

EXPLORING HUFLIS PRE-SERVICE ENGLISH TEACHERS' TPACK SELF-REPORTED COMPETENCIES #2696

AUTHOR: DUONG MAC CAM BINH - UNIVERSITY OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES, HUE UNIVERSITY

CO-AUTHOR: LE THI THANH HAI - UNIVERSITY OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES, HUE UNIVERSITY



I. INTRODUCTION

In the digital era, equipping future teachers with modern technological skills is an urgent requirement for meeting the demands of 21st-century education. The TPACK (Technological Pedagogical and Content Knowledge) framework is considered an essential component of teacher competence.

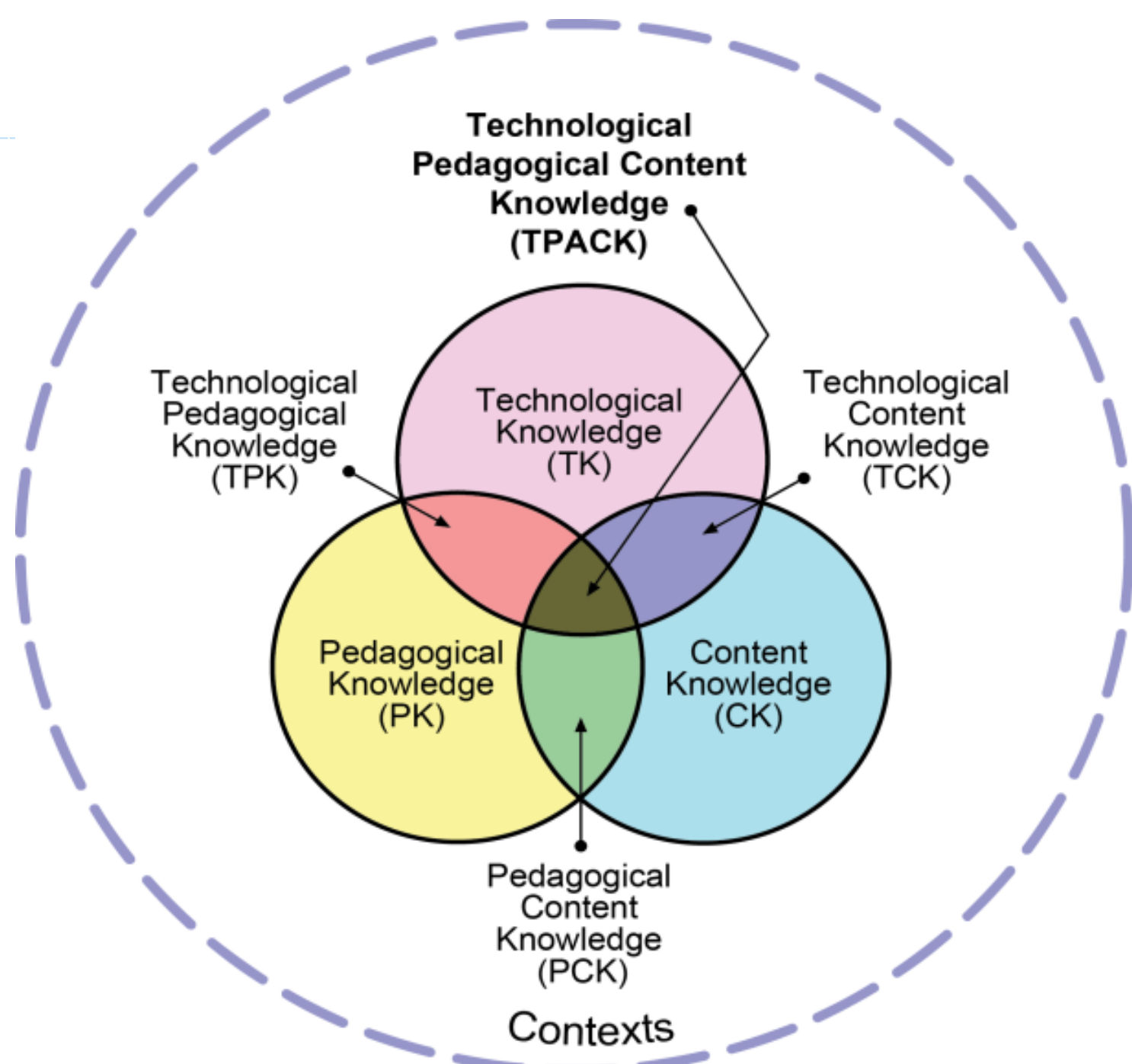


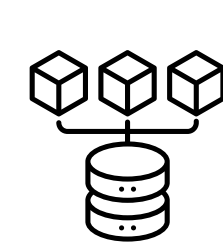
Figure 1: Technological Pedagogical and Content Knowledge

II. RESEARCH QUESTIONS

- What are HUFLIS pre-service English teachers' perceptions of their Technological Pedagogical Content Knowledge (TPACK) competencies?
- What are the perceived challenges and support factors that influence HUFLIS pre-service English teachers' TPACK application during their teaching practicum?

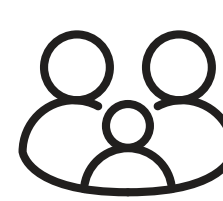
III. METHODOLOGY

Sequential mixed-methods design



Instruments:

Adapted from the TPACK-EFL scale (Baser et al., 2015) with 36 Likert-scale items



Participants

59 valid final-year English Pedagogy students at HUFLIS & 8 students for semi-structured interviews

V. CONCLUSION

- Pre-service EFL teachers at HUFLIS exhibit moderately high overall TPACK readiness, with dominant strengths in Pedagogy and Technology Knowledge nurtured by formal methodology courses.
- Despite robust standalone capabilities, Technological Content Knowledge remains the weakest domain, exposing challenges in leveraging digital tools to creatively transform and deliver specific linguistic content.
- Their classroom effectiveness is heavily constrained by real-world practicum barriers, notably unstable school infrastructure and severe preparation time pressure.



IV. FINDINGS AND DISCUSSION

RQ1:Overall TPACK Self-Reported Competencies

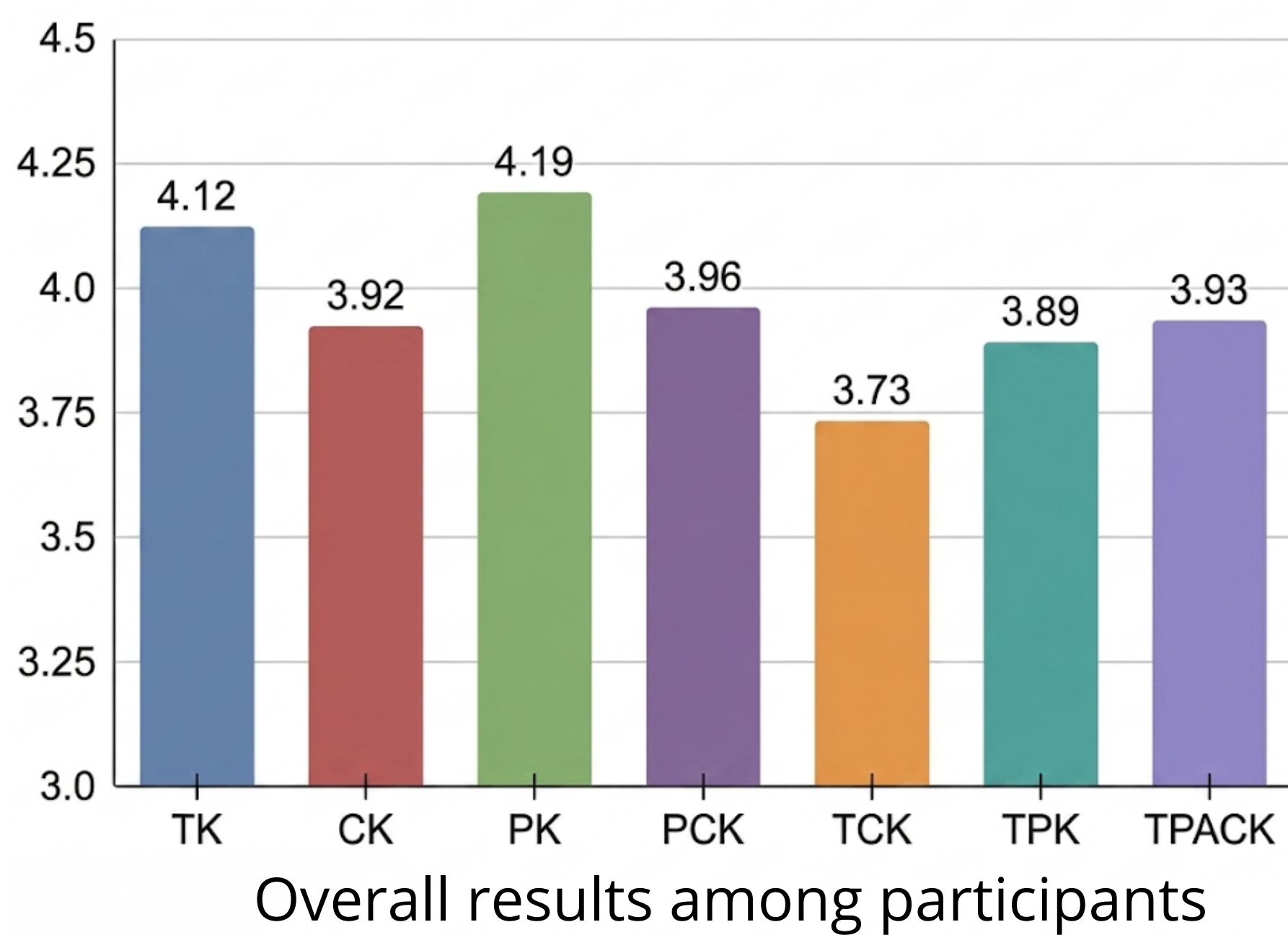
Strengths

Pedagogical Knowledge (PK):

Pre-service teachers reported supreme confidence in lesson planning and applying appropriate instructional methods. They excel in structuring learning experiences tailored to student levels

Technological Knowledge (TK):

Pre-service teachers are highly confident in using digital classroom equipment (projectors, interactive whiteboards, and collaborative tools like Google Docs.)



Weaknesses

Technological Content Knowledge (TCK): Pre-service teachers struggled to use technology to creatively transform specific linguistic content. They are confident using visual slides for presentations but are limited in using technology to connect with global communities or create authentic learning environments.

RQ2: The support and challenge factors.

Support: Foundational knowledge, micro-teaching practices, and pedagogical training from HUFLIS Methodology courses

Barriers: Inconsistent internet and infrastructure at practicum schools, and heavy time pressure during lesson planning and design.



V.IMPLICATIONS

For HUFLIS (Teacher Training):

- Move away from teaching generic technology skills; integrate specialized courses to teach specific language skills (phonetics, syntax, interactive reading).
- Provide more microteaching opportunities to explicitly practice the intersection of technology, pedagogy, and content.

For Pre-Service English Teachers:

- Actively reflect on technology use, realizing that Mastery of technology (TK) does not automatically equal effective content delivery (TCK).
- Focus on why and how a specific tool enhances a specific grammar or vocabulary point, rather than using technology for the sake of entertainment.



REFERENCES

Baser, D., Kopcha, T. J., & Ozden, M. Y. (2015). Developing a technological pedagogical content knowledge (TPACK) assessment for preservice teachers learning to teach English as a foreign language. *Computer Assisted Language Learning*, 29(4), 749–764. <https://doi.org/10.1080/09588221.2015.1047456>