EFL Apps Potential Unleashed: Enhancing Pre-service Teachers' Digital Literacy via Tech-Vlog

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Abstract. The aim of this research is to find out how effective English as a Foreign Language (EFL) technology video blogs are as a means of improving Digital Literacy (DL) before EFL services. This research uses sequential explanatory mixed methods, as well as a research design designed as survey and descriptive. Forty-three students in the English department of a state university in West Nusa Tenggara, Indonesia, took microteaching and technology-enhanced language learning (TELL) classes. Qualitative data was obtained from interviews and reflective journals, while quantitative data was obtained from digital literacy questionnaires. These results suggest that the technology video blog platform had a positive effect on participants' confidence in incorporating technology into their future classrooms. Participants reported that they had better skills in choosing the right apps, creating interactive activities, and encouraging students to become more digitally literate. This research found that technology video blog platforms are a promising tool for improving EFL pre-service teachers' digital literacy. These results emphasize how important it is to combine reflective practice and experiential learning to help pre-service teachers use EFL teaching applications effectively. These results will have an impact on teacher education programs because they will help future educators acquire the digital skills necessary to thrive in a technologically driven educational environment.

Keywords: Digital literacy, EFL, Pre-service teachers, Technology, Vlog

Introduction

The teaching of English as a Foreign Language (EFL) has undergone major developments in response to emerging educational trends during the twenty-first century. Digital applications and tools have become an important part of modern language teaching due to the rapid advancement of technology. These tools and applications enable interactive and engaging learning experiences (Kumi-Yeboah et al., 2020). Therefore, digital literacy has become an important skill for EFL teachers in the digital era. Digital literacy includes the ability to critically assess, morally use, and find ways to use various digital tools and resources (Tang & Chaw, 2016). To create a dynamic learning environment that is aligned with the expectations and demands of 21st century education, EFL teachers must have these skills (Kumi-Yeboah et al., 2020).

For pre-service teachers aspiring to become successful EFL educators, it is vital to equip themselves with sufficient digital literacy skills during their teacher education programs (Muslimin et al., 2022). By developing these skills, pre-service teachers can unlock the potential of EFL teaching applications, enabling them to enhance their teaching strategies, engage students effectively, and promote language acquisition in the digital era (Muslimin et al., 2023).

The digital literacy skills possessed by EFL pre-service teachers have a profound impact on their teaching success and students' learning satisfaction (Li & Yu, 2022). A higher level of digital literacy empowers pre-service teachers to confidently navigate digital tools, adapt instructional materials to digital platforms, and design interactive activities that cater to the diverse needs of their students. Consequently, this leads to heightened student engagement, improved learning outcomes, and increased satisfaction in the EFL classroom (Muslimin et al., 2023).

Previous research in the same field has focused on the general development of digital literacy among EFL teachers, often via traditional training workshops or online courses (Falloon, 2020; Spante et al., 2018). However, there are significant limitations in the literature since this study has not extensively explored the specific relationship between digital literacy and the use of EFL teaching applications. This study aims to address this gap by investigating the impact of technology vlogging practices on the development of pre-service teachers' digital literacy, particularly in their ability to effectively use EFL teaching applications. By using visual and interactive media, this study suggests a new way to deal with teachers who haven't had much experience with teaching English as a second language (EFL) and help them get the most out of their ability to use EFL in their teaching methods. Therefore, this research contributes to this field by offering valuable insights into the specific relationship between digital literacy and the implementation of EFL teaching, which has been a limitation in previous research.

Theoretical Framework
Digital Literacy

Digital literacy encompasses the capacity to proficiently and discerningly interact with digital technologies, tools, and resources for diverse objectives, such as communication, information retrieval, production, and problem-solving (Tang & Chaw, 2016). It includes a variety of abilities and qualifications that allow people to effectively explore, assess, generate, and ethically use digital material in an ever more digitalized society.

Different dimensions may be used to classify the components of digital literacy. One aspect pertains to technical aptitude, encompassing mastery in utilizing hardware gadgets, software programs, and web platforms. Information literacy encompasses the capacity to proficiently look for, assess, and scrutinize information, guaranteeing its authenticity and pertinence. Furthermore, digital literacy encompasses the essential abilities of critical thinking and problem-solving, which empower people to analyze and comprehend digital material, evaluate its credibility, and use it in diverse situations.

Furthermore, digital literacy includes proficiencies in communication, cooperation, digital citizenship, and data literacy. These proficiencies require comprehending concepts like privacy, security, and ethical concerns in the digital domain (Fraillon et al., 2020).Within the realm of pre-service teachers specializing in English as a Foreign Language (EFL), possessing digital literacy skills is of utmost significance. In order to successfully incorporate technology into their teaching methods and satisfy the requirements of modern education, EFL teachers must acquire digital literacy abilities (Su, 2023). EFL pre-service teachers may use digital literacy to effectively utilize a range of digital technologies, apps, and resources in order to improve language teaching, involve students, and provide genuine language learning experiences (Eryansyah et al., 2020). It enables educators to modify conventional teaching techniques and investigate inventive pedagogical strategies that encourage learner-focused and interactive learning settings (Herodotou et al., 2019). In addition, digital literacy provides EFL pre-service teachers with the capacity to analyze and choose suitable teaching resources, use online platforms for language evaluation and feedback, and promote digital citizenship skills among their students (Fraillon et al., 2020).By cultivating their proficiency in digital literacy, pre-service teachers of English as a Foreign Language (EFL) may adeptly traverse the digital realm, harness the full capabilities of technology-

driven language learning, and proficiently equip their students to tackle the complexities and possibilities of the digital era.

Tech-Vlog

A video blog, sometimes referred to as a vlog, is a kind of digital media in which people produce and distribute video material on the internet. Vlogs often include a blend of recorded film, narration, and images, enabling people to express themselves, share experiences, give information, or amuse their audience (Chamberlain, 2010). Vlogs have been more popular in recent years owing to their easy accessibility and participatory characteristics, offering a forum for individuals to express themselves, tell stories, and share information.

Vlogs are a helpful tool in the area of English as a Foreign Language (EFL) study. They assist in language acquisition and help learners get accustomed to technology. Vlogs provide a multimodal method for language acquisition by integrating visual and aural components, which may improve understanding, involvement, and drive (Combe & Codreanu, 2016). Vlogs provide EFL learners with the opportunity to see and hear genuine language use, including pronunciation, intonation, and cultural settings. This exposure may significantly enhance their language proficiency and growth (A, 2019).

Moreover, vlogs may provide EFL learners with the chance to actively interact with technology. Learners enhance their digital literacy abilities, including video editing, content production, and online communication, by creating and distributing their own vlogs (Huang, 2021). This technique enables learners to engage in language skill practice within a purposeful and genuine setting as they strategize, write, and present their material using technological resources. Vlogs further promote student autonomy and creativity by empowering learners to assume responsibility for their own learning process (Kashefian-Naeeini & Kouhpeyma, 2020). Users have the ability to record their language acquisition process, contemplate their advancements, and get evaluations from both classmates and teachers. Furthermore, vlogs may function as a collaborative instrument, facilitating learners to participate in peer-to-peer communication, exchange ideas, and provide constructive criticism, therefore fostering a supportive learning community (Combe & Codreanu, 2016).

To summarize, vlogs provide a dynamic and captivating platform for English as a Foreign Language (EFL) learners to enhance their language proficiency, cultivate digital literacy, and encourage independent learning. By integrating vlogs into English as a Foreign Language (EFL) teaching, teachers may use technology to create interactive learning opportunities that specifically address the needs and interests of EFL learners.

Materials and Method

Research Design

This study aims to examine the effectiveness of English as a Foreign Language (EFL) technology vlogs (tech-vlogs) in improving the digital skills of pre-service EFL teachers. Therefore, this study used a mixed-method explanatory sequential approach, using both survey and descriptive qualitative research methodologies. Creswell (2016) states that surveys are a suitable research methodology for quickly gathering data from a large sample size and investigating participants' opinions, attitudes, or experiences on a particular subject. The researchers can rapidly and successfully gather quantitative data from a large number of pre-service teachers by using a survey methodology. Surveys provide the gathering of standardized data, which enables researchers to assess and compare participants' levels of digital literacy, their familiarity with EFL teaching tools, and their impressions of the efficiency of the tech-vlog platform in improving their digital literacy abilities. In order to bolster the quantitative results, a descriptive-qualitative design was used.

A descriptive qualitative design allows for an in-depth exploration and understanding of participants' experiences, perceptions, and behaviors (Creswell, 2016). By employing this design, the research aims to gather rich and detailed data about the participants' digital

literacy development through the utilization of a tech-vlog platform. Henceforth, obtaining both quantitative and qualitative data would provide better comprehensions toward this research issue.

Participants

The participants in this study consist of forty-three students who were enrolled in both microteaching and technology-enhanced language learning (TELL) classes at an English Department of a public university in West Nusa Tenggara province, Indonesia. However, there were seven participants were selected based on their active engagement in TELL classes to join the interview, which focus on incorporating technology tools and applications into language teaching. The inclusion of these participants ensures that the study captures insights and experiences relevant to the research topic.

Instruments

The research instruments used in this study include digital literacy questionnaire, interviews and reflective journals. The digital literacy questionnaire which was developed based on digital literacy assessment framework developed by Carretero, Vuorikari and Punie in Laanpere (2019) comprised three dimensions namely knowledge, performance, and reflection. The questionnaire applied Likert-scales with the range of 1-5 (1 - Not proficient, 2 - Somewhat proficient, 3 - Moderately proficient, 4 - Very proficient, 5 - Highly proficient). The interviews guideline was also developed in line with the digital literacy questionnaire with the aim to gather in-depth qualitative data related to their digital tools and technology familiarity, their confidence to utilize digital technology, their experiences in tech-vlog, their perceptions on how tech-vlog influenced their digital literacy, and their perception on tech-vlog potentials to enhance their future teaching. The reflective journals serve as a means for participants to document their reflections, insights, and progress throughout the study. The development of the interview questions and journal prompts was guided by the research objectives and the specific aspects of digital literacy and tech-vlog utilization relevant to the study. The samples of the participants tech-vlog are portrayed in Figure 1.
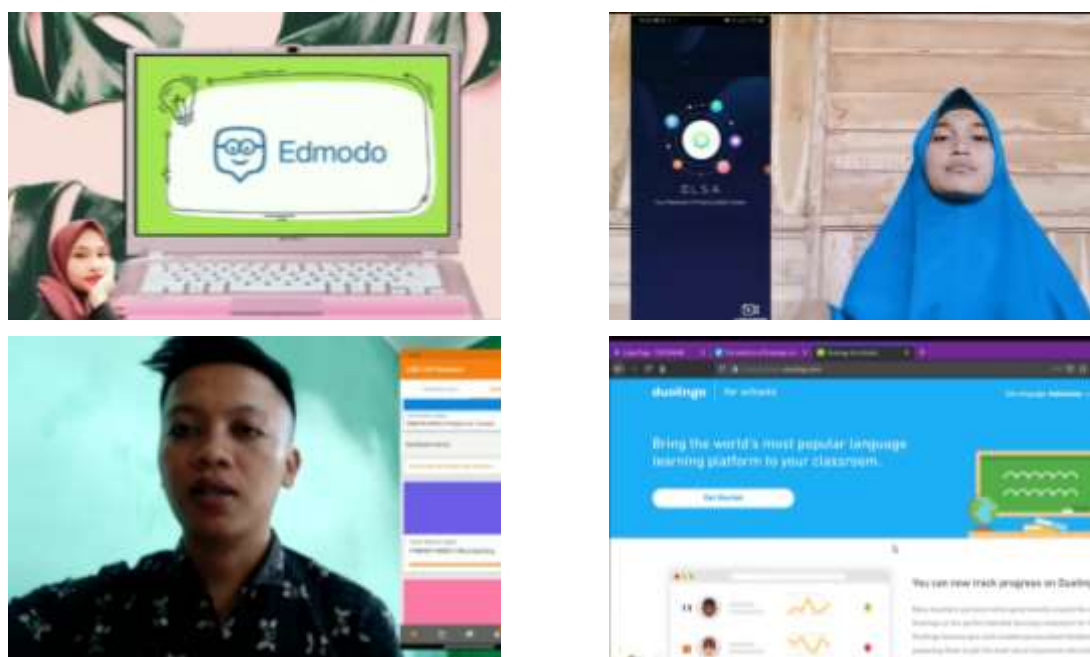

Figure 1.
The samples of tech-vlogs

Data Analysis

The quantitative data were analyzed using SPSS version 24 descriptively. To analyze the level of the participants' digital literacy (DL), the following scores leveling was applied (see Table 1).

Table 1.
The digital literacy scores level upon the administration of the questionnaire

DL Scores	DL Level
1.00-1.80	Not proficient
1.81-2.60	Somewhat proficient
2.61-3.40	Moderately proficient
3.41-4.20	Very proficient
4.21-5.00	Highly proficient

Then, the data gathered from the interviews and reflective journals were analyzed using thematic analysis. Thematic analysis involves identifying patterns, themes, and categories within the data to uncover meaningful insights and draw conclusions (Braun & Clarke, 2006). The analysis process involved several steps, including data familiarization, coding, theme development, and interpretation. By analyzing the data, the study aims to identify common themes and patterns that emerge regarding the enhancement of pre-service teachers' digital literacy through the tech-vlog platform. Finally, all the data were triangulated and synchronized to grasp the comprehensive understanding of the research issue.

Results and Discussion
Results

The findings of this study are presented following the nature of this research method which collect the quantitative data prior to the qualitative. Henceforth, the findings comprise subthemes including the survey results, the participants' responses in the interview, and the participants' reflective journals.

The survey results on the EFL pre-service teachers' digital literacy survey prior the tech-vlog project

The administrations of digital literacy questionnaire were conducted twice, prior and after the treatment of tech-vlog project. The prior administration was conducted to comprehend the participants initial DL level. The result of the initial survey is described in Figure 2.
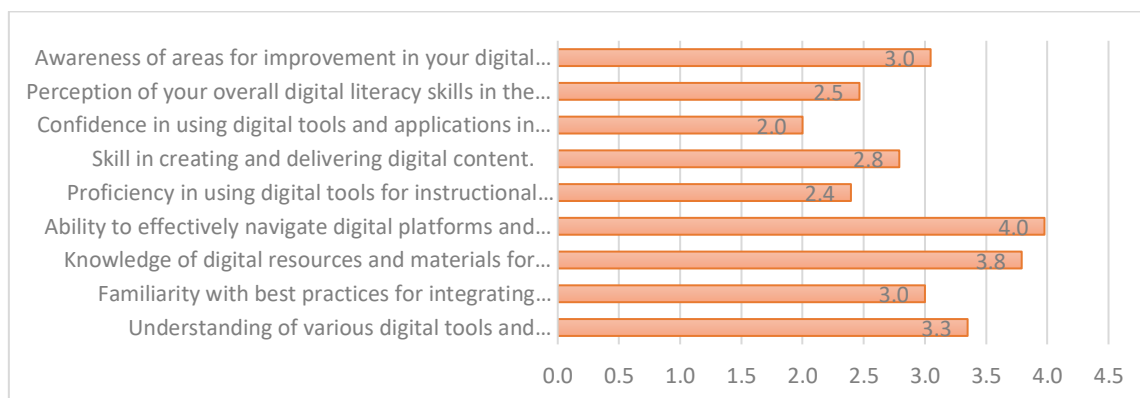

Figure 2.
The participants DL level based on questionnaire items

Figure 2 shows that two items discussing the participants' knowledge of technology and ability to navigate the digital platforms were in 'Very proficient' level. Four items about understanding various tools to support EFL teaching, the participants' familiarity to integrate technology for teaching, the skills to present digital content, and the awareness to improve their digital literacy were in 'Moderate proficiency' level. Then, two unsatisfactory results were shown by three items discussing the participants' skill to use digital tools for instructional purpose, the participants' confidence in using technology in EFL teaching and the perception of the participants' overall DL.

The survey results on the EFL pre-service teachers' digital literacy survey after the tech-vlog project.

The DL questionnaire was also administered after the tech-vlog project for knowing the progress of the participants' DL in the post tech-vlog project. The results of the post survey is presented in Figure 3.
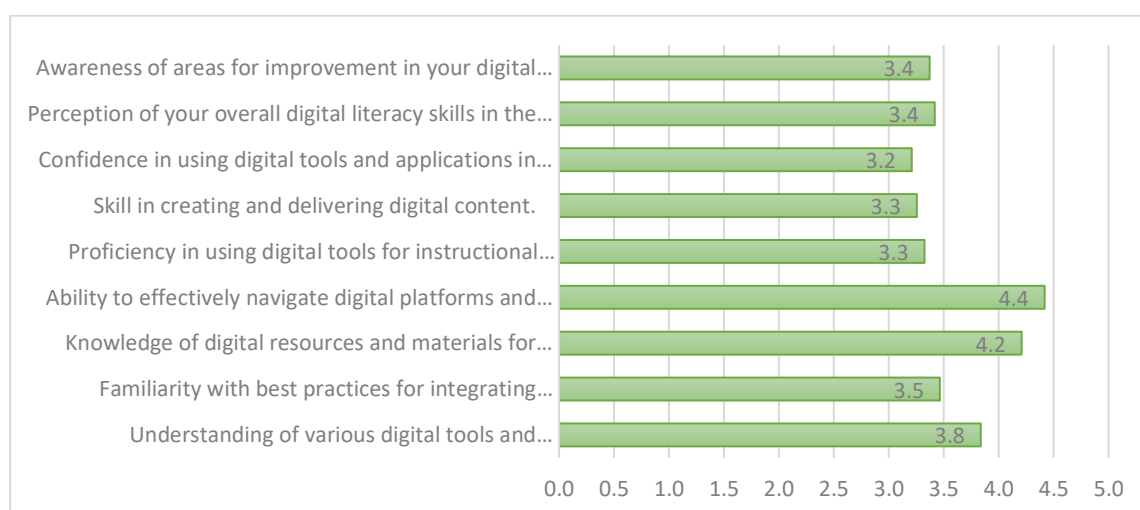

Figure 3.
The participants DL level based on questionnaire items

Figure 3 explains that the majority of the participants DL levels were increased due to the application of Tech-Vlog project. However, one items about the participants skill in creating and delivering digital content was still in the same level ('Moderately proficiency'). Then, two items which discuss the participants' knowledge of digital resources for language learning and the participants' ability to navigate the apps reached 'Highly proficiency' level.

The EFL pre-service teachers' interview responses toward tech-vlog project implementation

Following the administration of DL questionnaire, the participants who were willing to join the interview were asked five open-ended questions focusing on some themes. The themes are the participants' digital tools and technology familiarity, confidence to utilize digital technology, experiences in tech-vlog, perceptions on how tech-vlog influenced their digital literacy, and perception on tech-vlog potentials to enhance their future teaching. Then, the participants responses are presented thematically

Digital tools and technology familiarity

P1: "Before the training, my teaching pedagogy mainly focused on traditional methods such as textbook-based lessons and classroom activities. My familiarity with digital tools and applications was limited, and I had little experience incorporating technology into my lessons. However, after creating technology vlogs, my digital literacy skills improved

significantly. I gained a deeper understanding of how to integrate digital tools to enhance EFL learning and engage my students."

P3: "In the past, I had some experience in using digital tools and applications. However, my familiarity was mostly limited to basic software like word processors and presentation tools. After finishing vlog project, my knowledge and skills expanded. I learned how to utilize a wider range of digital tools and applications specifically designed for EFL teaching, which has allowed me to create more interactive and engaging lessons for my students."

Confidence to utilize digital technology

P1: "Before attending TELL class, I felt somewhat comfortable using digital tools and applications for EFL instruction, but my confidence was limited. I had a basic understanding of some tools, but I wasn't fully aware of their potential in enhancing language learning. However, did technology vlog project, my comfort level and confidence significantly increased. I gained practical skills and knowledge that have empowered me to effectively utilize digital tools and applications in my EFL instruction."

P6: "Previously, I thought I had a moderate level of comfort and confidence in utilizing digital tools and applications for EFL instruction. I had some experience integrating technology into my lessons since I taught online course during the Pandemic Covid-19, but there were still areas where I felt unsure such as applying technology only to avoid students' boredom. But, after joining TELL class, my comfort and confidence have grown. I now have a better grasp of different technologies and their applications in EFL instruction, allowing me to deliver more engaging and interactive lessons."

Experiences in tech-vlog

P4: "In general, my experience with producing a technology video blog was really favorable. It provided me with the opportunity to thoroughly investigate a particular technology and examine its possibilities for teaching English as a Foreign Language (EFL). An obstacle I encountered was striking the appropriate equilibrium between delivering a thorough instructional guide and ensuring the movie remains captivating. Nevertheless, the advantages justified the effort. The technology video blog augmented my proficiency in digital literacy, boosted my aptitude for delivering presentations, and furnished me with a vital asset that I may utilize in my forthcoming English as a Foreign Language (EFL) instruction."

P7: "Producing a technological video blog as a component of this investigation proved to be a really beneficial educational endeavor for me. The task compelled me to do extensive study and have a comprehensive understanding of a particular technology in order to articulate its advantages for teaching English as a Foreign Language (EFL). An obstacle I had was structuring the text in a manner that was both coherent and comprehensible for the audience. Throughout the manufacturing process, I had difficulties effectively managing the internet connection required for online uploads. Nevertheless, the advantages were substantial. The tech vlog enabled me to demonstrate my ingenuity, improved my ability to communicate effectively, and furnished me with a practical instrument to present internet resources to my prospective English as a Foreign Language (EFL) students.

Perceptions on how tech-vlog influenced their digital literacy

P3: The tech-vlog project has significantly impacted my digital literacy abilities, particularly in the context of EFL teaching and learning applications. By creating tutorial videos, I had to thoroughly research and understand different digital tools, which expanded my knowledge and confidence in using them. Additionally, explaining these tools in the vlog helped me develop a deeper understanding of their functionalities and how they can support language learning."

P5: "The tech-vlog project has been instrumental in enhancing my digital literacy skills, particularly in the context of EFL teaching and learning applications. By creating vlogs showcasing different tools, I had to explore and experiment with a variety of digital resources. This process improved my ability to navigate and utilize EFL-specific applications effectively, expanding my digital skill set and equipping me with valuable tools for future teaching endeavors."

Perception on tech-vlog potentials to enhance their future teaching

P1: "In my perspective, EFL teaching and learning applications have immense potential in enhancing language instruction. As I demonstrated in my Cake application Tech-Vlog, such apps provide interactive and engaging ways to practice language skills. They offer personalized learning experiences, immediate feedback, and a wide range of language activities that cater to different proficiency levels. Incorporating these applications in the classroom can create a more dynamic and student-centered environment, promoting active language learning."

P2: "From my experience creating a Duolingo Tech-Vlog, I strongly believe that EFL teaching and learning applications have great potential in enhancing language instruction. These apps provide a gamified approach to language learning, making it fun and motivating for students. Duolingo, for example, offers bite-sized lessons, progress tracking, and a variety of interactive exercises. It can be used both inside and outside the classroom to supplement language instruction and provide additional practice opportunities."

P3: "Based on my exploration of Kahoot through my tech-vlog, I see tremendous potential for EFL teaching and learning applications in enhancing language instruction. Kahoot allows for interactive quizzes and game-based learning experiences, which can engage students and promote active participation. It encourages friendly competition and fosters a positive learning environment. Using such applications in the classroom can boost student engagement, improve retention of language knowledge, and provide immediate feedback to monitor student progress."

All participants responded positively toward the implementation of Tech-Vlog project to enhance their DL. The participants experienced higher familiarity with the technologies which they chose for Tech-Vlog project and confidence to apply the technology to support their future teaching for their better technology comprehension after finishing the project. Nevertheless, some participants i.e., P3 and P5 found Tech-Vlog project was challenging due to finding more suitable technology with their interest and teaching topic. In addition, P4 and P7 said that managing the content and the videographic for the vlog need more efforts especially when the facilities i.e., internet connection was unsupportive.

The EFL pre-service teachers' reflections toward tech-vlog project portrayed in the reflective journal

The participants' responses on the effect of Tech-Vlog project implementation to their DL can also be grabbed from their reflective journals. After gathering the seven participants' reflective journals, the data are presented as the following.

P1 Reflective Journal:

"Creating a tech-vlog on the Cake application was a valuable experience for me. It allowed me to explore the features and functionalities of the app in detail and understand how it can be effectively used in EFL teaching. Through this process, I not only improved my digital literacy skills but also gained a deeper understanding of the potential of technology in language instruction. I successfully maneuvered through the app with confidence and produced captivating teaching videos that have the potential to enhance the English language proficiency of my prospective students.

P2 Reflective Journal:

"Creating a technology-focused video blog about the Duolingo application provided me with a profound and enlightening experience." Having prior acquaintance with the app, I believed I had comprehensive knowledge of it. Nevertheless, throughout the vlog creation process, I discovered several concealed functionalities and tactics that I had not before investigated. This experience not only strengthened my proficiency in using digital technology but also deepened my comprehension of how Duolingo can be seamlessly incorporated into English as a Foreign Language (EFL) teaching. I am now more confident in using Duolingo as a means of bolstering the language acquisition process for my prospective students.

P3 Reflective Journal:

"Creating a tech vlog about the Kahoot app was a gratifying experience." It enabled me to explore the many functionalities and potential of this interactive educational platform in more depth. While exploring Kahoot, I discovered novel methods to captivate students and enhance the pleasure of language acquisition. This training really enhanced my proficiency in digital literacy, specifically in the creation of captivating and interactive material. I am enthusiastic about integrating Kahoot into my future English as a Foreign Language (EFL) instruction to cultivate a vibrant and participatory learning atmosphere.

P4 Reflective Journal:

"Producing a technology-focused video blog on the Learning Management System (LMS) proved to be a highly beneficial educational endeavor for me." The course gave me a thorough comprehension of how to efficiently navigate and use an LMS in EFL training. During this process, I improved my digital literacy abilities in managing online material, developing assessments, and conducting online conversations. The experience enabled me to investigate the capabilities of LMS in structuring course content, delivering feedback, and fostering contact with students. I now possess more proficiency in employing Learning Management System (LMS) platforms to augment my future English as a Foreign Language (EFL) teaching methodologies.

P5 Reflective Journal:

Creating a technology-focused video blog on the 'Belajar Bahasa Inggris' application provided me with valuable insights. While I had a basic understanding of the software before, doing the vlog allowed me to further examine its functionalities. This encounter bolstered my proficiency in digital literacy, as I acquired more expertise in maneuvering around the application and discerning its capabilities and constraints. By means of the vlog, I showcased the app's interactive workouts, vocabulary courses, and pronunciation capabilities. Now, I am more proficient in using the 'Belajar Bahasa Inggris' application to enhance the language acquisition of my prospective English as a Foreign Language (EFL) students.

P6 Reflective Journal:

"The process of producing a technology-focused video blog on the Elsa Speak application proved to be extremely advantageous for me." As a prospective teacher, my prior experience with the app was limited. However, by engaging in the vlogging process, I acquired a more profound comprehension of its attributes and capabilities. This experience greatly enhanced my proficiency in digital literacy, specifically in the use of voice recognition technologies for the purpose of improving pronunciation. I am now more certain about using the Elsa Speak application in my English as a Foreign Language (EFL) instruction to enhance students' oral proficiency and attain fluency in the English language.

P7 Reflective Journal:

"Producing a technology-focused video blog on the Edmodo platform was a highly enlightening experience for me." I was able to examine the several functionalities and capacities of Edmodo within the framework of teaching English as a Foreign Language. Through this process, I enhanced my digital literacy skills, particularly in terms of managing online classrooms, assigning tasks, and providing feedback to students. The experience helped me understand the potential of Edmodo."

Discussion

The rapid development of digital technology has influenced many sectors in human life, including English language education. Therefore, the nuance of 21st century education paradigm which also emphasizes the importance of possessing Digital Literacy (DL) skill has flourished recently (Geng et al., 2022; Tang & Chaw, 2016). In the context of Indonesia, the education of English language is considered as English as Foreign Language (EFL), which it also should be assisted with the enough DL level of its academician, including the EFL teachers. Henceforth, EFL teachers should adapt to this trend by grasping sufficient technological knowledge to support their teaching and better teaching outcomes (Muslimin et al., 2023).

The success of the future EFL teaching in Indonesia is not only supported by the EFL in-service Teachers' DL, but preparing the EFL pre-service teachers' DL can leverage the future outcomes (Falloon, 2020). By inhibiting the DL proficiency to the pre-service teachers, they possess ability to plan more engaging, meaningful, interactive, and motivating EFL teaching activities (Kumi-Yeboah et al., 2020). Moreover, the class that they design not only provide EFL learners' language learning experience i.e., language skills and contents, but also introducing the rapid growth of technologies which may be useful for the learners' future (Li & Yu, 2022).

Reviewing the findings of this study, the participants who joined the microteaching and TELL classes experienced the benefits of both learning the language and the professional skills namely teaching pedagogy in microteaching class and technology application in TELL class (Combe & Codreanu, 2016; Falloon, 2020; Huang, 2021; Kashefian-Naeeini & Kouhpeyma, 2020; Muslimin et al., 2022). They admitted that the Tech-Vlog project successfully leveraged their DL. The project directed the participants to enhance the three dimensions of DL, namely knowledge, performance, and reflection (Laanpere, 2019). During the project, the participants encouraged themselves to comprehend all features of technology that they chose for the project. Sometimes, they also should try it earlier in order to test their technology comprehension. They also should prepare themselves with any possible questions that may appear due to their explanation of technology presented in vlog (Kashefian-Naeeini & Kouhpeyma, 2020). Therefore, relevant with the survey, interview, and reflective journal data, all participants had increasing knowledge of DL specially to support EFL teaching (see Figure 2 & Figure 3).

Upon the implementation of Tech-Vlog project, the participants' performance to apply digital technology to support future teaching was also increased as shown by the quantitative data average and the qualitative data triangulation. However, the level of questionnaire item about the participants' ability to deliver digital content was similar (Moderately proficiency). It did not mean that the Tech-Vlog project did not affect the participants' DL level since there was increasing scores for this item (from 2.8 into 3.3, see Figure 2 & 3) though both were in the same level category. Then, Tech-Vlog project can help EFL pre-service teachers to increase their DL both as EFL community or autonomously. In EFL community, this project addressed participants to help each other during the vlog development in the classroom (Combe & Codreanu, 2016). Outside the class period, the participants train their technological skill autonomously to finish the project (see the findings about participants' experience in Tech-Vlog) (Kashefian-Naeeini & Kouhpeyma, 2020). The participants thought critically to solve the technical problems they encountered. Moreover, most of them were

satisfied with their DL performance as shown by their eagerness to show their vlogs to their classmates in the classroom.

After the implementation of Tech-Vlog, the participants admitted that this project gave them many benefits including the increasing of their technological knowledge, practices, and perceptions as the capital to support their future career as EFL teachers (Su, 2023). The participants' mastery on a certain technology that they had presented in vlog increased their confidence to apply it in their future teaching. The participants also put themselves as imagery students that they would teach with the chosen technology for vlog (Fidan & Debbag, 2018). They reflected their EFL learning experiences with the suitability of features in the chosen technology. This pedagogy experience increased the participants' awareness of preparing better teaching scenario for better EFL teaching outcome (Eryansyah et al., 2020; Herodotou et al., 2019). Finally, in the context of EFL learning community, the participants' experienced faster technological knowledge transfer since all participants shared their Tech-Vlog to each other. So, this project became the catalyst as mean to speed the DL enhancement of EFL pre-service teachers.

Conclusion

The purpose of this study is to examine the effectiveness of English as a Foreign Language (EFL) technology vlog (tech-vlog) as a technique to improve EFL pre-service Digital Literacy (DL). Based on the findings, the implementation of tech-vlog project successfully increased the EFL preservice teachers' DL. It was proven by the increasing scores of participants' responses in the survey and the positive responses in the interview and reflective journal. Hence, this study provides theoretical and practical implications. Theoretically, this study enriches the understanding of DL in the context EFL teaching for pre-service teachers. It also robust knowledge of activity to enhance DL. Practically, it opens insight to imitate similar procedures of Tech-Vlog project to attaint better DL and it provides sample of research procedures of the similar topic. Nevertheless, this study gathered from limited number of participants that requires more exploration with more subjects in the future study.

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