

TEACHER'S READINESS IN TEACHING ENGLISH USING DIGITAL TECHNOLOGY IN SENIOR HIGH SCHOOL MAMUJU

Aulia Mutmainna Bachtiar¹, Nurdin Noni^{2*}, Maemuna Muhayyung³

^{1,2,3}English Education Department, State University of Makassar, Indonesia

E-mail: 1auliamutmainnabachtiar20@gmail.com, 2*nurdinnoni@unm.ac.id, 3maemarasyid@unm.ac.id

*corresponding author

Abstract

The purpose of this study was to determine the readiness of teachers to use digital technology in teaching English. This research is mixed research (quantitative and qualitative) using the explanatory sequential method. The researchers chose 3 Senior High Schools in Mamuju namely, SMAN 1 Mamuju, SMAN 2 Mamuju, and SMAN 3 Mamuju. Data collection techniques used questionnaires and interviews. This study shows that the readiness of digital technology in teaching English is very ready, which can be seen from the three aspects of readiness: emotive attitudinal Readiness, cognitive Readiness, and behavioral Readiness supported by teacher understanding, teacher enthusiasm for using digital technology in teaching, teacher skills, and the availability of media tools. Therefore, the understanding and competence possessed by a teacher about digital technology can be integrated with learning and teaching.

Keywords— Teacher readiness, digital technology, teaching English.

INTRODUCTION

The potential of Information and Communication Technology (ICT) in higher education is viewed from a global perspective, and its rise has surely influenced the process of training and education (Pulkkinen, 2006). The use of ICT helps to create learning environments that can change the process of learning and teaching so that students can engage with the subject in an active, self-directed, and positive manner. Everything, including knowledge and abilities, maybe gained swiftly and simply from any location and at any time. As a result, there are countless opportunities for students to acquire new content through utilizing technology to improve their skills and knowledge (Volman & Van Eck, 2001).

ICT integration in the process of learning (Ramamurthy & Rao, 2015). According to Becta (2003), information and communication technology (ICT) in particular provides students with

rapid and precise input, as well as speeds calculations and graphing, letting students to focus on methodology and interpretation. Furthermore, the use of interactive multimedia software, for example, stimulates and improves student performance. Statistics show that more students are graduating from high school, and many more are considering attending college, where they will be able to practice and study technology on a regular basis (Becta, 2003).

According to Al-Awidi, H., and Aldhafeeri, F. (2017)'s research, there are two important components of teacher preparedness in the use of digital technology for learning: pedagogical readiness and technical readiness. Teachers' knowledge, abilities, attitudes, and practices about the appropriate use of technology in learning are referred to as pedagogical readiness. In contrast, technical readiness refers to teachers' knowledge and skills for implementing digital learning, as well as the availability of gear and software for teachers and students, as well as the sorts of professional development programs set up by schools and the Ministry of Education to equip instructors to apply digital learning.

Teachers' preparedness is one of the most critical factors in adopting ICT in the classroom. Many individuals feel that the adoption and attitudes of teachers toward ICT are crucial to the success and efficacy of ICT in education (Cavas, Karaoglan, & Kislal, 2009). Teachers must be well-versed in subjects other than their own. They must understand how to use their knowledge and abilities via critical thinking, applying knowledge to new contexts, analyzing information, creating new ideas, communicating, cooperating, problem-solving, and making decisions (Singh & Chan, 2014).

Furthermore, teachers' pedagogical ideas have a substantial effect on their readiness to use ICT in the classroom (Yalcin, Kahraman, & Yilmaz, 2011). There are numerous ICT media and equipment that instructors regularly employ in relation to the new curriculum 2013 regulations, such as a laptop, projector, LCD, audio, video, and so on. There are various educational advantages of using ICT. According to Ciroma (2014), ICT has several benefits, including the ability to use images in teaching with ICT to improve students' memory, the capacity for teachers to simply explain difficult instructions and assure student comprehension, as well as the possibility for teachers to construct interactive classrooms using ICT to make sessions more pleasant, thereby improving student attendance and focus.

The quality of a country's instructors is the most important factor in its educational performance. To put it another way, the greater the degree of education in a nation, the higher the quality of its teachers. Given the rapid advancement of technology today, the best course

of action for the instructor is to modify the learning pattern by including technological components as a tool in the learning process (Yusrizal, 2019).

LITERATURE REVIEW

1. Readiness

Slameto (2010, p. 59) defines readiness as "readiness to respond or react," which is the willingness to respond or react. The same individual went on to state that willingness originates from within a person and is associated with maturity since maturity shows a willingness to act competently. Readiness is a person's overall condition that prepares him to respond or respond in a certain way to a situation.

In addition, George (2009), readiness is a person's overall state that prepares him to respond to a situation in a specific way. The condition of a person consists of three components: a) physical, mental, and emotional circumstances; b) needs, motivation, and objectives; and c) other acquired skills, knowledge, and understanding.

2. Teacher Readiness

Artacho (2020), This readiness stems from the teacher's understanding, mentality, and ability to perform teaching and learning activities from within himself. Indications of poor classroom learning quality are strongly influenced by a lack of teacher readiness in terms of the four competencies they should possess. A teacher who is willing to learn in any circumstance will be able to improve teacher quality. Meanwhile, prepared teachers will easily carry out the learning process. They carry it out by planning, implementing, and evaluating learning. The process is then continued by taking into account several factors deemed important by the teacher.

Bandura et al (Maddox, N. et al, 2000, p. 277), Readiness consists of three parts, Emotive Attitudinal readiness, Cognitive readiness, and Behavioral readiness. Emotive attitudinal readiness namely readiness that has enthusiasm in carrying out its duties and responsibilities emotionally. Second, cognitive readiness is a readiness in the form of cognitive skills and critical thinking in doing or doing a task. The last is behavioral readiness, which is a readiness where teachers can carry out their duties well by making the available time efficiently. Especially in the use of digital technology in teaching.

3. Digital Technology

(Naisbit, 2002), which states that technology is both an object and a substance and form that is distinct from that of regular humans. Miarso (2007) demonstrates that technology is a process that delivers additional value and provides a different perspective on the concept of technology. Certain items can be employed in the operating process if they are not distinguishable from other current products. Furthermore, technology is also mentioned as a significant component of a certain system.

a. Kinds of Digital Technology

Information and communication technology is fast changing, according to Ibrahim et al., (2001), as referenced by Santyasa, (2007). ICT is considered not just as a tool that may be added to existing teaching practices, but also as a critical tool for enabling new ways of teaching-learning processes. Many educational institutions throughout the globe are using information and communication technology (ICT) in the Processes of teaching and learning

To teach and study, radio, television, CD-ROM, computers, C.A.L.L., the Internet, Electronic Dictionary, email, blogs, audio cassettes, PowerPoint, videos, DVD, or VCD can all be utilized. The advent of technology over the last two decades has resulted in a revolution that has altered the dynamics of numerous sectors, as well as influenced industries and the way people interact and work in society.

b. Benefits of Using Digital Technology

According to Bennett, Culp, Honey, Tally, and Spielvogel (2000), using computer technology in the classroom increases both instructors' teaching and learners' learning. The usage of computer technology supports instructors in satisfying their pupils' educational requirements.

According to Bransford, Brown, and Cocking (2000), computer technology enables instructors and students to form local and worldwide communities that connect them with others and enhance their learning opportunities. They went on to say that computer technology's positive influence is not automatic; it is contingent on how teachers employ it in their language classrooms.

c. The Growth of English Teaching Through Technology.

The rapid growth of science and technology offers a platform for reform and investigation of the new epoch's English language education model, which combines multimedia technology and its application to instruction, as well as audio and visual animation effects.

Multimedia technology show an important factor in boosting student and educational activities and initiatives in the English language class. (Mehlinger & Powers, 2002). In the classroom majority of instructors accept technology, particularly information and communication technologies, as a mix of conventional mediums such as OHP, slides, and videotapes. Focusing on the learning and teaching process.

4. Teaching English Using Digital Technology

In multi-way and multi-modal communication Modern digital technologies, such as social networks, immersive technology, and AI applications, enable a flexible and seamless interaction between students, teachers, and resources in teaching and learning. Leading digital education experts will talk about "assemblages," stressing the variety of learning connections.

The new era is giving the modern teacher new problems and tasks. With a great technological contribution, the tradition of English education can alter dramatically. Technology offers so many possibilities that it enhances the interest in education and also makes teaching more efficient. Technology is a major driver of change in society and language. Graddol: (1997, p. 16) argues that "technology sits in the core of globalization; it affects the work and culture of education.

METHODS

1. Research Design

This research uses the explanatory sequential mixed-method. Sugiyono (2011) defines mixed-method research is a type of research method that combines quantitative and qualitative methods for use in a study for researchers to obtain more comprehensive, valid, reliable, and objective data.

According to the above definition, mixed research is research that uses quantitative and qualitative methods. Therefore, quantitative data processing is developed using questionnaires covering all three aspects of readiness: emotive attitudinal readiness, cognitive

readiness, and behavioral readiness. While qualitative data processing is developed using interviews about teachers' preparedness to teach English using digital technologies.

2. Research Variable

This study has a single variable teacher readiness. Readiness refers to three aspects, the first is emotional readiness defined as the duty to execute a task, passion for a task, and willingness to adapt to tasks at any moment. The second is cognitive readiness consists of having cognitive and critical thinking skills that are important for carrying out their duties. The last is behavioral readiness consists of being willing to carry out the role of collaboration with their colleagues and facilitators and being skilled in managing time to reach objectives that are in line with their tasks.

3. Data resource

The researchers chose three senior high schools in Mamuju district as samples and the population in obtaining data, are SMAN 1, 2, and 3 Mamuju the researchers chose the three senior high schools because of the limited distance to the researchers and easier to access. Of the three senior high schools look at the many aspects that exist. So, the researchers choose the three high schools as samples in this study.

4. Data Collection

In this study, data was gathered using interviews and questionnaires. This study approach employed a questionnaire to obtain research data from questionnaires filled out by 10 English instructors at SMAN 1 Mamuju, SMAN 2 Mamuju, and SMAN 3 Mamuju.

The questionnaire findings were then examined to determine English instructors' preparedness to employ digital technology based on three dimensions of readiness, namely Emotive Attitudinal Readiness, Behavioral Readiness, and Cognitive Readiness. The findings of this interview data collection from the responses of ten English teachers are used to assess how prepared English teachers are to utilize digital technology in teaching English, as well as to learn about the advantages of English instructors adopting digital technologies in the classroom.

5. Analysis of Data

This study makes use of Methods for both quantitative and qualitative data analysis to gain answers to research questions, quantitative analysis employing statistical methods is used, or existent numbers are examined and grasped. Data from the quantitative analysis is processed using a questionnaire. Qualitative analysis was used to analyze data that could not be quantified. this type of data analysis is about understanding and insight into an object or subject to get a deeper understanding of something being researched, in this qualitative analysis uses the interview process.

The interactive model developed by Miles and Huberman (1994) will be utilized to evaluate the data interview, it involves data reduction, data presentation, and conclusion drawing or verification. The scale was utilized by the researchers to calculate the questionnaire responses. In this scale, each respondent is asked to pick one of the following alternatives in response to a sequence of statements: (1) Very ready, (2) ready, (3) Less ready, and (4) Not ready. Each response has its own set of values. The percentage strategy was used to evaluate the data in this study. Purwanto (2008, p. 219) calculates the fraction of respondents' responsive cores using the following formula:

$$\frac{\text{Hope score value}}{\text{Expected Value}} \times 100\%$$

The score is calculated by adding the values of each option chosen on the scale above. Because the score will be calculated based on three aspects of readiness. Each score range will be divided into four categories. As can be seen in the table below.

Table 1. Scale of Questionnaire

Series of Statement	Statement
1. Very Ready	4
2. Ready	3
3. Less Ready	2
4. Not Ready	1

RESULTS

Based on the findings of this study, to identify answers to the research questions obtained from instruments that aim to (1) discover how teachers' emotive attitudinal readiness to use digital technology in the classroom, (2) discover teachers' cognitive preparation to use digital technology in the classroom, (3) discover teachers' behavioral readiness to use digital technology in the classroom, and (4) uncover the advantages of utilizing digital technology in the classroom.

1. Teacher's Emotive Attitudinal Readiness

Find out the teacher's readiness to use digital technology can be seen from three aspects of readiness itself, the first is emotive attitudinal readiness which consists of 7 questions regarding the emotive attitudinal readiness aspect itself, then the results of the answers to these 7 questionnaires questions are analyzed based on data analysis from Purwanto (2008) to get results from the three senior high schools in Mamuju. The results can be seen in the table below.

Table 2. The result of the percentage of Emotive Attitudinal Readiness

School	Percentage	Categorize
SMAN 3 MAMUJU	96%	Very ready
SMAN 1 MAMUJU	87.25%	Very ready
SMAN 2 MAMUJU	78.2%	Very ready
Total	87.15%	Very ready

The percentage results in the Table 2 demonstrate this. that SMAN 3 Mamuju is the “most readiness” from SMAN 1 Mamuju and SMAN 2 Mamuju. where SMAN 3 Mamuju has a percentage of 96%, SMAN 1 Mamuju has a percentage of 87.25% and SMAN 2 Mamuju has a percentage of 78.2%. This has resulted that SMAN 3 Mamuju being most ready to teach English using digital technology from the emotive attitudinal readiness aspect.

2. Teacher's Cognitive Readiness

Knowing teachers' readiness to use digital technology as seen from the aspect of cognitive readiness, which consists of 8 questions regarding aspects of cognitive readiness itself, then the responses to the questionnaire's eight items were examined using data from Purwanto

(2008) to derive findings from three senior high schools in Indonesia. Mamuju. The results are listed in the table below.

Table 3. The result of the percentage of Cognitive Readiness

School	Percentage	Categorize
SMAN 3 MAMUJU	95%	Very ready
SMAN 1 MAMUJU	84.25%	Very ready
SMAN 2 MAMUJU	78.8%	Very ready
Total	86.01%	Very ready

The percentage results in the Table 3 show that SMAN 1 Mamuju is the most readiness among SMAN 2 Mamuju and SMAN 3 Mamuju. where SMAN 1 Mamuju has a percentage of 85.25%, SMAN 2 Mamuju has a percentage of 82.2% and SMAN 3 Mamuju has a percentage of 75%. This has resulted in SMAN 1 Mamuju being the best prepared to teach English using digital technology in terms of cognitive readiness aspect.

3. Teacher's Behavioral Readiness

Knowing teachers' readiness to use digital technology is seen from the behavioral readiness aspect, which consists of 6 questions regarding the cognitive readiness aspect itself, and then the responses to the six questionnaire items were examined using data from Purwanto (2008) to obtain results from three Indonesian high schools. Mamuju. The results are listed in the table below.

Table 4. The result of the percentage Behavioral Readiness

School	Percentage	Categorize
SMAN 1 MAMUJU	85.25%	Very ready
SMAN 2 MAMUJU	82.2%	Very ready
SMAN 3 MAMUJU	75%	Ready
Total	80.81%	Very ready

From the Table 4, it can be seen from the percentage results that SMAN 3 Mamuju is the most readiness among SMAN 2 Mamuju and SMAN 3 Mamuju. where SMAN 3 Mamuju has a percentage of 95%, SMAN 1 Mamuju has a percentage of 84.25% and SMAN 2 Mamuju has a percentage of 78.8%. This causes SMAN 3 Mamuju to be the most prepared to teach English using digital technology in terms of behavioral readiness aspect.

4. Benefits of Using Digital Technology

The researchers discovered the following benefits of using digital According to the findings of the interviews, technology in English education may help students by (a) supporting them in the learning process, (b) pique students' interest in embracing learning via digital technology, and (c) making it simpler to develop teaching materials.

a. Helping students in the learning process

The first is to use digital technology to support and facilitate students in their learning process, so students are easier and more understanding in receiving the material provided because with this technology, students are easier to understand the material provided, and students are, of course, easier to understand. A laptop or an android is widely used here to obtain the information they are looking for, particularly for their schoolwork.

b. Attracting students' interest in accepting learning using digital technology

According to the findings of the interviews, instructors believe that digital technology increases students' interest in the learning process, whereas, with technology, teachers may create their own content, such as utilizing power points, and explain the information to students using PowerPoint. They have so that students are not monotonous just focusing or using books the package they have but can use digital technology by making teaching materials as attractive as possible so that students are also interested and easier to understand the material provided, so students will also be motivated in the learning process.

c. Being easier to develop the methods of teaching materials

Based on the results of existing interviews with digital technology, teachers find it more helpful in conveying their teaching methods because they can make teaching materials with technology such as using applications on android or laptops so that teachers are also easier to convey their teaching materials to students, and Also, of course, they are more organized in delivering their teaching materials to students.

Digital technology not only helps teachers but also helps students in their learning so that this technology can make it easier for teachers their teach and also in developing their teaching methods and materials in the classroom, especially in teaching English.

DISCUSSIONS

1. Teachers' emotive attitudinal readiness

Based on the findings of the data computed from the three high schools in Mamuju, it was discovered that SMAN 3 Mamuju was the "most readiness" among SMAN 1 Mamuju and SMAN 2 Mamuju in terms of emotive attitudinal readiness aspect. SMAN 3 Mamuju has a percentage of 96%, as evidenced by the willingness of instructors at SMAN 3 Mamuju to use digital technology. The teacher would be said to be ready according to the emotive attitudinal aspect of their readiness if they also have insight and skills in using technology, they have so that it will certainly make it easier for them to run the technology they have as can be seen here where Emotion awareness, the capacity to use and comprehend emotion-related terminology, and understanding of facial expressions and the events that trigger them are all components of social-emotional learning.

The teacher readiness teaching process, as defined by cantieni, petko, and prasse (2018), can also be thought of as a teacher's teaching condition.

This syndrome might present itself in the teacher's physical and mental state. Based on the research by lin Muthmainnah (2016), the readiness of classroom instructors in using information and communication technology media in South Jakarta is in a good category. Understanding, computer skills, and the availability of ICT media as classroom facilities all contribute to this. So that the usage and application of various media in learning is successful. So, it is vital to have abilities that a teacher must possess, particularly in terms of their emotive attitudinal readiness. Therefore, why SMAN 3 Mamuju has the most readiness compared to SMAN 1 Mamuju and SMAN 2 Mamuju according to the aspect of emotional readiness itself.

2. Teachers' cognitive readiness

Based on the researcher's findings in addressing the cognitive readiness factor, it can be seen that SMAN 1 Mamuju showed the "most readiness" among SMAN 2 Mamuju and SMAN 3 Mamuju with the result of 85.25% This is determined by their cognitive readiness.

According to the findings, cognitive abilities contribute to critical thinking in a teacher, which is also extremely necessary for a teacher to have; moreover, this cognitive preparedness must make a link between the work completed and the reality on the ground. In this cognitive readiness, teachers are also required should be able to incorporate technology into their English language education and, of course, to use current technology

According to the researchers, teacher preparedness is the maturity of attitudes in instructors in reacting to everything that happens in order to meet wants or accomplish activity objectives, based on some of the characteristics listed above. Because of the continuous progress of technology, Teachers must be innovative in how They use technology in the classroom. To meet the needs of students and achieve more engaging learning goals. As a result, educators must prepare in terms of both knowledge and abilities.

As stated by Garzon Artacho (2020). This preparedness is derived from the teacher's understanding, mindset, and capacity to carry out teaching and learning activities from inside himself. Indicators of poor classroom learning quality are heavily impacted by a lack of teachers' readiness in terms of the four skills they should have. A teacher who is eager to learn in any situation can increase teacher quality. Meanwhile, well-prepared instructors will easily carry out the learning process, therefore they must also meet certain characteristics of their cognitive preparation. So why is SMAN 1 Mamuju the most readiness in terms of cognitive readiness compared to SMAN 2 Mamuju and SMAN 3 Mamuju.

3. Teachers' behavioral readiness

Based on the researcher's findings on the behavioral readiness aspect, the results were obtained where SMAN 3 Mamuju had the most prepared readiness with a percentage of 95% compared to SMAN 1 Mamuju and SMAN 2 Mamuju.

Based on these findings, instructors are well prepared to utilize digital technology in the behavioral preparedness component, where this element is connected to behavior and timing, particularly for a teacher based on the teacher's responsibilities. So far, so good. The majority of the researchers' responses indicated that they were at ease with using digital technology in their English instruction and that they could manage their time and arrange their activities. Behavioral preparation encompasses the ability to approach learning activities effectively, with focused attention and sustained engagement, as well as the ability to interact well with classmates and teachers, with cooperative initiative and appropriate aggression management (La Paro & Pianta, 2001).

Artacho Garzon (2020), the preparedness is derived from the teacher's understanding, mindset, and capacity to carry out teaching and learning activities from inside himself. Indicators of poor classroom learning quality are heavily impacted by a lack of teacher readiness in terms of the four skills they should have. A teacher who is eager to learn in any situation can

increase teacher quality. Meanwhile, well-prepared teachers would be able to carry out the learning process with ease. They put it into action by planning, executing, and assessing learning. The procedure is then proceeded by taking into consideration numerous aspects that the teacher deems significant.

As a result, this part of behavioral readiness is also required to be able to manage the teacher's time in order to reach goals in their learning and teaching. Therefore, SMAN 3 Mamuju shows the most readiness compared to SMAN 1 Mamuju and SMAN 2 Mamuju in this aspect of behavioral readiness.

4. Benefits of using digital technology in English language teaching

According to the conclusions of academics who conducted interviews regarding the advantages of digital technology in English instruction, researchers discovered three benefits, namely assisting students in learning, attracting students' interest in accepting learning, and making it easier for teachers, particularly English teachers, to develop teaching methods. Because students are taught the same topics, digital technology assists and facilitate them in the learning process. It also draws pupils to learning. It is more engaging and novel to employ digital technologies rather than merely textbooks. Sometimes students are more interested in new things, which might better drive them to study so that instructional materials are sent to pupils. When students use digital technology, it becomes more exciting and simpler for them to learn. Aside from that, the benefits of digital technology include the fact that ICTs (information and communication technologies) may help with teaching and learning in a variety of ways.

The researchers recognizes that when student autonomy rises, instructors feel that they should promote and support students' abilities to act and think freely. As a result, instructors are eager to include digital technology in their classroom instruction since it simplifies the learning and teaching process, particularly in English language instruction. Teachers should behave as facilitators and mentors for their student's learning, and this transformation will assist students in learning more successfully (Riasati, Allahyar, & Tan, 2012).

According to Gillespie (2006), promotes learners' collaboration in learning activities. It aids students in acquiring knowledge and interacting with resources such as movies. According to Rodinadze and Zarbazoia (2012), having easy access to technology benefits both students and teachers when learning course content. Technological advancements are critical in educating

Students should be able to use what they learn in any discipline to find jobs in the global economy. Technology improves learners' learning and acts as a feasible instructional technology that enables learning to take place.

CONCLUSIONS

The researchers draw the following conclusion based on the research findings and discussion from the prior chapter:

1. The emotive attitudinal readiness aspect shows that 87.15% are categorized as "very ready" in using digital technology in teaching English.
2. The cognitive readiness aspect shows that 80.81% are categorized as "very ready" in using digital technology in teaching English.
3. The behavioral readiness aspect shows that 86.01% are categorized as "very ready" in using digital technology in teaching English.
4. It is clear that the use of digital technology for English teachers at senior high schools in Mamuju is widely accepted and utilized by them. It facilitates their work. There are many new things that teachers can learn and develop through digital technology in the teaching process.

REFERENCES

- Angers, J., & Machtmes, K. (2005). An ethnographic case study of beliefs, contact factors, and practices of teachers integrating technology. *The Qualitative Repor*, 10(4), 771-794.
- Biesta, G. (2013). Receiving the gift of teaching: From learning from to being taught. *Stud. Philos. Educ*, 32, 449-461.
- Bilyalova, A. (2017). ICT in Teaching a foreign language in High School. *Procedia - Social and Behavioral Sciences*, 237(June 2016), 175-181.
- Bransford, J. D., Brown, A. L., & Cooking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. National Academy Press.
- Carlson, S., & Gadio, C.T. (2003). Teacher professional development in the use of technology. [Online]. *Technologies for Education*. Retrieved from www.TechKnowLogia.org.
- Cavas, B., Cavas, P., Karaoglan, B., & Kalsa, T. (2009). A study on science teachers' attitudes toward information and communication technologies in education. *The Turkish Online Journal of Educational Technology*, 8(2), 34-67.
- Champa, R.A., Rochsantiningsih, D., & Kristian, D. (2019). Teacher readiness indicators on ICT integration into their teaching. *BirLE - Journal*, 2(4), 195-203. doi: <https://doi.org/10.33258/birle.v2i4.508>
- Cutajar, Maria. (2019). Teaching using digital technologies: Transmission or Participation? *Education Science*, 2-13. doi:10.3390/music/9030226

- D'Silva, J.L., Rose, R.C., & Kumar, N. (2008). Teachers' readiness to use technology in the classroom: An Empirical Study. *European Journal of Scientific Research*, 21(4), 603-616. Retrieved from <http://www.eurojournals.com/ejsr.htm>
- Gourlay, L., & Oliver, M. (2018). *Student engagement in the Digital University*; Routledge.
- Hossain, M.A., Salam, M.A., Shilpi, F., & Officer, A.D. (2016). Readiness and challenges of using information and communications technology (ICT) in higher education in Bangladesh. *The online journal of New Horizons in Education*, 6(1), 123-132.
- Jenkins, H., Ito, M., & Boyd, D. (2016). *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, commerce, and politics, polity*.
- Jonassen, D. (1995). Supporting communities of learners with technology: A vision for integrating technology with learning in schools. *Educational Technology*, 35(4), 60-63.
- Krysa, R. (n.d.). Factors affecting the adoption and use of computer technology in schools. Retrieved from <http://www.usask.ca/education/krysa>
- Mehlinger, H. D., & Powers, S. M. (2002). *Technology and Teacher Education: A guide for educators and policymakers*. Houghton Mifflin company.
- Mehlinger, H.D., & Powers, S. M. (2000). *How people learn: Brain, mind, experience, and school*. National Academy Press.
- Mishra, P., & Koehler, M. J. (2008). Introducing technological pedagogical content knowledge. In annual meeting of the American Educational Research Association, 1-16.
- Nasruddin. (n.d.). The importance of using technology in English teaching and learning. STAIN Palopo.
- North Central Regional Educational Laboratory. (2002). *Breaking down the digital walls: Learning to teach in a post-modern world*. Educational Technology. Retrieved from www.ncrel.org/sdrs/areas/issues/methods/tecnogy/te1000.