

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the theoretical framework that serves as a reference for this study. The theoretical review covers basic concepts of English language teaching, the role of educational technology in the context of EFL, the relationship between EdTech and teaching competence, and the types of technology commonly used in English language learning. With this theoretical framework, the study has an academic basis for analyzing findings and drawing conclusions

2.1 English Language Teaching

English Language Teaching (ELT) is a discipline that encompasses the theory and practice of teaching English to non-native speakers, both as a second language and as a foreign language. In the context of education in Indonesia, ELT plays a very important role as it is an integral part of the national curriculum and one of the main subjects at the secondary education level. The main focus of English language learning is mastery of the four basic skills, namely listening, speaking, reading, and writing, supported by an understanding of linguistic aspects such as grammar, pronunciation, and vocabulary. On the other hand, learning practices are not limited to linguistic aspects alone, but also take into account the psychological factors of learners, their cultural backgrounds, and learning strategies that are relevant to the social and educational context in each region.

Leaving this main role, the implementation of English Language Teaching (ELT) in Indonesia is formally taught from elementary school to university, based on the 2013 Curriculum (K13), which emphasizes a scientific approach through five main stages: observing, questioning, reasoning, experimenting, and communicating. This approach is believed to be capable of building students' critical thinking and creative skills, and is in line with the concept of student-centered learning. However, the implementation of ELT in Indonesia still faces serious obstacles, such as low teacher competence, limited quality learning resources, and low student motivation to learn. This approach is believed to be able to build students' critical thinking and creative skills (Wuryantoro & Candra Ayu 2024). Among them, the low competence of English teachers in various regions, limited access to quality learning resources, and fairly low learning motivation in students (Rosnaningsih et al., 2025).

In light of these implementation difficulties, the development of digital technology presents significant opportunities to expand access, increase engagement, and promote the effectiveness of English language learning. The use of technology in learning now includes the provision of materials, delivery methods, and evaluation of learning outcomes. Social media and digital platforms such as YouTube have been used as learning resources, for example, through The Wizard Liz content, which has been used to improve the listening skills of junior high school students in Tangerang (Contents & Video, 2025). In addition, mobile-based applications such as

Duolingo and Grammarly, as well as Learning Management Systems (LMS) such as Google Classroom and Moodle, are increasingly being implemented in schools and universities.

But the technology has a lot of potential, which comes with its own set of problems. It provides flexibility in distance and self-assignment. However, the potential use of technology is still constrained by infrastructure limitations, uneven internet access, and a lack of teacher training in integrating technology into learning. Challenges in Technology Implementation, while the potential of technology is enormous, implementation in the field still faces challenges in certain areas. Infrastructure limitations such as poor internet connection and lack of teacher training are significant barriers (Jamin, 2025).

Since changing the curriculum and using new technologies are both hard, English Language Teaching (ELT) in Indonesia is changing to keep up with both. Scientific approaches and student-centered learning are seen as key strategies in the learning process, while the integration of technology offers more interactive and innovative alternatives. However, there are still structural challenges that need to be addressed immediately, particularly those related to improving teacher competence and equal distribution of educational facilities and infrastructure. Therefore, continuous collaboration between the government, educational institutions, and other stakeholders is necessary to ensure that the implementation of ELT in Indonesia can be carried out effectively and evenly across all regions.

2.2 Educational Technology in EFL Context

Educational technology has brought great changes in the world of teaching English as a foreign language. The use of technology is not only as a visual aid, but also as a medium of communication, material enrichment, and self-learning. In the midst of the digital revolution, technologies such as artificial intelligence, augmented reality (AR), gamification and online learning systems have expanded the horizons of language learning practices that were previously limited by time and space. The use of technologies such as interactive digital activities and digital drama significantly improved EFL students' communication skills in the Myanmar educational context (Noan & Chusanachoti, 2025). It can prove that technology integration is no longer a supplementary option, but rather an essential need in modern foreign language learning.

2.2.1 The Nature of Educational Technology

Educational technology is defined as the targeted application of scientific tools, digital platforms, and instructional strategies designed to enhance the effectiveness and efficiency of educational processes (Anwar et al., 2025). In the context of English Language Teaching (ELT), this area covers physical devices such as computers, tablets, and projectors, as well as digital software including internet platforms, mobile applications, and online learning environments based on Learning Management Systems (LMS). These technologies serve as pedagogical mediators, enabling more flexible

and individualized learning opportunities that supplement and in some cases transform traditional classroom instruction (Cahyono, 2024).

The interactive and collaborative nature of this technology is one of its primary features, which further enhances its function as a pedagogical mediator. Digital platforms such as LMS (e.g., Google Classroom), online documents, and synchronous devices encourage engagement among students and support collaboration in knowledge creation, which is a key aspect of communicative language learning. Research among Indonesian EFL teachers shows that these tools enhance interactive teaching and support meaningful student-centered activities such as real-time discussion and peer feedback (Anwar et al., 2025). In addition, another important characteristic is the adaptive nature of modern education systems.

Deeper engagement is made possible by the interactive nature; consequently, the adaptive nature of contemporary educational technology is another crucial feature that influences it. The adaptive learning strategy applied in ELT tailors learning materials to the needs, preferences, and development of individual learners. An analysis of concepts published in 2024 reveals that adaptive learning frameworks that generally utilize artificial intelligence (AI) and data analysis can encourage motivation, independence, and competency improvement through personalized challenges and real-time feedback (Mark & Bernadeth, 2024). Other literature also confirms that adaptive instruction in the classroom significantly improves student

achievement when implemented effectively, including in the Indonesian context (Ginting et al., 2024).

But without another crucial aspect of education technology, its data-driven nature, which enables teachers to track student development, spot performance gaps, and modify instruction over time, deep personalization would not be feasible. This approach is in line with the principle of formative assessment, which emphasizes continuous feedback as part of data-driven teaching (Tempelaar et al., 2024). Utilizing this insight enables EFL teachers to provide more responsive learning scaffolding and support student development more effectively.

Aside from these core features, the use of educational technology also offers a tactical solution to real-world problems, especially those relating to the shortage of certified English teachers, particularly in rural regions. Digital technology can expand access to language input and quality teaching (Cahyono, 2024). Furthermore, reflections from high school teachers on technology integration show that although infrastructure and training limitations remain major obstacles, many educators have successfully utilized technology to enrich lesson planning, student interaction, and assessment practices (Anwar et al., 2025).

Besides offering strategic solutions to contextual challenges, educational technology facilitates innovative pedagogy such as project-based learning and international collaboration, which allows students to interact authentically in English in a cross-cultural context. Studies in the context of

ELT in Indonesia show that integrating technology into collaborative projects can increase student engagement, global awareness, and deeper language utilization, provided that teachers receive adequate training and contextual support (Tabasi et al., 2024).

Therefore, educational technology in ELT actively contributes to the transformation of pedagogical approaches and learning experiences rather than just supporting logistical efficiency. When properly integrated into the Indonesian education system through infrastructure improvements, teacher training, and contextual adjustments, educational technology offers opportunities for adaptive, inclusive, and scalable learning. This technology empowers both teachers and students to tackle the complexities of language acquisition in the 21st century with a more interactive, personalized, and equitable approach.

2.2.2 The Role of Educational Technology in English Language Teaching

English language instruction has become increasingly dependent on technological advancements. In this context, educational technology (EdTech) is crucial in accelerating language learning. Technology provides effective tools for accessing educational materials and enables more productive and efficient interactions between teachers and students. Here are some examples of educational technology used in English language instruction.

a. Facilitating Language Input and Output

In the process of learning English, language input and output are two very important aspects. Input refers to any form of language input received by students, such as readings, audio recordings, or videos. Meanwhile, output is the form of response or language production from students, both in oral and written form. These two components are at the core of second language acquisition theory. A balanced mix of input and output is needed to create effective language learning. Along with the development of technology, there are now various applications and digital platforms that can help teachers, including prospective teachers, in presenting input and facilitating English output more efficiently, interactively, and interestingly.

1) Provide Comprehensible Language Input

The Duolingo and Grammarly apps are well known among prospective teachers and can be used to practice reading, listening, writing, and speaking skills. Duolingo itself is an English language learning platform designed to enrich vocabulary and practice pronunciation. It offers a variety of exercises, including multiple-choice questions, sentence completion, rewriting words in English, listening exercises, and speaking practice. This diversity of features helps students receive more varied and contextual language input.

Existing research supports these features' efficacy. According to (Anugerahwati, 2023) Duolingo is a highly popular learning app among

students, offering structured lessons that can encourage engagement through gamification. As a mobile-based application, Duolingo combines visuals, audio, and interactive grammar exercises. This study shows that the use of Duolingo in English as a foreign language (EFL) learning significantly improves grammar and vocabulary mastery and motivates students to improve their skills (Irzawati, 2023). Through various types of exercises that focus on listening and reading skills, Duolingo provides a fun and interactive language learning experience, allowing students to gain language input in a more natural context.

2) Guiding Accurate Language Output

Grammarly is an application that supports the learning of writing skills by providing grammar corrections and suggestions for improvement that can enhance the quality of students' writing. Through the use of Grammarly, errors in grammar, spelling, and writing style can be more easily identified so that students can learn from these mistakes and gradually improve their writing skills. This application is considered effective in detecting spelling and punctuation errors, although it is still less than optimal in identifying more complex structural and grammatical errors (Sanosi, 2022). As software that focuses on writing skills, Grammarly is very useful for prospective teachers, teachers, and students in improving their EFL writing (Wulandari et al., 2024).

The usefulness of this app in enhancing writing abilities is bolstered by its significant role, even though it still has limitations in detecting intricate structural errors. Apart from providing corrections, Grammarly also offers a variety of supporting content that helps students develop their writing skills. The presence of this application can increase motivation, confidence, and student engagement in learning, especially in the aspect of writing. Thus, Grammarly helps students to be more independent, not afraid to write even if they still make mistakes, and ultimately makes it easier for them not only to understand language but also to produce language effectively.

b. Supporting Interaction and Collaboration

In today's digital age, technology has become a very important part of the educational process, including English language teaching. One of the main benefits of using technology is its ability to support interaction and collaboration, two important aspects of the Communicative Language Teaching approach. This approach teaches students interactive learning that can improve language skills by encouraging active use through collaboration and task-based learning (Sun, 2024).

It is possible to successfully implement this strategy, which stresses task-based learning and collaboration in order to promote active language use. Educational technology (EdTech) is present as a tool that strengthens interactions between learners and between teachers and students, especially through the use of digital devices that encourage participatory learning.

1) Technology's Role in Driving Interaction

One such digital tool that is widely used in learning is Kahoot, a game-based platform that offers various gamification features to support the learning process. Gamification itself is understood as the use of game elements in non-game activities. This concept has been widely applied in various fields, including health, industry, and education (Manzano-León et al., 2021). In the field of education, gamification is defined as a series of activities that use game elements in the learning process situation (Chandross & DeCourcy, 2018). Gamification is able to make students better understand the material, increase student interest and student perceptions of the learning process (Shavab et al., 2021).

As one of the most well-known gamification platforms, Kahoot enhances the potential of gamification to raise student comprehension and interest. Kahoot allows teachers to create interactive quizzes related to the material that has been taught. Through game-based quizzes, students can learn in a more enjoyable atmosphere, so they don't get bored easily. This application provides an interactive learning experience between teachers and students, and motivates student engagement through interesting features that encourage active participation and quick thinking (Devitriana & Wijirahayu, 2025). On the use of Kahoot as an effective learning media in improving students' vocabulary skills (Mawarni et al., 2021). The use of Kahoot in the classroom has a positive impact on students' motivation and perception of the learning process (Bicen & Kocakoyun, 2018).

The study's benefits for skill development and motivation were realized in the classroom. In its application, Kahoot enables students to participate in real-time quizzes, creating a fun and competitive atmosphere. The platform offers various types of quizzes with diverse learning themes. In addition to using the built-in features, prospective teachers can also be creative by designing quizzes according to their needs using the available templates. Therefore, Kahoot not only simplifies the learning process but also provides space for prospective teachers to innovate in creating a more engaging and enjoyable learning experience.

2) Collaboration in the Language Classroom through Technology

In addition to interaction, collaboration is also an important aspect of English language learning because it provides opportunities for students to learn from each other, share information, and work together on projects. In collaborative activities, students not only gain knowledge from teachers, but also learn actively with their peers. This process is made easier with technology that enables real-time collaboration. One of the media that supports collaborative activities is Google Docs.

Technology that allows for real-time collaboration facilitates this active learning process with peers. One medium that effectively supports this kind of collaboration is Google Docs. This platform allows multiple students to write or edit documents simultaneously. In English language learning, Google Docs can be used for collaborative writing activities, such as creating

narrative texts, opinions, or dialogues. Its features, such as commenting, revising, and discussing directly in the document, make this platform interactive and effective to use. As part of Google's popular services, Google Docs has great potential to be used by teachers, prospective teachers, and students in completing group assignments or school projects (Alharbi, 2020).

With all of its useful and interactive features, Google Docs offers great potential for group assignments. Beyond the assignment function, for pre-service teachers, the use of this kind of technology provides hands-on experience in building a collaborative and supportive classroom atmosphere. They learn not only as conveyors of material, but also as facilitators who are able to create classroom dynamics based on active participation.

c. Streamlining Lesson Delivery and Management

In today's digital era, there are various digital applications and platforms which prospective teachers no longer rely on traditional time-consuming methods. Educational technology exists as a solution to help teachers or prospective teachers to make the process of planning, implementing and evaluating learning more systematic and organized. For prospective English teachers, having the ability to manage technology-based learning. The existence of these technologies that are various digital platforms, prospective teachers can design more structured learning, provide assignments efficiently, and monitor student progress in the learning process.

1) Personalizing Learning Experiences

Lesson planning is one of the main tasks of teachers, which can now be made easier with the support of technology. The availability of various digital applications makes the process of preparing lesson plans more practical, systematic, and easy to customize. Applications such as Google Docs and Microsoft OneNote make it easy for prospective teachers to design and compile lesson plans digitally, while also allowing these documents to be shared and worked on collaboratively with other teachers. OneNote, for example, has features that integrate text, images, and even audio, so that the material can be made more varied and interesting for students.

While apps like Google Docs make it easier to collaborate on lesson plans, other apps focus on providing more visual and integrated teaching materials. In addition, LMS-based platforms such as Schoology and Canvas not only support lesson planning and preparation, but also provide direct access to assignment systems, assessments, and discussion forums. On the other hand, there are also applications with learning templates such as Teachers Pay Teachers and Canva for Education that speed up the process of creating teaching materials with more visually appealing designs. Canva is also one of the media that is present in the midst of today's technological world (Resmini et al., 2021).

One of the most popular and effective design tools mentioned above is the Canva is also an online design program application that provides a variety of design features or templates that can be used to create learning media.

Canva is also favored by teachers, prospective teachers and students to be used in the learning process. In Canva there are various kinds of interesting template features that can be utilized in making the learning process (Tri Wulandari & Adam Mudinillah, 2022).

One of the most widely used applications today is Canva, an online design platform that offers a variety of template features to support the creation of creative learning media. Canva provides a wide selection of designs such as infographics, presentations, posters, and flyers, which can be used by both teachers and students. Canva can help and facilitate educators in designing learning media and facilitate the implementation of learning process activities based on technology, skills, and creativity (Tanjung & Faiza, 2019). Canva's presence also encourages teachers to be more creative in designing lessons so that the material provided is not only informative, but also able to attract students' attention and interest in learning.

2) Managing Content Delivery and Classroom Activities

After the lesson plan has been properly prepared, the next step is to effectively deliver the material to students and manage classroom activities. At this stage, one technology that can be utilized is Google Classroom. Through this platform, prospective teachers can upload materials, distribute assignments, set deadlines, and provide direct feedback to students. Google Classroom also provides an automatic tracking feature for student progress,

making it easier for teachers to monitor who has or has not completed their assignments.

This platform does more than just make managing assignments and materials easier. With this platform, teachers and pre-service teachers no longer need to print assignment sheets or collect student work manually, as the entire process can be done in one digital system. Google Classroom is one of the best platforms available to improve workflows for teachers or aspiring teachers (Graham & Borgen, 2018). This platform also offers a variety of advanced features that facilitate communication, maintain classroom order, and save time. The application can be accessed through Google Apps for Education, which is available free of charge, including integration with Gmail, Drive, and Docs.

This platform's efficiency and integration demonstrate why it is an essential tool in the educational process. In addition, Google Classroom is a blended learning platform for every scope of education so that it can facilitate a teacher or prospective teacher in creating, sharing and classifying every paperless assignment (Safitri & Aziz, 2022). Furthermore, Google Classroom also serves as a social networking-based medium that facilitates virtual learning through features such as material sharing, discussion rooms, and collaboration between teachers and students. From the students' perspective, this platform helps them to be more structured in managing their study schedules and completing assignments. Additional features such as comment

columns, discussion forums, and integration with Google Calendar also make the learning process more effective, dynamic, and collaborative.

d. Managing Content Delivery and Classroom Activities

In today's digital era, technology plays an important role in education. Technology has the ability to provide learning experiences that can adapt to the needs of learners. This concept refers to the approach to learning that becomes very important in view of the diverse backgrounds, language styles, and ability levels of learners. Educational technology offers a wide range of applications and platforms that allow prospective teachers to provide a more purposeful learning experience that is easy to understand and more relevant to learners.

The use of educational technology is crucial, in contrast to the traditional learning approach, where teachers frequently employ time-consuming and hard-to-understand techniques. By utilizing educational technology, teachers or prospective teachers can arrange different learning activities for learners with different abilities and interests.

1) Adapting Learning to Individual Needs

In such a rapid technological development, there are various English learning applications that can be used by students, such as Elsa Speak, Duolingo, and so on. These applications are designed with a system that can adjust the level of difficulty to the user's abilities, making them very helpful

for students who have difficulties learning English. In addition, these applications also allow students to study independently anytime and anywhere.

Numerous innovations support the ability to learn on one's own at any time and from any location. In this era of technological advancement, various English learning applications have been developed to support students in independent learning, one of which is Elsa Speak. This application uses Artificial Intelligence (AI) to provide personalized pronunciation training, detect errors, and provide feedback based on American accent standards. Its flexibility allows Elsa Speak to be accessed anytime and anywhere, effectively helping students who have difficulty speaking English (Samad & Ismail, 2020).

The app is a useful tool because it can be accessed at any time and offers real-time feedback. Elsa Speak has also been proven to improve students' fluency and confidence in public speaking. Features such as Speech Analyzer support new vocabulary learning, grammar analysis, and pronunciation correction (Dawalatabad et al., 2021). The advantages include ease of access, varied exercises, an interactive dictionary, and instant feedback.

The enhanced fluency, confidence, and advanced feature support already described prove some of its key advantages. The advantages of the Elsa Speak application are that it can be moved for free, detects errors in inaccurate pronunciation, gets feedback errors, provides a variety of learning

exercises, and the app also offers an interactive dictionary (Widyasari & Maghfiroh, 2023). As such, Elsa Speak can be seen as an effective medium for improving speaking skills, although its use needs to be tailored to each student's individual circumstances.

2) Customizing Materials to Students' Learning Styles

Each learner has a different learning style. Some understand material more easily through visuals, some are more comfortable with a kinesthetic approach, and others learn more effectively through listening. Therefore, prospective teachers need to consider how an application can be used to make learning more understandable for all students. With the help of technology, material can be presented in various forms such as videos, audio, infographics, and interactive exercises.

Great opportunities arise from technology's ability to present content in a variety of formats, including audio, video, and infographics. Pre-service teachers can also design activities according to the needs and varying abilities of students in a single class. Platforms such as Khan Academy, Learning Apps, and Quizlet are alternatives that allow students to choose the learning method that best suits their preferences. The multimodal learning approach emphasizes that modern students have diverse perceptual learning styles (Ghobain & Zughaibi, 2024).

Multimodal learning, or choosing teaching strategies based on students' preferences, is crucial. Digitally differentiated learning that helps teachers reach all the characteristics of learners in the classroom (Mahdi et

al., 2024). With a variety of appropriate learning designs, students will find it easier to understand the material. In practice, prospective teachers who understand the importance of varying learning styles will be better prepared to develop inclusive and responsive learning, and use technology as a bridge between the material and the characteristics of the learners.

e. Bridging Cultural Gaps

English is a foreign language that introduces a culture that has important aspects that cannot be separated from mastery itself. Language is a reflection of a society's way of thinking, way of life, values, and habits. So, technology provides a great opportunity for prospective teachers to bridge the cultural gap.

1) Access to Authentic Materials

In the world of education, technology provides broad access to a variety of authentic materials from English-speaking cultures. Through the internet and platforms such as YouTube, Zoom, eTwinning, and Penpal Digital, students can gain direct and in-depth cross-cultural experiences. For example, through YouTube, students can watch explanations of materials from teachers in various countries such as the United Kingdom, the United States, and Australia. The available content includes grammar lessons, speaking skills, and vlogs that show the use of English in real life. This way, students can learn more accurate and fluent pronunciation.

Students can acquire more precise and fluid pronunciation in this way. The use of YouTube in English language learning has strong relevance in the context of education. This platform has been proven to contribute positively to vocabulary building, speaking skills, and overall language proficiency. Authentic and engaging content makes YouTube a learning resource that can increase students' motivation and interest in learning English (Saputri et al., 2022).

YouTube is a learning tool that can boost students' motivation and interest because of its genuine and captivating content. In addition, YouTube provides a variety of materials that can be tailored to students' learning styles and preferences. This makes it a flexible tool for supporting language learning. Not only does it help with writing and speaking skills, YouTube also encourages independent learning, improves pronunciation, and broadens students' knowledge of popular culture in various countries.(Hidayat, 2022). In this way, YouTube serves as an effective medium for integrating technology into the English language learning process.

2) Global Communication and Intercultural Collaboration

On international collaboration between students from different countries. Through platforms such as Zoom, Google Meet, and Skype, students can communicate directly with native speakers or peers from other countries. These activities include international group discussions and online exchange projects that provide real, hands-on cultural experiences. Within the

school or university, cooperation in the form of virtual exchange allows students to learn and interact across countries. For prospective teachers, this experience is very important as an exercise in building more global and open learning. They can also learn to integrate cross-cultural materials in lessons and encourage students to think critically about cultural differences.

2.3 EdTech and Teaching Competencies

The development of technology has significantly changed education. Technology is not just a tool but has become an integral part in shaping the competence of teachers, including prospective teachers. Educational technology prepares prospective teachers for learning that is more interesting, creative, and in accordance with the needs of today's students.

2.3.1 Global trends in EdTech adoption for English Language Teaching (ELT)

Globally, the adoption of EdTech in teacher education has experienced rapid growth. South Korea, Finland, and Australia have included technology training as a core part of the English teacher education curriculum. Prospective teachers in some Asia Pacific universities are equipped with skills in using online learning platforms, video-based teaching simulations, and other interactive technologies (Park & Son, 2022). The goal is to increase efficiency in the learning process and build digital literacy from an early age.

Technology is being viewed differently as a result of the need to increase learning process efficiency and foster digital literacy. Technologies such as Computer-Assisted Language Learning and Learning Management Systems are no longer considered add-ons, but are part of essential pedagogical skills. Prospective teachers are required not only to be able to teach, but also to manage digital learning effectively. In addition, there are several platforms such as Moodle, Edmodo and Canva that have been used since the microteaching stage. Many teachers or prospective teachers use them to develop digital lesson plans, provide feedback, and evaluate the results of student learning using technology.

2.3.2 Case Studies Demonstrating the Impact of EdTech on Lesson Planning, Classroom Management, and Student Engagement

Some studies show that EdTech can directly support the development of core teaching skills. A study in Indonesia and Malaysia found that pre-service teachers who used Google Classroom and Padlet in microteaching practice were better able to design more structured and communicative lessons (Hanifah et al., 2024). Prospective teachers can also show improvement in managing time and student interactions as the online learning system gives them more flexible control tools. In terms of student engagement, applications such as Kahoot, Quizizz, and Mentimeter have been shown to be able to make the English class atmosphere more exciting or active.

Students are more active and competitive as a result of the increased student engagement brought about by interactive quizzes, particularly when it comes to vocabulary and grammar assignments. Interactive quizzes inserted in the learning process will make students more active and comparative, especially in vocabulary and grammar assignments. In addition to the above platforms, there is also Grammarly, which has been widely used by prospective teachers to automatically correct students' writing assignments. This platform is very helpful in providing quick feedback and can improve the quality of student writing.

2.3.3 Local Trends in Indonesia, Highlighting the Limited Integration of EdTech in Pre-Service Teacher Training

In Indonesia, the use of EdTech in English teacher training is still uneven. There are several educational campuses that still focus on traditional approaches without adequate technology provision. It has been noted that most LPTKs have not included training in the use of interactive media or AI-based tools in their curriculum (Habibi 2020). Prospective teachers often learn about technology by themselves or through social media, rather than attending formal training.

A structural issue is indicated by the disparity, absence of official technology provision, and propensity for self-learning. Some researchers have found that EFL teacher students lack confidence in using technology due to the lack of practical provision in the curriculum. Education students

are usually introduced to technology at a surface level without any provision on the pedagogical principles of using technology. In the covid-19 era, where mastery of technology has become an essential competency for teachers and prospective teachers. This causes a “digital gap” between the demands of more modern learning and the preparation of LPTK graduates in the world of work.

2.4 Types of EdTech Tools for ELT

In recent years, various EdTech tools have been used in English language learning. Each tool has different pedagogical functions. The following is a categorization of these tools

Table 2. 1 Categorization of these tools for ELT

Category	Educational Technology Tools	Function
Language Learning Application	Duolingo, Grammarly, Elsa Speak, DeepL, TED-Ed, Spotify, YouTube	Helps with listening, speaking, and writing skills; supports mastery of grammar, pronunciation, and vocabulary.
Platform Game-Based Learning	Kahoot, Quizizz, Blooket, Wordwall, ESL Games	Making learning more enjoyable; reinforcing vocabulary and grammar practice.
Content Design and Creation Tools	Canva, Microsoft OneNote, Google Docs	Helping teachers/students create creative and visual teaching materials; supporting project-based learning.
Collaboration	Padlet, Google Docs	Encouraging group work,

Platform		collaborative writing, and collaborative reflection.
Learning Management Systems (LMS)	Google Classroom, Schoology, Canvas, Onclass	Organizing classes, managing assignments, providing feedback, and monitoring student progress.
AI Tools for Language	Grammarly, ChatGPT	Provides automatic corrections, supports writing skills, gives instant feedback.
Interactive Tools & Presentations	Mentimeter, Flipgrid, Edpuzzle, Nearpod, Socrative	Enhance classroom interaction, support interactive presentations, and practice speaking with confidence.

Overall, this variety of EdTech tools enables the learning process to be more interactive, personalized, collaborative, and contextual. When used appropriately, technology can transform English classes into creative, communicative, and innovative learning spaces.