

## **AN EXPLORATION OF THE IMPLEMENTATION OF TECHNOLOGY- ENHANCED LANGUAGE LEARNING (TELL) THROUGH THE COMMUNITY OF INQUIRY (COI) FRAMEWORK: PRE-SERVICE ENGLISH TEACHERS' PERSPECTIVES**

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**Abstract:** The integration of technology into language education has become essential, especially for pre-service English teachers who must develop innovative teaching strategies. Technology-Enhanced Language Learning (TELL) offers opportunities to foster creativity and student engagement, particularly when guided by a structured pedagogical model such as the Community of Inquiry (CoI) framework. This study explored how pre-service English teachers implemented Technology-Enhanced Language Learning (TELL) using the Community of Inquiry (CoI) framework during their teaching practicum. Using a qualitative design with interviews and teaching module analysis, the findings showed that participants applied cognitive, social, and teaching presence to create engaging learning experiences. Despite facing challenges such as limited access, low digital literacy, and difficulty sustaining CoI elements, they employed adaptive strategies such as device sharing, collaboration, and structured guidance. This study concludes that while the implementation of TELL through the CoI framework is promising, it requires ongoing support and training to address contextual constraints. The findings contribute to the development of teacher education programs and inform institutional efforts to enhance digital readiness in English language teaching.

**Keywords:** Challenges; Community of Inquiry; Pre-service English Teachers; Solutions; Technology-Enhanced Language learning

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### **INTRODUCTION**

The rapid advancement of technology has significantly influenced educational practices, necessitating a shift in teaching and learning methods. In response to these changes, pre-service teachers are expected to adopt innovative approaches and demonstrate digital competence, particularly in English language instruction, which is often perceived as monotonous (Ulfa & Purnamaningsih, 2022; Zheltukhina et al., 2023). The integration of technology not only enhances the effectiveness of language instruction and aligns with the evolving demands of the digital era.

Technology-Enhanced Language Learning (TELL) is a promising approach to support student-centred and engaging language instruction. The integration of TELL has been shown to increase student motivation and participation, particularly in foreign language learning contexts (Ikawati, 2022; Pham, 2022). As noted by Kranthi (2017), TELL serves as a versatile tool that supports various teaching strategies, but its success depends on the teacher's ability to manage and use digital tools effectively. Thus, both in-service and pre-service teachers need strong

competencies in integrating technology to improve instruction and support language development (Aisyiyah, 2022; Priajana, 2022).

The Community of Inquiry (CoI) framework has been widely applied to enhance learning effectiveness in technology-supported environments. Developed by Garrison (2007), the CoI framework emphasises the interplay of three core elements; teaching presence, social presence, and cognitive presence, in shaping meaningful educational experiences. It provides a collaborative learning structure that encourages inquiry, critical thinking, and knowledge construction (Alvi, 2022). In the context of English language learning, CoI can serve as a robust framework for fostering active engagement and deeper learning through technology integration.

Despite its potential, the implementation of TELL through the CoI framework by pre-service teachers faces challenges such as limited technological skills, lack of pedagogical readiness, inadequate digital literacy, and infrastructural issues like poor internet access and insufficient school facilities (Bashir & Jimmy, 2023; Cruz et al., 2024; Liao et al., 2023). These barriers can hinder the development of teaching, cognitive, and social presence essential to CoI-based learning (Zhang, 2020). While previous studies have explored pre-service teachers' perceptions of CoI and its application in various instructional contexts (Akcaoglu & Akcaoglu, 2022; Özüdoğru, 2021), limited research has explored how TELL is implemented through the CoI framework during teaching practicum, a crucial stage for applying pedagogical theory. Addressing this gap can reveal insights into pre-service teachers' readiness, instructional approaches, and classroom management. This study examines how pre-service English teachers implement Technology-Enhanced Language Learning (TELL) through the Community of Inquiry (CoI) framework during their practicum, focusing on strategies to build teaching, social, and cognitive presence, as well as the challenges and their solutions. The findings aim to inform digital pedagogy practices and offer insights for teacher education, school administrators, and future research in technology-integrated language learning.

## **METHOD**

This study used a qualitative case study design to explore how pre-service teachers implement Technology-Enhanced Language Learning (TELL) through the Community of Inquiry (CoI) framework and identify related challenges. Qualitative research is suitable for understanding human behavior in real-life contexts (Yin, 2016). Case studies allow in-depth examination using multiple data sources. The study followed seven steps adapted from Sudjana (2001, as cited in Fiantika et al., 2022), including problem identification, data collection, analysis, and reporting.

Data were collected through semi-structured interviews with English education students in West Java who applied TELL during practicum, and from documents (lesson plans and reports).

Interviews (40–45 minutes) followed CoI framework indicators, while document analysis supported and validated interview data. Then, the data analysis followed Miles et al (2014, as cited in Nasution, 2023) through data condensation, display, and conclusion drawing, leading to interpretations that addressed the research questions.

**FINDING AND DISCUSSION**

This study explored how six pre-service English teachers implemented Technology-Enhanced Language Learning (TELL) using the Community of Inquiry (CoI) framework, based on interviews and teaching module analysis.

**Readiness of Pre-service English Teachers to Teach English**

The study found that six participants showed strong readiness to teach English, developed through preparation, coursework, and practicum, with field experiences playing a key role. PET1 explained:

“The experience really helps me to overcome problems and challenges that I will face, as well as things that are not taught in theory.” (PET1, PET2, PET4)

These experiences helped build confidence and problem-solving skills, especially in classroom management and lesson implementation. They were also inspired to design engaging and inclusive lessons:

“As a pre-service English teacher, I strive to make learning more creative, active and inclusive for all students.” (PET1)

In addition to practice, academic preparation was considered essential. Participants stated that coursework provided them with important knowledge about class management, learning styles, and teaching strategies::

“The academic role taught me how to manage the class, create learning modules, understand students' learning styles, and provide good teaching methods.” (PET1, PET3, PET4, PET5)

PET6 highlighted how academic study contributed to her confidence and digital skills:

“Academic study helped me build my confidence when speaking in front of the class, and prepared me with a lot of technological knowledge.” (PET6)

Supporting these views, analysis of their teaching modules revealed clear objectives, varied teaching methods, interactive activities, and relevant media—demonstrating their preparedness in pedagogical design.

**Table 1.** Readiness of Pre-Service English Teachers'

| Themes               | Sub-Themes                | Participants' Response  |
|----------------------|---------------------------|---|
| Personal Preparation | Confidence and motivation | Striving to be creative, inclusive, and engaging in teaching (PET1) |

|                                 |   |   |
|---------------------------------|---|---|
| Field Experience                | Facing classroom realities                | Experience helped handle practical challenges not found in theory (PET1, PET2, PET4)      |
|                                 | Building teaching confidence              | Increased ability to adapt and manage learning in real contexts (PET6)                    |
| Academic Contribution           | Understanding learners and pedagogy       | Academic study helped understand student needs and classroom management (PET1, PET3–PET5) |
|                                 | Technological and professional competence | Academic study enhanced tech literacy and public speaking skills (PET6)                   |
| Module Quality (Secondary Data) | Coherent instructional design             | Modules showed complete elements: objectives, methods, activities, media                  |

Teaching readiness is vital for pre-service teachers, and this study found six English pre-service teachers showed strong readiness built through preparation, field experience, and understanding student needs. Their skills in designing learning tools and managing classrooms support findings that readiness boosts competence and efficacy (Chen et al., 2024; Julia et al., 2020). These results stress the importance of comprehensive preparation for effective teaching readiness.

### Understanding and the Implementation of Technology-Enhanced Language Learning

Findings revealed that pre-service English teachers understood TELL as integrating digital tools to improve teaching, with most viewing it as technology use to enhance learning quality.

“TELL is a concept and approach to learning where we involve technology... to improve the quality of learning.” (PET1, PET2, PET3, PET6)

Others emphasized its role in boosting student motivation and interaction:

“By involving technology, student engagement will increase, learning will be more enjoyable and easier for students to understand...” (PET4, PET5)

TELL implementation varied by teaching style, context, and student readiness, with many tools:

“I use a few days to practice using technology, then the following week it is implemented. For example, the Google Form is usually used 5 or 10 minutes before the lesson...” (PET3)

These diverse strategies reflect their adaptability and creativity in integrating technology into pedagogy, aligned with the principles of the Community of Inquiry (CoI) framework.

**Table 2.** Understanding and the Implementation of TELL

| Themes                    | Sub-Themes                                     | Participants' Response  |
|---------------------------|--|---|
| Understanding of TELL     | Definition and concept                         | TELL as a technology-integrated approach to enhance learning (PET1, PET2, PET3, PET6) |
|                           | Student engagement benefit                     | TELL makes learning more enjoyable and engaging (PET4, PET5)                          |
| Platform Utilization      | Diverse digital tools                          | Canva, ChatGPT, Quizizz, Kahoot, Padlet, Google Form, Google Classroom, PowerPoint    |
| Classroom Application     | Instructional creativity and contextualization | Use of tools tailored to students' needs and learning goals (all PETs)                |
| Implementation Strategies | Gradual integration and student readiness      | Technology introduced before task implementation (PET3)                               |

Participants viewed TELL as a strategic and practical way to enhance engagement and learning, using tools like Canva, Quizizz, Google Classroom, and Padlet for delivery, interaction, assessment, and collaboration. These practices show that TELL enhances language

learning in interactive, student-centered environments (Alek, 2023; Karim et al., 2023). The findings highlight its effectiveness in fostering active engagement and meaningful learning.

### **Implementation of TELL through the Community of Inquiry (CoI) Framework**

Integrating TELL through the CoI framework shows pre-service teachers' efforts to create collaborative and meaningful learning. The study highlights how cognitive, social, and teaching presence were applied using various digital strategies and platforms.

#### **a. Cognitive Presence**

All participants stimulated student thinking through the four CoI phases. Lessons began with engaging media to spark curiosity:

“I do a triggering activity by showing videos, audio, pictures as a trigger before entering the material.” (All PETs)

Teachers promoted exploration through tasks involving text analysis and digital discussions.:

“I give them a text to analyze through discussion, through which they can share information...” (PET2, PET5)

Padlet, Canva, and WhatsApp were used to support idea integration and synthesis in class:

“I utilize Padlet, WhatsApp, or Canva for collaborative discussions and peer feedback.” (PET2, PET3, PET4)

At the resolution stage, students applied learning through infographics or posters:

“I ask students to make posters or infographics through Canva... then evaluate and give feedback.” (PET2, PET3, PET4, PET6)

These digital strategies align with previous research indicating that technology can effectively support cognitive engagement and higher-order thinking in language learning (Akram et al., 2022).

#### **b. Social Presence**

Teachers built social presence through emotional expression, open communication, and teamwork. They used emojis to let students share feelings:

“I usually ask students to send 1 emoji in the class WhatsApp group expressing their feelings...” (PET2, PET3)

“There is no right or wrong answer... everyone has a perspective.” (PET4)

“I give technology-based group assignments like use WhatsApp for coordination.” (PET2, PET4)

Open communication grew through WhatsApp, while group cohesion formed via collaborative tasks on Canva, Padlet, and Google Slides. These strategies show digital

platforms can foster community and socio-emotional interaction in online or blended learning (Gouseti et al., 2024).

c. Teaching Presence

Teaching presence appeared in content management, guidance, and instruction. Teachers used videos and prompts to structure lessons:

“I determine and start interesting discussion topics by showing YouTube videos or provocative questions...” (PET1, PET4)

“I guide students... whenever they don't understand the use of technology or the material...” (PET3)

“I create a clear discussion guide and give time limits for each point.” (PET1, PET5)

These findings reflect the critical role of teaching presence in directing and sustaining learner engagement in TELL contexts.

**Table 3.** Implementation of TELL through the Community of Inquiry (CoI) Framework

| CoI Element               | Themes                   | Sub-Themes                                    | Participants' Response   |
|---------------------------|--------------------------|---|--|
| <b>Cognitive Presence</b> | Triggering Events        | Videos, images, quizzes                       | “...videos, audio, pictures as a trigger before entering the material.” (All PETs) |
|                           | Exploration              | Text-based discussion, Spinwheel, group tasks | “...text to analyze through discussion...” (PET2, PET5)                            |
|                           | Integration              | Padlet, Canva, WhatsApp                       | “...for collaborative discussions and peer feedback.” (PET2, PET3, PET4)           |
|                           | Resolution               | Poster/infographic projects via Canva         | “...students to make posters or infographics...” (PET2, PET3, PET4, PET6)          |
| <b>Social Presence</b>    | Emotional Expression     | Emojis via WhatsApp or Padlet                 | “...send 1 emoji... expressing their feelings.” (PET2, PET3)                       |
|                           | Open Communication       | WhatsApp, personal approach                   | “...open communication via WhatsApp.” (PET3, PET5)                                 |
|                           | Group Cohesion           | Canva, Padlet, Google Slides, games           | “...group assignments like use WhatsApp for coordination.” (PET2, PET4)            |
| <b>Teaching Presence</b>  | Instructional Management | YouTube, PowerPoint, authentic material       | “...showing YouTube videos...” (PET1, PET4)  |
|                           | Building Understanding   | Direct guidance, quizzes                      | “I guide students... on tech or material use.” (PET3); “I evaluate...” (PET6)      |
|                           | Direct Instruction       | Time limits, key points on board              | “...give time limits for each point.” (PET1, PET5)                                 |

TELL integration via the CoI framework fostered curiosity, exploration, idea integration, and project resolution in cognitive presence, while WhatsApp and Padlet supported emotional expression, communication, and group cohesion in social presence. In teaching presence, pre-service teachers managed lessons, facilitated understanding, and guided students with clear instructions and formative evaluations (Akram et al., 2022; Gouseti et al., 2024). These findings indicate that TELL implementation through the CoI framework reinforces cognitive, social, and teaching presences, enabling effective digital learning.

**Challenges in Implementing TELL through the Community of Inquiry (CoI) Framework**

Pre-service teachers faced technological, cognitive, social, and pedagogical challenges in applying TELL, with limited devices, unstable internet, and low digital skills being most common (PET1, PET2), along with low student focus and confidence (PET5).

“Some students just keep scrolling on their phones instead of engaging in the lesson.”

Social presence and pedagogy were challenged by low participation and difficulty using digital tools (PET3, PET4, PET6)..

“It’s hard to teach when students don’t know how to use the platform or follow the material.”

These challenges highlight the gap between technological integration and actual classroom realities.

**Table 4.** Challenges in implementing TELL through the CoI framework

| Themes             | Sub-Themes                                    | Example  |
|--------------------|---|--|
| Technological      | No devices, poor internet, low digital skills | PET1, PET2 lent devices or shared hotspots     |
| Cognitive Presence | Easily distracted, shy to ask questions       | PET5: students distracted by TikTok/games      |
| Social Presence    | Passive in group work, emotional distance     | PET3, PET4, PET6: low interaction, shy to talk |
| Teaching Presence  | Unfamiliarity with tools/platforms            | PET3: students confused using new platforms    |

TELL implementation through the CoI framework is challenged by limited access, weak connectivity, and low digital literacy, hindering cognitive, social, and teaching presence. These findings align with prior research on technical, communicative, and engagement barriers (Adarkwah, 2021; Al-wasy, 2020; Alamri, 2021; Amoah & Roux, 2024) underscoring the need for better digital support and readiness.

### **Solutions to overcome challenges in Implementing TELL through the Community of Inquiry (CoI) Framework**

Pre-service English teachers applied adaptive strategies to overcome technical and pedagogical challenges. For example, PET1 and PET2 grouped students or shared screens, showing digital competence and flexibility:

“I let students use one phone in groups or displayed the material through my laptop.” (PET1, PET2)

To help students navigate unfamiliar platforms, PET3 and PET6 gave clear instructions beforehand:

“I explained the platform before the lesson to avoid confusion.” (PET3)

PET4 and PET6 maintained engagement by assigning group roles, conducting emotion-checks, and using short assessments to address learning gaps.

**Table 5.** Solutions to overcome the challenges in implementing TELL through the CoI framework

| Themes            | Strategies                          | Participants’ Response  |
|-------------------|-------------------------------------|---|
| Device Access     | Group sharing, using teacher laptop | “I let students use one phone in groups or I showed the materials through my own laptop when the internet was unstable.” (PET1, PET2) |
| Technical Support | Tutorials, clear instructions       | “Before using new platforms, I gave a short tutorial and explained clearly what the students needed to do.” (PET3, PET6)              |

|                      |                              |   |
|----------------------|------------------------------|---|
| Engagement & Rapport | Group roles, emotion-checks  | "I always check on students' feelings before class starts, and I assign each member in a group a role to keep them engaged." (PET4, PET6) |
| Formative Assessment | Evaluation to target support | "Sometimes I give a quick quiz or observe their group work to find out who needs more help, then I assist them specifically." (PET6)      |

Pre-service English teachers addressed TELL challenges with strategies such as device sharing, internet support, and clear guidance. Within the CoI framework, they enhanced engagement through cognitive, social, and teaching presence, echoing prior research on the need for professional development and digital infrastructure (Almekhlafi et al., 2024; Rintaningrum, 2023). In conclusion, effective and inclusive TELL implementation requires adaptability, strategic planning, and ongoing support.

### CONCLUSION

This study concludes that pre-service English teachers successfully implemented Technology-Enhanced Language Learning (TELL) through the Community of Inquiry (CoI) framework by integrating cognitive, social, and teaching presence during their teaching practicum. They utilized various digital tools to foster engagement, collaboration, and structured learning, and overcame challenges such as limited technology access and varying digital literacy through adaptive strategies like device sharing, pre-teaching tools, and promoting student participation. These findings highlight the value of the CoI framework in guiding meaningful technology integration and emphasize the need for continued support and strategic preparation for future educators. However, the study's small sample and single setting limit its scope; future research should involve more diverse participants, varied contexts, and longitudinal or observational methods to capture TELL's long-term impact within the CoI framework.

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