

APPENDICES

Appendix 1

Date :

Time :

Tick (✓) each item in the column represents your observation.

Aspect/ stages	No	Observation items	Yes	No	Description
Access	1.	Teachers can access digital resources (e.g. YouTube, EFL/ESL websites) in the classroom using devices such as laptops, projectors, or the internet			
	2.	Teacher uses teaching materials from EFL/ESL websites in the lesson (e.g. worksheets from the British Council, exercises from ESL Library)			
	3.	Teacher displays or plays audio materials (e.g. songs, podcasts, dialogs) from YouTube as part of teaching			
	4.	Teachers use specialized online platforms for EFL/ESL (such as ESL Library, British Council) that students can access for additional practice in or out of class.			
	5.	Teachers successfully access and play YouTube-based audio materials during lessons to improve students' listening skills			
	6.	Teachers use e-books, pictures, graphics, and illustrations.			

	7.	Teachers use social media to show/deliver teaching materials.			
	8.	Teachers use e-learning platforms and teleconference apps to deliver teaching materials.			
	9.	Teachers deliver teaching materials in the form of audio-video			
	10.	Teachers use online games/quizzes to assess student's progress.			
	11.	Teachers conduct real-time material searches (e.g., during lessons) to supplement or reinforce the material being taught. ex: (Google, Bing) to find digital teaching materials during or before the lesson			
	12.	Teachers present materials via PowerPoint slides, Canva, Google Slides, Microsoft or Prezi.			
Analyze and evaluate	13.	Teachers select online resources (articles, videos, audio) relevant to the learning topic or language skill being taught during or before the lesson			
	14.	The teacher helps students analyze digital materials (e.g. videos, articles, images) to understand the information presented			
	15.	Materials found through search engines come from reliable and quality sources (e.g. official educational websites, journals, educational blogs) during or before learning begins			

	16.	Teachers check whether materials from online resources support students' specific learning needs, such as auditory, visual or kinesthetic learning styles during or before learning begins			
	17	Teachers evaluate the credibility of online resources (e.g. reputation of the website, author, or platform) to ensure the information provided is reliable both during learning and before to supplement or reinforce the material being taught			
Create	18	Teachers create reading text for students via doc or pdf format			
	19.	Teachers did online assessments through Google Forms or other apps			
	20	Teachers use digital tools (e.g. Canva, Google Slides, Microsoft PowerPoint, Prezi) to create learning materials such as presentations, infographics, or videos			
	21.	Teachers design interactive digital materials, such as interactive quizzes (Kahoot, Quizizz, or Mentimeter) dynamic presentations, or content that engages students directly to increase student participation.			
	22.	Teachers make materials accessible online (e.g. class website, learning platforms such as Google Classroom or Moodle) to support learning outside the classroom			

	23.	Teachers create digital storytelling			
	24.	Teachers always credit/cite to the author/creator of materials downloaded from online resources			
Reflect	25	Teachers reflect on the extent to which the technology used supports student engagement and whether it enhances student understanding of the material and student engagement, whether through discussion, participation or other interactive activities as the lesson progresses			
	26.	The teacher reflects on the use of digital tools during the lesson, evaluating their effectiveness and ease of use			
Act	27.	Teachers actively use a variety of digital resources (articles, videos, podcasts) that are relevant and support learning materials in class			
	28.	Teachers actively create and develop their own digital content (e.g. videos, presentations, or interactive modules) to support learning materials			
	29.	Teacher use social media/messenger/apps/ to communicate with other teacher during or outside classroom			
	30.	Teacher share teaching materials to online group/community			

	31.	Teacher can solve the problem during the teaching and learning process individually			
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Appendix II

CLASSROOM OBSERVATION FORM

Settings

Date :

Time :

Teacher :

Number of students :

Length of observation interval:

Observation Sheet

A.

Class	Topic	Objectives	Learning Materials	Learning Media (ICT Tools)

B.

No	Teacher's Activities

Remarks / Comments

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Adapted from Nguyen (2014)

Appendix III

INTERVIEW GUIDE

Settings:

Date :

Time :

Place :

Personal Information

Pre-Service Teacher's name :

Gender : M/F

Age : (years old)

Questions

Current understanding and level of digital literacy (Section I)

1. apakah latar belakang pendidikan anda? tolong deskripsikan!
2. sudah berapa lama anda mengajar? apakah anda mengajar di sekolah sebelumnya? tolong ceritakan sedikit tentang pengalaman mengajar anda!
3. fasilitas teknologi apa yg sekolah anda dukung?
4. tolong ceritakan sedikit tentang pengalaman anda dalam menggunakan teknologi dalam mengajar bahasa inggris?
5. sudah berapa lama anda menggunakan teknologi untuk pembelajaran?
6. Menurut pendapat anda, bagaimana anda mendefinisikan digital literacy?
7. Bagaimana anda mendefinisikan level kepercayaan dan kompetensi anda dalam menggunakan
 - Basic skills: computer operation, file management, office programs (e.g: Microsoft Word)
 - Multimedia resources (e.g: graphics, audio-video materials) and applications (e.g: audio-video production)

- The Internet/World Wide Web, including communication applications (e.g: emails, video conferences) and Web 2.0 tools (e.g: blogs, wikis, podcasts)

Digital practice experience (Section II)

1. Digital tools apa yang biasanya Anda gunakan untuk mengajar?
2. Digital tools apa yang paling sering Anda gunakan untuk mengajar? kenapa?
3. Online resources apa yang biasanya anda alses? dan bagaimana anda mengakses dan menggunakan nya?
4. Bagaimana anda menganalisis dan mengevaluasi materi ajar dari online resources?
5. Apakah anda sering melakukan modifikasi atau adaptasi pada materi ajar dari online resources? jika iya, ceritakan kepada saya bagaimana anda melakukannya?
6. Apa digital content (teaching materials) yang pernah anda buat sendiri? dan bagaimana anda membuat nya?
7. Apakah kamu pernah melakukan refleksi terhadap cara kamu mengajar menggunakan digital tools dan content/materials? darimana kamu mendapatkan refleksi tersebut?
8. Pernahkan kamu berdiskusi, saling komentar, dan berbagi digital content/material kepada online community, katakanlah seperti guru bahasa inggris di grup WhatsApp atau English community di FB atau social media lainnya? How was it?
9. Melalui teknologi, bagaimana kamu membuat murid-murid saling terikat dengan pengajaran kamu?
10. Menurut kamu, apakah digital literacy cukup penting untuk guru bahasa inggris?
11. Dapatkah anda mendeskripsikan bagaimana anda menggunakan social media/messenger (Whatsapp, Facebook, Instagram, Twitter, Youtube) untuk mengajar dan penggunaan pribadi?

12. Tolong deskripsikan bagaimana anda menilai hasil kerja siswa (students' work) melalui teknologi atau aplikasi?
13. Tolong deskripsikan ekspektasi anda dalam menggunakan teknologi di dalam pembelajaran?
14. Faktor apa saja yang mempengaruhi anda dalam menyeleksi teknologi tertentu untuk pengajaran? (misalnya; kebutuhan siswa, kemauan siswa, motivasi siswa, keahlian anda, ketertarikan anda, atau kebijakan sekolah)
15. Tolong deskripsikan seberapa kamu memberikan rating kepada dirimu sendiri sebagai "digitally literate" jika dibandingkan kepada murid atau guru-guru lain?
16. Dapatkah anda mendeskripsikan kepada saya terkait tantangan-tantangan yang anda hadapi dalam mengimplementasikan teknologi dalam pembelajaran anda?
17. Bagaimana anda mengatasi permasalahan atau tantangan tersebut? strategi apa yang anda gunakan?
18. Ketika Anda mengalami masalah dengan platform teknologi yang Anda gunakan, dapatkah anda menyelesaikan sendiri? Dapatkah Anda memberikan beberapa rincian?
19. Dapatkah Anda mempelajari teknologi digital saat ini dengan mudah? Bisakah Anda menjelaskan bagaimana dan mengapa?
20. Ada beberapa faktor yang mempengaruhi seseorang dalam digital literacy, tolong identifikasi salah satu yang merepresentasikan diri anda?
21. Teknologi digital apa yang anda sering gunakan untuk proses pembelajaran?
22. Di bidang apa keterampilan bahasa dan atau bidang yang paling sering Anda gunakan teknologi?
23. Menurut anda, apakah tipe pengembangan professional digital literacy yang sangat bermanfaat bagi anda? (self-study, group study/community practice, mentoring, peer teaching, training, etc.) kenapa?
24. Apakah anda menggunakan alat-alat digital untuk tujuan tertentu?

Appendix IV

A grid of competence adapted from DigComp 2.2

Competence area	Competence	Sub competence	level
1. What is your general skill level for these activities? Never/very low (1), low (2), medium (3), high (4), very high (5)			
INFORMATION AND DATA LITERACY	browsing, searching, and filtering data, information, and digital content	1. I can identify and find how to access this data, information, and content and navigate between them. such as how to access EFL/ESL websites, choose search engines, blogs, YouTube, can make use of information presented as hyperlinks and digital databases, information, and content and navigate between them.	
	evaluating data, information, and digital content	2. I can detect the credibility and reliability of familiar data and digital content sources for my students and know how to find the author or source of information to verify whether it is credible (e.g., an expert or authority in a relevant discipline). 3. I carefully consider the possible outcome before clicking a link. Some links (e.g., compelling titles) could be “clickbait” that takes the user to sponsored or unwanted content (e.g., pornography).	
COMMUNICATION AND COLLABORATION	interacting through digital technologies	4. I can use and collaborate with students or colleagues using a commonly used chat on my smartphone (e.g., Facebook, Line, Google Doc, Messenger, WhatsApp, or Social Media) to talk to my colleagues, students, and classmates and organize group work or use video conferencing.	

	sharing through digital technologies	<p>5. I know how to share digital content (e.g., pictures) across multiple devices (e.g., from smartphones to cloud services) and can select and restrict with whom the content is shared (e.g., giving access only to friends on social media, allowing only co-workers to read and comment on a text).</p> <p>6. I know how to use, share, and show information from one's device (e.g., show graphs from a laptop) to support a message conveyed during a real-time online session (e.g., recording audio and video in a video conference).</p>	
	collaborating through digital technologies	<p>7. I know how to use digital tools and technologies in a remote working context to generate ideas and co-create digital content (e.g., shared mind maps and whiteboards, polling tools)</p>	
DIGITAL CONTENT CREATION	developing digital content	<p>8. I know how to create and select appropriate digital content on open platforms for materials delivery. (e.g., Microsoft Office (Word, Excel, PowerPoint, and Canva), create reading text, and share it via doc or pdf format.</p> <p>9. I know how to use the internet and create digital games or quizzes to assess students (e.g., Kahoot, Pool Everywhere, Quizlet, Quizizz, Mentimeter).</p>	
	copyright and licenses	<p>10. I am able to identify and select digital content for downloading or uploading legally (e.g. public domain databases and tools, open licences).</p>	
SAFETY	protecting devices (To protect devices and digital	<p>11. I can protect information, data and content on my school's digital learning platform (e.g. a strong password, control the</p>	

	content, and to understand risks and threats in digital environments. To know about safety and security measures and to have a due regard to reliability and privacy.)	recent logins) and know how to activate two-factor authentication when available (e.g. using one-time passwords, OTP, or codes along with access credentials) 12. I know how to install and activate protection software and services (e.g. antivirus, anti-malware, firewall) to keep digital content and personal data safer.	
	protecting personal data and privacy (To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to defend oneself and others from damages.)	13. I can distinguish between appropriate and inappropriate digital content to share it on my school's digital platform so that my privacy and that of my colleague are not damaged.	
	protecting the environment	14. I know how to apply efficient low-tech strategies for protecting the environment, e.g. shutting down devices and switching off Wi-fi, not printing out documents, and repairing and replace component to avoid the unnecessary replacement of digital devices.	

PROBLEM-SOLVING	<p>solving technical problems.</p> <p>(To identify technical problems when operating devices and using digital environments and to solve them (from troubleshooting to solving more complex problems).</p>	<p>15. I can learn independently with digital resources that are available both online and offline (e.g., I can learn all about Excel from YouTube videos by him/herself).</p> <p>16. I know how to find solutions on the internet when facing a technical problem (e.g., I know how to identify and solve a camera and/or a microphone issue when in an online meeting, or how to connect a PC to a projector.</p>	
	<p>identifying needs and technological responses.</p> <p>(To assess needs and to identify, evaluate, select, and use digital tools and possible technological responses and to solve them.)</p>	<p>17. I can choose an educational game that can help my students to practice English skills (Duolingo, Khan Academy, AI, Memrise, etc.)</p> <p>18. I know how and when to use machine translation solutions (e.g. Google Translate, DeepL) to get a rough understanding of a document or conversation. and aware of plagiarism issues or AI.</p>	

Appendix V

Data collections Audit Trail

Date collected	Data collected	Assigned code
23 November 2024	Interview with Yunita Access	In Acc1 Y
22 November 2024	Interview with Haikal Access	In Acc1 H
23 November 2024	Interview with Yunita Analyze and evaluate	In An1 Y, In An2 Y, In An3 Y,
22 November 2024	Interview with Haikal Analyze and evaluate	In An2 H, In An3 H, In An4 H
22 November 2024	Interview with Haikal Create	In C1 H, In C2 H, In C3 H, In C4 H
23 November 2024	Interview with Yunita Reflect	In R1 Y
22 November 2024	Interview with Haikal Reflect	In R1 H
23 November 2024	Interview with Yunita Create	In C2 Y, In C3 Y, In C4 Y
23 November 2024	Interview with Yunita Act	In Act 1 Y, In Act5 Y
22 November 2024	Interview with Haikal Act	In Act1 H, In Act2 H, In Act5 H
23 November 2024	Interview with Yunita Communication and collaboration	In Cc Y
22 November 2024	Interview with Haikal Communication and collaboration	In Cc H
23 November 2024	Interview with Yunita Creation	In C1 Y, In C3 Y
	Interview with Haikal Creation	In C3 H
23 November 2024	Interview with Yunita Acces to Tecnology	In At1 Y, In At2 Y, In At3 Y
23 November 2024	Interview with Yunita Limited Time	In Lt Y
22 November 2024	Interview with Haikal Limited Time	In Lt H
23 November 2024	Interview with Yunita Inadequate training	In It Y
22 November 2024	Interview with Haikal Inadequate training	In It H
23 November 2024	Interview with Yunita Positive attitude	In Pa Y
22 November 2024	Interview with Haikal Positive attitude	In Pa H

23 November 2024	Interview with Yunita Problem Solving	In Ps1 Y
22 November 2024	Interview with Haikal Problem Solving	In Ps H, In Ps2 H
22 November 2024	Interview with Haikal Independent learning	In IL H
23 November 2024	Interview with Yunita Independent learning	In IL Y
23 November 2024	Interview with Yunita Workshop	In W1 Y, In W2 Y
	Interview with Haikal Workshop	In W H
23 November 2024	Interview with Yunita Peer teaching	In Pt1 Y, In Pt2 Y
22 November 2024	Interview with Haikal Peer teaching	In Pt H
20 November 2024	Classroom observation 4 with Yunita Access	Co4 Acc1 Y
26 November 2024	Classroom observation 3 with Haikal Access	Co3 Acc1 H
20 November 2024	Classroom observation 4 with Yunita Analyze and evaluate	Co4 An4 Y
19 November 2024	Classroom observation 1 with Haikal Analyze and evaluate	Co1 An4 H
26 November 2024	Classroom observation 3 with Haikal Reflect	Co3 R2 H
12 November 2024	Classroom observation 1 with Yunita Reflect	Co1 R1 Y
13 November 2024	Classroom observation 2 with Yunita Act	Co2 Act5 Y
20 November 2024	Classroom observation 4 with Yunita Act	Co4 Act5 Y
26 November 2024	Classroom observation 3 with Haikal Act	Co3 Act5 H