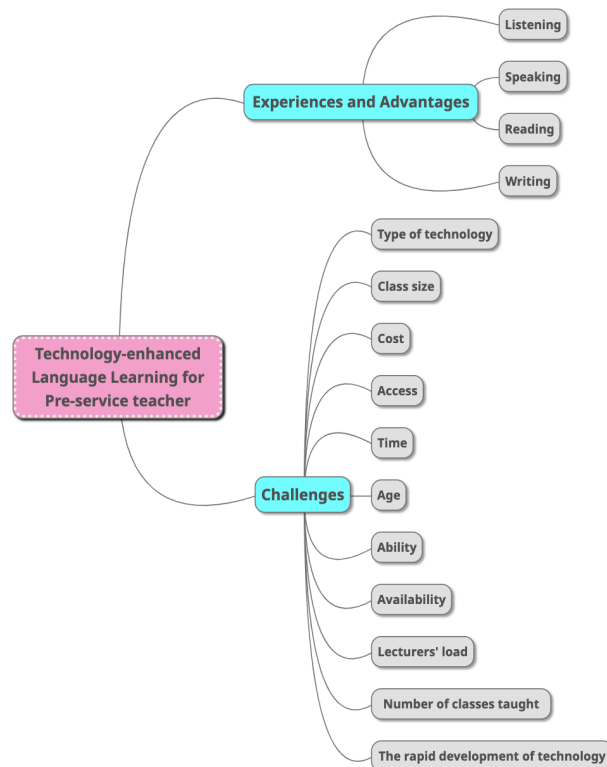


Figure 1 Theoretical Framework

Based on the framework above, it can be concluded that there are two main aspects to consider for Technology-enhanced Language Learning for pre-service

teachers: Experiences and Advantages and Challenges. 1) Experiences and Advantages: Pre-service teachers can enhance their language skills in: a) listening, b) speaking, c) reading, and 4) writing through the use of technology. This allows for a more interactive and engaging learning experience. 2) Challenges: There are several challenges associated with implementing technology in language learning for pre-service teachers, including: a) type of technology, b) class size, c) cost, d) access to technology, e) time constraints, f) age of the learners, g) ability of the learners to use technology, h) availability of technology resources, i) lecturers' load and their ability to utilize technology into their teaching, j) number of classes taught, k) rapid development of technology which may require continuous adaptation and learning.

CHAPTER III

RESEARCH DESIGN

This section outlines the research design with a comprehensive explanation. This includes information about how the data was collected and analyzed, the location of the study, and details of the study participants.

3.1 Research Design

This research is qualitative approach. The design of this research is descriptive qualitative (Creswell & Poth, 2018). This study aims to provide a clear description to capture the experiences, perspectives, and contexts of participants in order to gain a comprehensive understanding of the issues being explored.

3.2 Data Preparation

This subchapter elaborates on items prepared before collecting data, including the participants of the research, the type of data, source of data, and informed consent. The participants of this study were two pre-service teachers engaged in their English teaching practice at a senior high school in Indonesia. The type of data collected consisted of qualitative data derived from semi structured interviews. The data was obtained from two rounds of interviews with each participant, as the first interview did not provide sufficient information. Each interview lasted approximately 30 minutes and aimed to explore the participants' experiences in utilizing technology into English language teaching. Informed consent was obtained from both participants prior to the

interviews, ensuring they were fully aware of the study's purpose and their rights, including the confidentiality and voluntary nature of their participation.

3.3 Data Collecting Techniques

The data for this study were obtained from interviews. The interview sessions were conducted in two different modes. The participant 1 was interviewed face-to-face, while participant 2 was interviewed via Zoom Meetings. The researcher used semi structured interviews as the instrument of this research. To gain a deeper understanding of the experiences and perspectives of pre-service teachers regarding the integration of technology in English language teaching and learning in senior high school, a set of interview questions was designed. These questions aim to explore both the advantages and challenges encountered by the teachers and students, as well as the strategies employed to address any obstacles. The following questions were posed to the participants: 1) What experiences and advantages did you observe in your students when utilizing technology into English language learning? 2) What specific challenges did you face while using technology in your English language teaching? 3) What strategies did you employ to overcome the challenges of utilizing technology in English language teaching and learning?

TABLE 3.1 MATRIX OF INTERVIEW

Theoretical Framework	Themes	Interview Questions
<p>The experiences and advantages of technology utilization includes the use of hardware & software to facilitate English learning (Rintaningrum, 2023)</p>	<p>Experiences and Advantages</p>	<p>What experiences and advantages have you observed in students when using technology into English language learning?</p>
<p>The challenges includes learning facilities and professional work</p>	<p>Challenges</p>	<p>What kind of technology do you usually use in the learning process? What skills does it usually refer to? How many students are in each class? Are there any additional costs for teaching materials when you teach, for example, if you have to print out reading texts, or do you use the school's facilities for everything? Have you ever experienced technological problems during learning? What was your first feeling when that happened? How many meetings did you have while you were there? You're both gen z, right? but there's a significant age difference. How do you teach the material so that the students can understand it easily? Are there any specific challenges you face when using technology in English teaching? Have you ever felt overwhelmed when you saw so many tasks you had to do at once? Did you teach only one grade level at a time? Technology is constantly evolving, right? Do you use the same technology that you used when you were a student, or do you have to keep learning new technology that</p>

students are more interested in learning? like, do you have to keep learning the technology that they use at their age, or do you just use the technology that you are familiar with?

3.4 Data Analysis

The data analysis used in this research is thematic analysis from Braun Clarke (2006). This method involves a six-phase process for systematically interpreting qualitative data. The first phase, familiarizing with the data, required the researchers transcribe interview data, then reread it thoroughly to understand the content and note ideas and patterns related to the focus of this study. The second phase, generating initial codes, the researchers begin to identify important parts of the data that are relevant to the research questions and assign codes to those parts. The third phase, searching for themes, involves grouping the initial codes based on similar patterns or meanings. From this process, initial themes emerge that describe the participants' experiences and views on the integration of technology in their teaching practices. The fourth phase, reviewing themes, the researchers reviewed the themes to ensure that they were well supported by the data, capturing clear and structured meanings. The fifth phase, defining and naming themes, the researchers define and name each theme concisely so that it accurately reflects the essence of each theme. The sixth phase, producing the report, the themes that have been analyzed and compiled into structured paragraphs. The researcher included direct quoted statements from participants to support the

findings and relate them to relevant literature and theoretical frameworks. This approach aims to provide a nuanced understanding of the unique experiences of pre-service teachers as they navigate the complexities of utilizing technology into their teaching practices.

3.5 Trustworthiness

Trustworthiness process in this research refers to Lincoln and Guba (1985) which includes credibility, transferability, dependability, confirmability and integrity (Lemon and Hayes, 2020). To ensure credibility, the researcher conducted semi-structured interviews with two pre-service teachers who had completed their teaching practice at private and public high schools. During the interviews, the researcher used open-ended questions to encourage participants to share their experiences during their English teaching practice using technologies such as PowerPoint, Wordwall, Quizizz, and others. To ensure transferability, researchers provided descriptions of the participants' backgrounds, the schools where teaching was practiced, and the conditions of the facilities at each school. For example, one participant said that technology and internet access greatly helped student engagement in the classroom and made the atmosphere more interactive. This shows that the school had sufficient facilities so that participants did not experience technical problems. In contrast, the second participant had experienced technical issues such as a malfunctioning classroom speaker and inadequate internet access, which made the learning process less effective. This description allows readers to assess whether the research findings are relevant to other

contexts. To ensure dependability through systematic research steps, starting with the preparation of guidelines for interviews, the transcription process of interview results, to data analysis or coding of transcription results. To ensure confirmability, researchers presented the participants' direct quoted statements to support each theme generated. Discussions with the supervising lecturer were also conducted periodically to review the accuracy of data interpretation. To ensure integrity, researchers presented various perspectives from participants, including positive experiences such as increased student motivation to learn by utilizing technology as a teaching media to make classes interactive, as well as challenges experienced by participants such as some students who lacked training in technology, which became an obstacle to the learning process. All research data was presented while maintaining the confidentiality of participant identities.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The findings present data about pre-service English teachers' experience during teaching practice in senior high school. They were potential participants due to their experiences in teaching English at Senior High Schools. The participants shared rich data since they conducted teaching practice in different schools, public and private school.

4.1.1 Experiences & Advantages

Based on their experiences during their teaching practice, the participants said that they were nervous the first time they taught with the help of technology because they were worried about technical glitches or student questions that were difficult to answer.

“To be honest, I was nervous because I was afraid that there would be technical problems, and if there were technical problems, it would waste time.” (I/P1/E)

“So I think this is a new experience for me and it feels really nervous. Because usually when I teach, I can mix Indonesian and English. But at that school, I have to use English all the time. So I think it's really nervous because what I'm afraid of is that they are smarter than me.” (I/P2/E)

They developed confidence and enjoyed the teaching process after a few times of teaching practice especially when they saw students being enthusiastic, active and understanding the material well - moments that made them feel proud and touched.

“It was most appropriate at the beginning of teaching, because I was also nervous, so the students were probably a little nervous too, but then as time went on, we became closer and enjoyed it more.” (I/P1/E)

“I am very proud. Especially after the last meeting. When I finished and left the classroom, I thought, ‘Oh my God, I did it. It turns out I can do it. So, I felt moved and couldn’t believe I could do it. Alhamdulillah.” (I/P2/E)

“.....when it was finally put into practice and it successfully created something interactive that I wanted, that was definitely heartwarming. (I/P1/E)

According to the participants, the use of technology is very useful in supporting the learning process by using several tools such as laptops and projectors. In addition, they also use Kahoot, Quizziz, and Wordwall to making it more interesting for students and encouraging them to be enthusiastic and active in class. In addition, the use of technology also made it easier for prospective teachers to deliver the material.

“The technology that I use such as, laptop, a projector, and PPT media. Then, if we are playing games or doing exercises, I usually use Kahoot, or Quizizz, or Wordwall. I switch between them. In terms of skills, I use a variety of methods because I also like to use audio-visual materials for listening practice, texts for reading, presentations, and I also ask students to create their own texts.”(I/P1/A)

“I usually use PowerPoint because it's recommended by the school. I also use Kahoot or Quizizz, but I use Quizizz more often.”(I/P2/A)

“.....students become more interested in the material being taught, and the learning process has become more interactive.” (I/P1/A)

“When using technology, students feel enthusiastic.....” (I/P1/A)

“So maybe they are just more enthusiastic about learning English than when they don't use gadgets.” (I/P2/A)

Based on the interview results, it can be concluded that technology integration provides a positive experience for pre-service teachers. The use of technology helps create more interactive and engaging learning, increases student participation, and

facilitates the delivery of material. In addition, the use of technology also shapes teachers' characters to be more confident, patient, creative, and ready to face challenges during teaching practice.

4.1.2 Challenges

The findings confirm that both participants were able to survive and adapt throughout the teaching practicum despite various challenges. They faced different challenges including lack of confidence, technical issues, ability differences among diverse students, high workloads, and classroom management issues. The varying levels of technology mastery among students mean that teachers need to provide additional guidance to optimize the learning process. On the other hand, resource persons often feel pressured when they must replace the teacher suddenly or face student questions that are difficult to answer due to limited understanding of the material.

“.....I feel that my practice partner was much better at mastering the material and explaining it clearly to the students, like she really understood the material. Focused more on the material I was teaching, while my partner had a broader perspective, which made me feel inferior....” (I/P1/C)

“Well, I once taught an international class where the students were really fluent speakers.....and in my opinion, I felt really dissatisfied while teaching them.” (I/P2/C)

In the process, they felt overwhelmed because of too many tasks and responsibilities. Participant 1 felt overwhelmed because they had to go back and forth from campus to school, while also dealing with school and campus assignments at the

same time. Participant 2 felt overwhelmed because it was difficult to check students' work, especially in writing skills.

“Yes, I was overwhelmed, because at that time I still had classes, and sometimes there were class assignments, and I was still going back and forth between school and campus, which were quite far apart.” (I/P1/C)

“Honestly, I find writing a bit difficult because I also have to check it over and over again, which is kind of confusing.” (I/P2/C)

In addition, the different attitudes and abilities of students in one class are also a challenge. Some students are active and easily understand the material, while others tend to be passive and less responsive. This condition encourages the resource persons to adjust learning strategies and approaches. Outside of teaching activities, they are also required to complete additional tasks such as picket and school administration, along with coursework. These activities often make them feel tired, especially when they must prepare materials with limited time. Both participants succeeded in dealing with these challenges with creative strategies and reflective actions.

4.2 Discussion

The interview results show that the participants felt the positive impact of using technology in English language learning, such as increased student enthusiasm and engagement and ease in delivering material. This is in line with research by Ikawati (2022), and Arochman & Fortinasari (2024), who state that technology can enhance students' motivation to learn and interactivity in the classroom. Additionally, the participants felt assisted in preparing materials and practice questions, as also explained in these studies that technology supports the effectiveness of the teaching and learning

process and facilitates language skills, such as listening and speaking. The use of technology supports participants in delivering material more systematically and efficiently. This is supported by the findings of Arochman and Fortinasari (2024), who state that the application of technology-based learning enables pre-service teachers to create a more effective learning process and actively involve students.

Both the interview results and the research by Seli Marlina Radja Leba and I Gede Bagus Wisnu Bayu Temaja (2023) agree that information and communication technology can strengthen students' foreign language skills while helping teachers prepare varied and interactive teaching materials. The participants in this study also felt assisted in compiling materials and practice questions digitally and were able to create a livelier classroom atmosphere. Although there are many similarities, some differences emerge between the interview results and previous research, particularly in terms of direct field experience. Previous research generally describes the use of technology as a structured and planned process, while the interview results reveal that in practice, pre-service teachers often must deal with unexpected situations, such as suddenly replacing a teacher or facing technical challenges during the learning process. This requires a high level of improvisation and responsibility, which has not been explored in depth in previous studies. Additionally, the interview results also revealed that emotional pressures, such as feelings of inadequacy, fear of not being able to answer students' questions, and the accumulated workload from preparing materials and attending lectures simultaneously, are real challenges faced by the interviewees.

Meanwhile, in most previous studies, these emotional and psychological aspects tend to be under-explored or only briefly mentioned as part of general challenges.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aims to explore the experiences of pre-service teachers in utilizing technology during their English teaching practice at the high school level. The results of the study show that pre-service English teachers experienced various advantages, participants' experiences and challenges during their teaching practice. Positive experiences included increased student engagement in learning, increased confidence in using technology, classroom management skills, and the development of creativity and adaptability in delivering teaching materials. The ability to utilize multimedia tools, online platforms, and visual materials enabled prospective teachers to develop more creative and adaptive teaching strategies. They also noted that students responded more actively to digital-based learning, which in turn increased teachers' confidence in using these tools repeatedly. These positive results indicate that technology can significantly improve the teaching and learning process when used with clear objectives and supported by sufficient preparation.

However, they also faced several challenges, such as technical difficulties, differences in digital literacy among students, and emotional stress such as nervousness, lack of confidence, and fatigue due to heavy workloads. Furthermore, emotional and psychological challenges such as nervousness, lack of confidence, fatigue, and fear of making mistakes—are often experienced, especially when teaching

in front of a real class for the first time. These challenges encourage pre-service teachers to develop specific strategies, such as collaborating with peers and adapting teaching approaches to suit student conditions. This study emphasizes the importance of facility support, technology training, and more mature emotional and pedagogical preparation for pre-service teachers before and during teaching practice.

5.2 Suggestion

The results of this study can be used as consideration for relevant parties, especially teacher education institutions, to improve the quality of PLP programs so that they are more relevant to teaching needs in the digital era. In today's digital era, it is essential that pre-service teachers are equipped not only with pedagogical knowledge but also with adequate skills in utilizing technology into their teaching practice. This means that educational institutions need to redesign their programs to include training and real exposure to digital tools and platforms commonly used in the classroom.

However, this study still has several limitations. This study only focused on two pre-service teachers in senior high school, so the findings may not fully represent the experiences of others. Therefore, future research should involve participants from various levels of education, such as elementary schools or vocational schools, as well as from different school environments, including rural areas or areas with low access to technology. Such broader research will provide deeper insights into the diverse challenges and strategies in utilizing technology during teaching practice.

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APPENDIX
Transcript Interview Participant 1

I/P	TRANSCRIPTION	THEMES	CODES
I	Have you ever experienced technological problems during class? What was your first feeling when that happened?		
P	At that time, there was a technical problem with the Wi-Fi at school, which suddenly stopped working. When I opened the website, it didn't work properly, like it was lagging or something. Of course, I was nervous and afraid that it wouldn't work, and I was confused about what to do. But I said that not long after, I asked another friend for help, and it was eventually resolved.	Experiences & Challenges	I/P1/E I/P1/C
I	So, learning using technology is very useful, very beneficial for us as teachers?	Advantages	I/P1/A
P	Yes, very beneficial		
I	Is there a difference between using technology and not using technology?		
P	When using technology, students feel enthusiastic, which means that I feel that the material I created with technology is successful. The difference is that when using technology, students are more interested and interactive, whereas when not using technology, students tend to be sleepy and uninterested in listening to explanations.		
I	So you also teach using games, right?		
P	Yes, I use games to keep them from getting bored.		

Transcript Interview Participant 2

I/P	TRANSCRIPTION	THEMES	CODES
I	What experiences and advantages have you observed in students when utilizing technology into English language learning?		
P	Okay, so that means my perspective is on the students right? Because now most of my students are Gen Z. They've probably been accustomed to technology and gadgets since they were kids. So maybe they're more enthusiastic about learning English than not using gadgets. Because at my school, it's mandatory for students to use gadgets. So if they don't use gadgets, the kids might feel more tired or sluggish because they don't want to have to write things down. Actually, even when using gadgets, they still have to write. But they feel they have broader access to the internet, to search for more information.	Advantages	I/P2/A
I	Are there any additional costs for teaching materials?		
P	Yes. I give rewards at the end. I give rewards to the children who win the quiz at the end. That's my own additional expense. Usually, when giving rewards, it's for things like candy or snacks. But I feel like these people are rich. I feel it's not appropriate to just give them candy or a little food. So I feel like I need to put in more effort to spend more money on them to make it more memorable, you know?	Challenges	I/P2/C

I	What moments make you think, “I can do this after all”? For example, maybe when you see your students doing something.		
P	Oh ya, when they answer the questions I ask them. So, for example, after I explain something, I ask questions to find out how well they understand what I have explained. Well, in my opinion, if they can answer, it means they really understand what I've explained. So they know what they don't understand as well. Not questions that have already been explained, but questions that I think can elaborate on the lesson I've taught.	Experiences	I/P2/E