

## CHAPTER V

### CONCLUSION, IMPLICATIONS, AND RECOMMENDATION

This chapter summarizes the study's key outcomes, including its conclusions, implications, recommendations, and limitations. The conclusion section restates the main findings from Chapter IV and provides a final assessment of the study's significance. The implications section highlights the study's importance and how it improves English language teaching. The recommendations section offers suggestions for school administrators, teachers, students, and future researchers in digital literacy. Finally, the limitations section acknowledges the study's shortcomings.

#### 5.1 Conclusions

In conclusion, based on the data from a questionnaire, classroom observation, and interview, English teachers can be categorized as having good digital literacy skills, as reflected in their abilities across four key domains. First, the teachers showed strong performance in Information and Data Literacy, where they effectively demonstrated skills in accessing, evaluating, and navigating digital information and resources. Second, in Communication and Collaboration, teachers demonstrate confidence in using digital tools to interact, share and collaborate with others, both online and offline. Third, their abilities in Content Creation highlighted their proficiency in designing and developing digital teaching materials, such as interactive games and slide presentations, adjusted to classroom needs. Finally, in the Problem-Solving domain, the teachers showed their capability to utilize digital tools and strategies to overcome challenges, learn independently, and adapt to changing educational demands.

Their integration of digital literacy was evident through classroom activities aligned with the five essential competencies of digital literacy: first, accessing, refers to the ability to use both software and hardware. In terms of software, the teachers utilized the internet, EFL/ESL websites, presentation tools like Canva, and interactive learning platforms to enhance their teaching. As for hardware, they relied on devices such as laptops, projectors, speakers, tablets, and mobile phones

to deliver and support their lessons effectively. Second, analyzing and evaluating content, the teachers showed their ability in this dimension by checking the credibility of learning resources, suitability, and quality. Third, creating digital content, it emphasizes creativity and innovation in developing engaging and meaningful materials. Regarding content creation, the teacher created interactive presentations, interactive games such as Kahoot, wordwall, pop-up quizzes. Fourth, reflecting, in a classroom activity, reflection in digital literacy can be demonstrated by the teachers' self-reflection in using digital technology, pay attention to ethical considerations, such as avoiding copyrighted content or material. Lastly, in terms of act, the teachers reflect the act by independently to solve the problem in the technical issues during the teaching practice, using social media as educative platform and actively utilizing various digital resources as well as engaged in discussions with fellow teachers about practical issues.

Regarding barriers, teachers faced challenges such as limited access to technology (e.g., laptops, computer labs, internet connectivity, and students' devices), insufficient training opportunities, time constraints, and technical issues such as malfunctioning Bluetooth and projectors. Despite these barriers, to address these challenges, teachers implemented effective strategies. In terms of technical skills, they showed strong problem-solving abilities by independently troubleshooting technical issues and preparing backup plans to ensure the continuity of lessons. Teachers actively participated in workshops on English as a Foreign Language (EFL) teaching related to digital tools to enhance their skills and stay updated. They also engaged in independent learning, have a positive attitude toward integrating technology, and explore resources and tools to familiarize themselves with new methodologies and technological advancements. These efforts highlight their commitment to professional growth and improving their teaching practices through integrating digital literacy.

## **5.2 Implication of this Study**

This research reaffirms the important role of digital literacy in teaching practices. Teachers' ability to integrate digital literacy competencies such as accessing, evaluating, creating, reflecting, and acting into classroom activities

suggests that these skills are essential for effective teaching in the 21st century. This highlights the increasing need for digital literacy to be recognized as a basic requirement of teacher professionalism.

Next, integrating digital literacy into English as a Foreign Language (EFL) instruction enriches teaching practices by making lessons more interactive, relevant, and aligned with students' digital experiences. This integration suggests that digital literacy is not just a supplementary skill but a core element of effective EFL pedagogy. Teachers with good digital literacy skills are better equipped to engage students and improve learning outcomes. Their ability to effectively use and integrate technology enables them to employ innovative teaching methods and bridge the gap between traditional and modern educational approaches.

Teachers' challenges, such as limited access to technology and inadequate training, reflect systemic issues rather than individual shortcomings. These barriers highlight the need for education systems to address infrastructural inequalities and organizational limitations that prevent the effective use of digital tools in teaching.

### **5.3 Recommendations**

Based on the findings and discussions, the researcher would like to offer some recommendations as follows

#### **5.3.1 For English Language Teachers**

For the teachers to enhance their digital literacy competences, English language teachers can increase the use of digital tools in their teaching practices. Currently, there are many e-learning platforms available for free exploration. The more often English language teachers work with digital technology, the more significant their improvement in digital literacy competencies will be.

English teachers should consider various components in practicing digital literacy. To facilitate the process, teachers can follow five essential competencies: accessing, analyzing and evaluating, creating, reflecting, and acting. These competencies include accessing digital content from online resources, analyzing and evaluating content, creating diverse digital materials, reflecting on their practice, and contributing to online communities. Together, these practices offer a straightforward yet valuable approach to digital literacy.

Furthermore, to improve digital literacy, English language teachers should participate in technology training sessions more frequently, as these are highly beneficial for keeping their knowledge of technology integration in language teaching up-to-date. If their schools cannot provide such training, teachers can explore opportunities offered by universities, local governments, communities, non-governmental organizations, or other schools. Additionally, many workshops on technology training are now conducted virtually, allowing English language teachers to join remotely and conveniently.

### **5.3.2 For Stakeholders**

Stakeholder support plays a crucial role in enhancing the digital literacy competencies of English language teachers and is essential to teacher professional development. First, stakeholders should prioritize the availability of technology facilities, especially for schools with limited access, to ensure equitable distribution of technology resources. Second, organizing accessible technology training for all teachers is essential to promote equal levels of digital literacy competence. Finally, stakeholders must actively listen to and consider the voices of English language teachers regarding their general and specific needs for technology training. This enables stakeholders to provide more appropriate technology training for teachers, aligning with their specific teaching contexts and curriculum requirements.

### **5.3.3 For Further Researcher**

Future researchers, especially those facing similar challenges and interested in exploring this topic, are encouraged to use this study as a reference. However, future researchers are recommended to focus more on the development of specific issues related to the digital literacy framework for language teachers, the implementation of longitudinal studies, the involvement of teachers in remote areas as research participants, and involving more diverse participants, such as principals, parents, and students. Reflecting on the results of the current study, the researcher identifies several opportunities for future research. One potential area is investigating technology integration into the English language curriculum by examining the perspectives and input of English language teachers, curriculum developers, and policymakers.

#### **5.3.4 Limitations of the Study**

Although this study was conducted with careful attention to detail, supported by a comprehensive literature review and a solid theoretical framework, some limitations must be acknowledged. These include potential issues with the accuracy of participants' responses, biases that may have affected the digital literacy competency self-assessment questionnaire, possible biases in the selection process and number of participants, and constraints posed by the limited time available to conduct the study. These factors may have impacted the overall findings and should be considered when interpreting the results. Another limitation of this study is that only internal validators, such as supervisors, validated the instrumentss without input from external experts. This may affect the objectivity and reliability of the validation process.