

ABSTRACT

Anggyana, Arнета (2025) English Pre-Service Teachers' Perceptions of Designing E-Worksheets as Learning Media for EYL Listening Lessons.

This research investigates pre-service teachers' perceptions and challenges in designing listening e-worksheets for young learners. The study is grounded in the growing demand for technology-enhanced learning and the need for developmentally appropriate listening materials in early English education. The research aims to identify the considerations pre-service teachers use when selecting digital platforms, explore their perceptions toward designing listening e-worksheets, and examine the pedagogical and technological challenges they encounter during the design process.

This study employed a descriptive qualitative method involving three data collection techniques: questionnaires, semi-structured interviews, and document analysis of the participants' e-worksheets. The participants were pre-service teachers enrolled in an English Education program who had experience designing digital worksheets during their coursework. The combination of these instruments allowed the researcher to gain a comprehensive understanding of both their conceptual knowledge and practical skills in developing listening materials.

The results show that pre-service teachers generally hold positive perceptions toward designing listening e-worksheets and value platforms that offer simplicity, accessibility, and multimodal features such as audio, images, and interactivity. They recognize the importance of clear learning objectives, comprehensible input, scaffolding, and child-friendly design in supporting young learners' listening development. However, the findings also indicate significant challenges, including determining appropriate audio difficulty, applying complete listening stages, providing consistent scaffolding, integrating technology with pedagogy (TPACK), and adapting tasks to young learners' characteristics. Document analysis further revealed that many worksheets relied heavily on bottom-up skills and lacked contextualized input, authentic listening materials, and full pedagogical sequencing.

In conclusion, the study highlights a gap between pre-service teachers' theoretical understanding and their practical implementation of listening e-worksheet design. While they recognize essential TEYL and listening pedagogy principles, they require more hands-on training, stronger pedagogical modeling, and guided practice to integrate these principles effectively into digital materials. It is recommended that teacher education programs provide structured workshops, explicit TPACK-oriented instruction, and opportunities for iterative design and feedback to enhance pre-service teachers' technological and pedagogical competence in creating effective digital listening resources for young learners.

Keywords: E-worksheets, listening, English for Young Learners (EYL), pre-service teachers, material design, TPACK, digital learning.