

Exploring TPACK Literacy among Early Career English Teachers in Bangladesh

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Abstract

This study uses mixed methods to examine TPACK literacy among early-career English teachers in Bangladesh. It focuses on their readiness to use technology in teaching. Findings show varied levels of TPACK skills, with gaps in technology use. The study recommends improving teacher training through digital literacy, practical experience, and Continuous Professional Development (CPD) to support effective technology-based teaching.

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