"I'm not a tech-savvy teacher": An English teacher's journey in applying TPACK in Indonesia

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Abstract: Although research on TPACK in education has been done, limited studies have explored the application of TPACK in the EFL classroom within an Indonesian context. The aim of this research was to narrate the story of an experienced English teacher who encountered challenges in implementing the TPACK framework, and to reveal the advantages of utilizing the TPACK framework in the Indonesian teaching context. The researcher collected data using a set of steps consist semi-structure interviews, observations, and document analysis. An English teacher working in an Indonesian setting was selected to take part in this narrative inquiry. The interview information was examined using thematic analysis. The research discovered that applying the TPACK model was a complicated process hindered by internal and external barriers. On the other hand, using the TPACK framework offers advantages to both students and teachers, including increased motivation, a more engaging and flexible learning environment, and prospects to create multimedia resources. The results offer valuable insights for English teachers in developing nations about integration of TPACK in English instruction.

Keywords: Barrier, narrative inquiry, technology integration, TPACK Framework

Abstrak: Meskipun penelitian tentang TPACK dalam pendidikan telah dilakukan, studi yang mengeksplorasi penerapan TPACK dalam pembelajaran Bahasa Inggris di konteks Indonesia masih terbatas. Tujuan penelitian ini adalah untuk menarasikan pengalaman seorang guru bahasa Inggris yang menghadapi tantangan dalam menerapkan kerangka kerja TPACK, serta mengungkap keuntungan dari pemanfaatan kerangka kerja TPACK dalam konteks pengajaran di Indonesia. Peneliti mengumpulkan data melalui serangkaian langkah yang terdiri dari wawancara semi-terstruktur, observasi, dan analisis dokumen. Seorang guru bahasa Inggris di Indonesia dipilih untuk berpartisipasi dalam penelitian naratif ini. Hasil wawancara dianalisis menggunakan analisis tematik. Penelitian ini menemukan bahwa penerapan model TPACK merupakan proses yang rumit yang terhambat oleh hambatan internal dan eksternal. Di sisi lain, penggunaan kerangka kerja TPACK juga memberikan keuntungan bagi siswa dan guru, termasuk peningkatan motivasi, lingkungan belajar yang lebih menarik dan fleksibel, serta peluang untuk membuat sumber daya multimedia. Hasil penelitian ini memberikan wawasan berharga bagi guru bahasa Inggris di negara berkembang tentang integrasi TPACK dalam pengajaran bahasa Inggris.

Kata kunci: Hambatan, narrative inquiry, integrasi teknologi, kerangka TPACK

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INTRODUCTION

These days, using technology for teaching is common. Several frameworks have been created to help teachers appropriately leverage technological resources into instructional techniques (Amaniampong & Hartmann, 2023; Tondeur et al., 2019; Yilmaz, 2021). Within these frameworks, Technological, Pedagogical and Content Knowledge (TPACK) stands out as a holistic paradigm that combines technology, pedagogy, and content knowledge to enhance learning (Madzamba & Matorevhu, 2024; Yapici & Mirici, 2023). While there are numerous studies on TPACK in general education (eg. Absari et al., 2020; Ajloni & O'Toole,

2021; Kusuma et al., 2023; Novita et al., 2022), there are only few studies on its use in EFL classrooms. This disparity is especially noticeable in less developed countries, where teachers need help implementing the framework.

Educators assumed that using technology in teaching can help teacher to effectively executing the teaching and learning process also address the challenges (Chamorro & Rey, 2013). Similarly, Kurt (2012) reported that regarding the globalization, society's demandss, technology literacy, student learning, and feasibility, teachers believe technology in teaching is important. However, technology integration is a complex endeavor that necessitates the coordination of multiple variables and events in teaching and learning processes. Scholars such Consoli et al. (2023) proposed that technology integration in educational context support the educational goal as well as the process. Supporting this, Ramorola (2014) mentioned that technology Integration involves linking technological and pedagogical knowledge to fulfill the learning objective. Furthermore, it is critical to support meaningful learning with technology in the classroom by engaging learners in knowledge construction, conversations, articulation, collaboration and reflection (Jonassen & Strobel, 2006; Raihan & Lock, 2012)

Researcher such as Ramorola (2014) also reported multiple challenges in technology integration namely: techno-phobia, insufficient resources, lack of teacher competency, technical issues and maintenance, dangers and security issues, and insufficient time. Barriers such as lack of facilities but it easy to solve is called first order barriers, while the barriers from personal belief of teachers is called second-order barriers (Tawfik et al., 2021). However, technology integration in the EFL classroom in Indonesian context is still an issue that needs to be investigated on a further level. Therefore, this study aims to uncover the barriers and opportunities in the implementation of the TPACK framework for English language teaching in secondary schools in Indonesia. Numerous literature reviews highlight the importance of this framework, as the expansion of the PCK framework (Shulman, 1987) particularly in light of the rapid development of technology. The complexity has enrich instructional design, optimizing student learning through the synergy of various types of knowledge (Koehler & Mishra, 2009; Mishra & Koehler, 2006; Schmidt et al., 2009).

Mishra and Koehler (2006) stated that TPACK involves the necessary knowledge a teacher need related to technology integration in teaching. The framework offers a way to showcase a teacher's capability to effectively design and execute technology-enhanced instruction, while also highlighting the essential skills needed for successful teaching in a technology-rich learning environment. In the same way, Schmidt et al. (2009) noted that the framework is an important model for understanding the necessary knowledge for incorporating technology in their teaching and ways to build this knowledge. Moreover, implementing TPACK as a tool for evaluating teacher knowledge impacts the design of training and professional development opportunities for both future and current educators (Lehiste, 2015).

Koehler and Mishra (2015) provide a definition of CK, P.K., and PCK similar to (Shulman, 1986), describing CK as "knowledge of the content to be taught or learned". This idea entails educators fully understanding the content and the nature of knowledge in the realms of education and instruction. Mishra and Koehler elaborated on this approach by

introducing Technology Knowledge (TK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK), as illustrated in Figure 1.
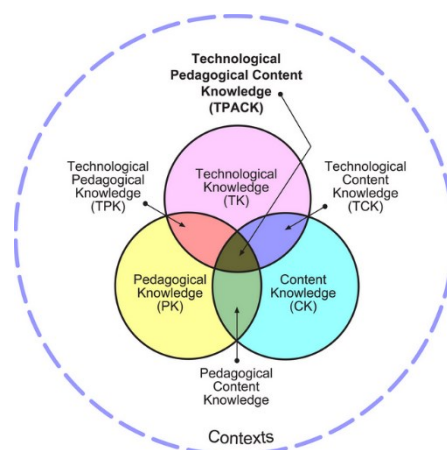

Fig. 1. TPACK framework

TPACK framework is believed to offers good opportunities in creating a meaningful learning by promoting the balance of technological, pedagogical and content knowledge (Bugueño, 2013). To begin, a great teaching framework that incorporates technology necessitates a thorough comprehension of technological principles (Yilmaz, 2021). Before educators can integrate technology in the classroom, they need to familiarize themselves with it. Furthermore, TPACK encompasses instructional methods that effectively utilize technology to teach academic content, alongside an understanding of the challenges and facilitators of learning specific subjects, and how technology can aid students in overcoming obstacles. Ultimately, TPACK encompasses educators' fundamental knowledge and beliefs about learning, in addition to recognizing how technology can enhance existing teaching practices or introduce new ones based on past experiences (Mishra & Koehler, 2006).

TPACK and current classroom practice
Nowadays, classroom teaching can no longer rely solely on traditional learning models since the times have changed and modern-day students are products of modern technology. The current generation was born with a world that is technologically advanced. Therefore, if teachers appear to maintain a teaching model that is too rigid and conventional, it is possible that students will not be able to accept it properly (Bice & Tang, 2022; Costley, 2014). However, teachers cannot simply implement learning with technology carelessly. Teachers must be able to consider thoroughly and prepare the appropriate technology with the correct way of implementation to teach the relevant content (Absari et al., 2020).

The implementation of TPACK in learning has been the concern of many researchers (see: Ajloni & O'Toole, 2021; Kusuma et al., 2023; Nazari et al., 2019; Yapici & Mirici, 2023). However, within the EFL setting, the implementation of TPACK still needs to be explored further due to the complex and dynamic nature of English language teaching, especially knowing the real challenges experienced by teachers across generations. Therefore, this

study focuses on EFL teacher who try to implement TPACK in teaching. While the teacher comes from a generation where technology is not yet developed so that adaptation to technological developments seemed to be slow.

METHOD

According to Clandinin, (2006), narrative is the way experience unfolds. Narrative inquiry involves exploring someone's past experiences. Hence, it is important to analyze educational experiences in a narrative form. A mix of semi-structured interviews, observations, and document analysis was utilized for data collection. The paperwork contained notes from observations in the field and the teacher's instructional outline. To gather teacher story, we utilized an interview protocol created by Schmidt et al., (2009). The interview took place at a high school in Indonesia. The following are examples of the questions in the interview protocol.

1. Do you know how to solve the technical problem if it is occur in classroom? (TK)
2. Do you think that using technology in teaching enhance students' understanding about English content? (TCK.)

Participant

The participant selected for this narrative inquiry was deliberately chosen. In order to be eligible, they must have taught in either first or second grade at a high school, possess a minimum of ten years of teaching experience, and have knowledge of the TPACK framework. To meet these criteria, the study centered around Vera (not her real name), a woman educator who has been teaching for more than 16 years at a high school in Indonesia. Vera, who holds a master's degree in English education, is renowned as one of Indonesia's top educators and an inspiration in her school. Over the past three years, she has integrated technology into her classroom and is enthusiastic about incorporating new technologies for teaching English. She actively participates in seminars in related field organized by the government and universities.

Data analysis

Thematic analysis was employed to analyze the participant narratives. Barkhuizen et al. (2014) suggested a paradigm of thematic analysis that includes both single and multiple case studies. The researcher employed a single case study to analyze data from a single subject in this study. Furthermore, Barkhuinzen et al. (2014) identified three major actions for theme analysis: (a) repeatedly scanning the data; (b) coding and categorising data extracts; and (c) recognising thematic heading.

Trustworthiness

We employed interviews, observation, and document analysis, which required multiple and continual adjustments to provide meaningful and accurate results. Also, a member check to ensure that we deliver the actual voice of the participant. To enhance the reliability of the data and to corroborate the findings we used method triangulation (Wilkinson & Birmingham, 2003).

RESULTS AND DISCUSSION

It is generally believed that nowadays, technology is inseparable in our daily life as well as in education (Amaniampong & Hartmann, 2023). Therefore, through the combination of the pedagogy aspect and the content knowledge, TPACK framework provides prospects for technology integration in the classroom (Schmidt et al., 2009). After analyzing the data, participants' narratives indicated that there were both internal and external barriers to implementing the framework in EFL classrooms. We categorized these barriers into first-order and second-order obstacles. In the next section, we will detail the external and internal challenges that Vera faced while integrating technology into her EFL teaching from this framework's perspective. Additionally, we will discuss the opportunities she identified as crucial for incorporating technology into her instruction.

External barriers

When Vera was telling the story of how she deals with the internal barriers, she also mentions common barriers that she faced every day. This part is crucial to share as input for teachers who may have the same common problems. Vera's story on how she overcame the barriers may become one's solution when she or he deals with the same barriers. External barriers are generally defined as obstacles that originate outside of the individual, and it is the teacher's responsibility to identify solutions or strategies to address these challenges.

Technical problems

Technical issues which including the problem of internet connection are common when dealing with technology, not only in the classroom but also in all situation where people are using technology in their daily life. These common issues are becoming essential in the classroom environment. How teachers deal with these issues are also another question related to the technical problem. Incorporating technology in the classroom requires teachers to have a solid understanding of how to resolve technical issues. While some educators may be able to troubleshoot problems on the spot, many others may struggle with these challenges. Vera acknowledged in her classroom that students are generally better at handling technical problems.

> "The technological issues aren't a concern for me when using technology in the classroom, as most of my students are quite capable of handling them. For instance, if I tried to connect the projector and it failed, my student could quickly fix it."

She came to the realization that current students are well-versed in technology. They possess a strong grasp of technology as they interact with it frequently. She mentioned that every classroom management has a skilled IT team to address technology-related technical problems. Meanwhile, in her role as a teacher, she always showed willingness to seek assistance and acquire knowledge about technical matters from her students. In addition to this, when the technical problem is dealing with the internet connection, Vera explained:

> "I believe that technology is something bigger than just an electronic thing. It can be a method of teaching and the material itself. When the Internet is down I will use my own data for a moment then I asked the student to continue at home."

Vera believes that internet failure should not ruined their classroom activity because she could solve it easily.

Time allowance

There was a famous saying from Benjamin Disraeli "Seeing much, suffering much, and studying much, are the three pillars of learning" . It means that to learn something, besides the matter of tool or method, time allowance is also essential which means students need to spend time in these activities, In contrast with this, Vera explained:

> "For each class, they only get the chance once a week to learn English. Somehow I feel that it is just not enough to learn many materials in a short time. "

The applied curriculum limit the time allocation for learning English in most public high school in Indonesia. Vera realized that the time is not enough for enacting productive classroom activities, especially with the integration of technological tools. To overcome this barrier, Vera applied the blended method, where the student continues or submit the task online after school. She said that "the class will be in online and offline mode". She added that sometimes when she was out of the town for conference or competition, this online classroom helps students with the course.

Internal barriers in the implementation of TPACK
IT literate

When people can deal with the computer and related technological tool, it means that they are being IT literate. Hence, it pertains to the basic understanding and skills needed to utilize software products like an operating system, a software program, or an automatic web design tool. The ability to use technology affects how the TPACK framework is used in teaching English, as the framework emphasizes combining technology with teaching methods and sharing subject knowledge (Mishra & Koehler, 2006). Due to the teacher's inability to utilize the TPACK framework for teaching English, there is an obstacle present. The teacher understands the importance of continually learning about technology, as shown.

> "I am a teacher with years of experience, but applying technology in teaching is a new experience for me. I am not a techno-savvy teacher that's why I need extra time to learn about technology because it is rapidly changed and somehow, I realize that I am not always up to date for the latest change.'

Vera realized that even though she is an experienced teacher and counted as one of the best teachers in National level, she is not a techno-savvy teacher. Sometimes she feels left behind when dealing with the modern technology environment. Although she understands the real situation, she wanted to improve herself to be a better IT literate teacher.

Meaningful learning with technology

The most challenging aspect of implementing the TPACK framework in English teaching is to create valuable learning experiences with technology. According to Vera, the meaningful task will be created by integrating all components of TPACK:

"The combination of elements such as technology, pedagogy, and content is known as TPACK. It means that in creating tasks, I have to consider the technology or the application, the pedagogy, and the content. Sometimes the content did not fit into the method and the technology or the application. I do not want my student to ignore the content because they only focus on the technology."

In the enactment of the TPACK framework, she has to be selective in choosing the technological tool. Because when there is no such balance between technology, pedagogy and content, the goal of creating meaningful learning will not be accomplished. She pointed out:

"I will review the program before using it to make sure it is suitable for the content and approach. Occasionally, the material doesn't match the program, so I need to make alterations for it to function properly. I must take my time to make sure it is functioning properly."

Preparation is essential for ensuring that all tools function effectively in the classroom. Since preparation before using any technology is a main concern for Vera, she always be careful when choosing the tool, material, and method for delivering the content. A noisy classroom is often an unavoidable aspect of introducing new applications or technological tools, as it signifies that students are actively engaged in their learning. Once Vera captures the students' attention with the technology, she would then steer their focus toward the essential content. According to Vera, the primary function of technology in the classroom is to divert students from their disinterest in learning new things. When kids are uninterested in learning new things, using technology captures their attention. How the teacher creates a meaningful assignment plays a crucial role in determining the outcome, ensuring that technology does not overshadow other important factors like pedagogy and content.

Identifying opportunities to apply the TPACK Framework in English education

While employing technology in the classroom can be difficult, it does provide sound effects for both the teacher and the pupils. Vera's expertise offers various options for implementing technology from the TPACK framework. First, using technology in teaching increase motivation of both teacher and students to develop their skill. Indeed, today's students are raised with technology and have access to the internet at all times and from any location, and these advancements have changed how students study, acquire knowledge, think, and interact. They have evolved into collaborative, self-directed, exploratory, and linked learners. Vera saw this development as a chance to improve teaching approaches for learning English:

"During my first year of teaching, I thought that it is enough with the textbook as well as the whiteboard for my teaching activity. After years of my experience, I realized that most of my students are exhausted with the textbook. I need to change this situation. It started around 2016 when I was invited to join a workshop on technology in the classroom. After the workshop, I found that technology will be a good challenge for students because they like challenges, and it triggers them to be excited in the classroom. "

Vera's teaching approach in the classroom has changed from emphasizing delivery to focusing on students due to her increased confidence in technology integration. She conceded that her teaching method has gotten better, and that technology can aid in further improvement. In addition, the integration of technology in the educational setting benefits the growth and improvement of teachers, as affirmed by her:

> "Being a experienced teacher, incorporating technology, particularly the TPACK framework, is a rewarding challenge due to the need for comprehension and innovation to be successful in the classroom. Thanks to this situation and the expectations placed on me, I gain valuable knowledge and it motivates me to continuously educate myself on advancements in technology."

As an English language teacher, she acknowledged that technology poses challenges in teaching English but also sees them as a chance for professional growth. Also, incorporating technology in the classroom can result in a fun and adaptable learning environment.

> "Whenever I incorporate technology or apps in the classroom, the thing that brings me joy is seeing the happy faces and excitement of students as they tackle new and challenging material."

She discovered that when the learning environment is fun, her students feel relaxed, very motivated, and display great enthusiasm for learning. One more advantage of utilizing technology in the classroom is the adaptability of the learning procedure, as she elucidated.

> "Blended learning is essential to implement when I'm unavailable because of the assigned task from the stakeholder. If there isn't enough time for learning in the classroom, I will turn to online education through apps like Google Classroom and Edmodo."

As a national curriculum instructor, Vera frequently has to leave the classroom and travel for tasks assigned by the institution. Nonetheless, as she becomes acquainted with the TPACK framework, it enables her to address the issue. She described how with a strong grasp and implementation of methods, she can develop a teaching approach that allows her to manage the classroom even in her absence.

The final chance is a diverse opportunity to create multimodal products. Vera thinks that students should not only achieve a good final score, but also develop tangible skills through the learning process.

> "I would like my students to create a multimodal project that incorporates text, audio, video, and images. To achieve this, I assigned a task that involves the use of technology. For example, students must write a well-crafted report or news article in English for their themed report assignment. Afterward, they will produce a video to showcase their text or news story. Once the recording is finished, they should submit their work on Google Classroom and share it on social media. I will offer feedback and critique on these social media platforms."

For Vera, a multimodal product includes different modes of learning, like text, audio, video, and images. Students should create meaningful objects in the classroom. During her

initial experience teaching English, she emphasized the importance of students mastering written communication, correct pronunciation, and comprehension of English instructions. Recently, she has come to believe that the student's skills alone are insufficient and that they must also be capable of creating a multimodal product. She believed that it is crucial because students will face numerous English language products in the future, not just English texts.

Table 1. Overall findings from participant' narratives.

Category	Cahllenges/Barriers	Opportunities
External Barriers	• **Technical Problems**: Issues with internet connection and technology use. Vera relies on students for technical help and uses personal data when necessary. • **Time Allowance**: Limited time for English classes under the Indonesian curriculum. Vera uses blended learning to extend learning outside of class.	• **Technology can boost the motivation**: active n learning can be promoted when students are excited using technology • **Blended Learning**: Allows for flexibility in learning, enabling students to continue tasks online.
Internal Barriers	• **IT Literacy**: Vera acknowledges her lack of technological expertise and the need for continuous learning to keep up with technological changes. • **Meaningful Learning**: Difficulty integrating technology effectively with pedagogy and content. Vera emphasizes careful preparation to ensure alignment.	• **Professional Development**: Technology integration challenges Vera to improve her teaching methods and stay current with new tools.
Classroom Environment	Vera feels limited by time for productive activities but overcomes this with blended learning.	• **Enjoyable and Flexible Classroom**: Technology creates a more engaging and enjoyable learning environment, with students showing enthusiasm for new material • **Multimodal Products**: Technology enables students to create diverse and meaningful artifacts (text, audio, video, etc.). Vera encourages students to produce and share these multimodal products.

| Teaching Approach | Vera recognizes her need to improve her IT skills to effectively use the TPACK framework. | -**Improved Teaching Methods**: Transition from delivery-centered to student-centered approaches, fostering a more interactive and engaging learning experience. |

The results of this study indicate that senior high school students and the learning process benefit from integrating technology in the classroom, particularly in the English language classroom (Costley, 2014). However, the teacher had to cope with a number of obstacles, which were divided into three categories: external barriers, internal barriers, and problems such as the classroom atmosphere and teaching technique. External barriers include technological issues and time constraints, whereas internal barriers include IT literacy and the ability to develop a meaningful learning challenge. External barriers are common in the teaching and learning process but can be overcome if stakeholders and the government are aware of the problem. However, internal barriers are created by educators and are related to their professional development. The classroom setting and teaching technique were not classed as internal or external barriers because they only arise in specific contexts.

For the external barriers, Vera had to deal with the technical problem and time constraints. This external barrier has forced Vera to consider finding the most effective solutions to make the learning process more efficient. Hence, as the solution Vera employs blended learning, which extends learning opportunities beyond the classroom and allows students to engage with the material at their own pace. Meanwhile, these extra barriers do provide opportunities for deeper engagement and learning. Students' enthusiasm for technology can act as a powerful driver, stimulating interest in learning. Not only does blended learning provide greater flexibility, but it also allows students to take their work online for a richer educational experience. Internally, Vera admits to her struggles with IT literacy and the need for a new skill set every year in order not to become obsolete. She too struggles with learning how to utilize technology to benefit her personal pedagogical style. While this may be difficult, it is also a great possibility of personal development as the need for more technology integration at Vera Schools force her to improve upon teaching practices and familiarizes herself with new resources.

While there are time limitations in the classroom that can limit productive activity, Vera has been successful both with making her class more enjoyable and flexible by taking a blended learning approach. In combining technology drives much curiosity in students about learning new information, and it creates space for them to find exciting ways of making multimodal products (text/audio/video) that they can do and share with other peers which improves their engagement as well as results on personalization. Finally, Vera acknowledges her deficiency in IT skills to operationalize the TPACK framework that focuses on Technology- Pedagogy and Content Knowledge integration. Upon this realization, her teaching changes from transactional—focused on the delivery of content—to transformational: a more student-centered approach stressing active learning and engagement.

Many people believed that students should be capable to survive naturally in this technology environment, and schools played a significant part in equipping students for this modern world (Kurt, 2012). In contrast, technology's ability to improve education on its own is uncertain. However, learning is significantly enhanced when innovations take into account the characteristics of the latest technology and the pedagogic design. Additionally, the environment in which the learning is taking place, the student characteristics, their previous experience, and their awareness of the technology involved also play crucial roles (Firmin & Genesi, 2013). Costley (2014) emphasized that integrating technology into teaching activities fosters meaningful learning experiences. This aligns with the constructivist theory, which posits that individuals construct knowledge and understanding through their experiences (Maor & Volet, 2007). Consequently, the TPACK model enables educators to blend their content knowledge and pedagogical expertise, thereby enhancing student learning by effectively incorporating technology into their teaching practices (Misirli, 2016).

Furthermore, teachers should explore the TPACK framework to effectively integrate technology in the classroom (Bugueño, 2013; Kurt, 2012). However, simply offering technology tools without properly integrating them into lessons is unlikely to result in improved student outcomes (Adiyono et al., 2024; Faudi et al., 2023). Without simultaneous improvements in teaching methods, assessments, and other essential elements of educational reform, technology by itself won't improve education. In fact, it might strengthen the doubts that many educators have about viewing technology as a panacea (Ziphorah, 2014).

The TPACK model should be used to create a true learning environment including technology (Meletiou-Mavrotheris & Paparistodemou, 2024). The teaching method needs to align with both the content and technology when they are used together (Chotimah et al., 2022). Meanwhile, the teacher must possess adequate knowledge and IT literacy as they will be acting as the facilitator (Jagtap, 2016). However, experienced teachers find the integration of technology is tough. They must learn and adapt their mindset in order to apply new technology. The TPACK model should be considered when developing an actual educational setting using technology (Soko & Samo, 2023). When technology complements the material, the teaching style must accommodate both the subject and the technology. Meanwhile, since teacher will serve as facilitators, they must be well-literate in IT. However, experienced teachers may find technology integration difficult since they must learn and adapt their perspective in order to incorporate new technology expertise (Ajloni & O'Toole, 2021). Moreover, facilities play a crucial role in successfully integrating technology in the classroom (Bakhurst, 2020). As mentioned earlier, teachers often face challenges when attempting to incorporate technology. However, addressing these issues becomes much easier if the institution prioritizes them. When schools provide access to necessary technical equipment, teachers feel more confident in integrating various applications and technologies into their instruction (Bice & Tang, 2022).

The TPACK framework mainly comprises three fundamental components and four intersections between them; so, teachers must careful while selecting technological tool. If these elements are not balanced, the role of technology will expand. In this regards, Hixon and So (2009) highlighted that technology should not be used to replace instructors in the learning process. Instead, it should be leveraged to innovate and transform teaching

practices, ultimately enhancing teaching and learning outcomes. Furthermore, despite several constraints, utilizing technology in the classroom offers beneficial potential for both the learning experience and for educators and students.

CONCLUSION

The purpose of this narrative study is to investigate how TPACK is used in English language teaching in order to identify potential obstacles that teachers may encounter. In Vera's narrative, it is evident that when implementing TPACK, two key obstacles arise: external and internal barriers. External barriers refer to outside influences that can impact learning, including technical problems and time management. Teachers alone cannot solve these barriers. However, Vera has the potential to enhance her creativity when developing learning models and crafting blended learning designs. Vera, an experienced teacher, faces internal hurdles related to her grasp of technology and her ability to create impactful learning models. Vera continues to feel that she lacks proficiency in technology and grasping the concept of creating impactful learning experiences. Nevertheless, this obstacle motivates her to participate in teacher professional growth opportunities.

While the current study sheds light on the usage of the TPACK framework in the EFL classroom, it is limited by field research, participant numbers, and differing opinions. To completely appreciate the TPACK framework, we must explore into different sectors of education in order to gain a better understanding of the overall framework. In the current study, the story is created by only one person. Because everyone has different experiences, even with the same condition, further research with a bigger sample size is required to completely comprehend these experiences. Ultimately, this research presents the narrative through the eyes of the educator. Additional investigation from an alternative viewpoint is necessary to gain a more thorough grasp of the TPACK framework. In spite of these imperfections, the present research offers beneficial insights for English educators and teacher trainers on implementing the TPACK model and enhancing teachers' professional development.

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