

Exploring The Readiness of Pre-Service Teachers Towards the Use of Smartphones During the Internship Stage

Lhoussine Qasserras

CRMEF Rabat, Morocco

Abstract

The study assessed change readiness for the adoption of smartphones in teaching among pre-service teachers of English during the internship stage. Nineteen teachers were selected randomly from CRMEF of Rabat (Regional Center of Education and Training Professions). The study evaluated the teacher trainees' willingness to integrate smartphones as educational devices with regard to their individual concerns and individual attributes. The study used a qualitative analysis by conducting online interviews with all the 19 participants. The results show that trainees' discernments regarding the integration of mobile phone technology were related to their types of concerns and level of smartphone proficiency. The results indicate that personal and institutional concerns such as age, years of teaching experience and school regulations significantly affected the trainees' readiness to integrate smart phones in the classroom during the practicum stage.

Keywords: Smartphones, readiness, teaching, pre-service teachers, concerns