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Digital Literary To Enhance Bilingual Program Teachers Communicative Competence.pdf

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335 Words

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FILE SIZE

398.9KB

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Feb 13, 2024 12:53 PM GMT+7

REPORT DATE

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DIGITAL LITERACY TO ENHANCE BILINGUAL PROGRAM TEACHERS' COMMUNICATIVE COMPETENCE

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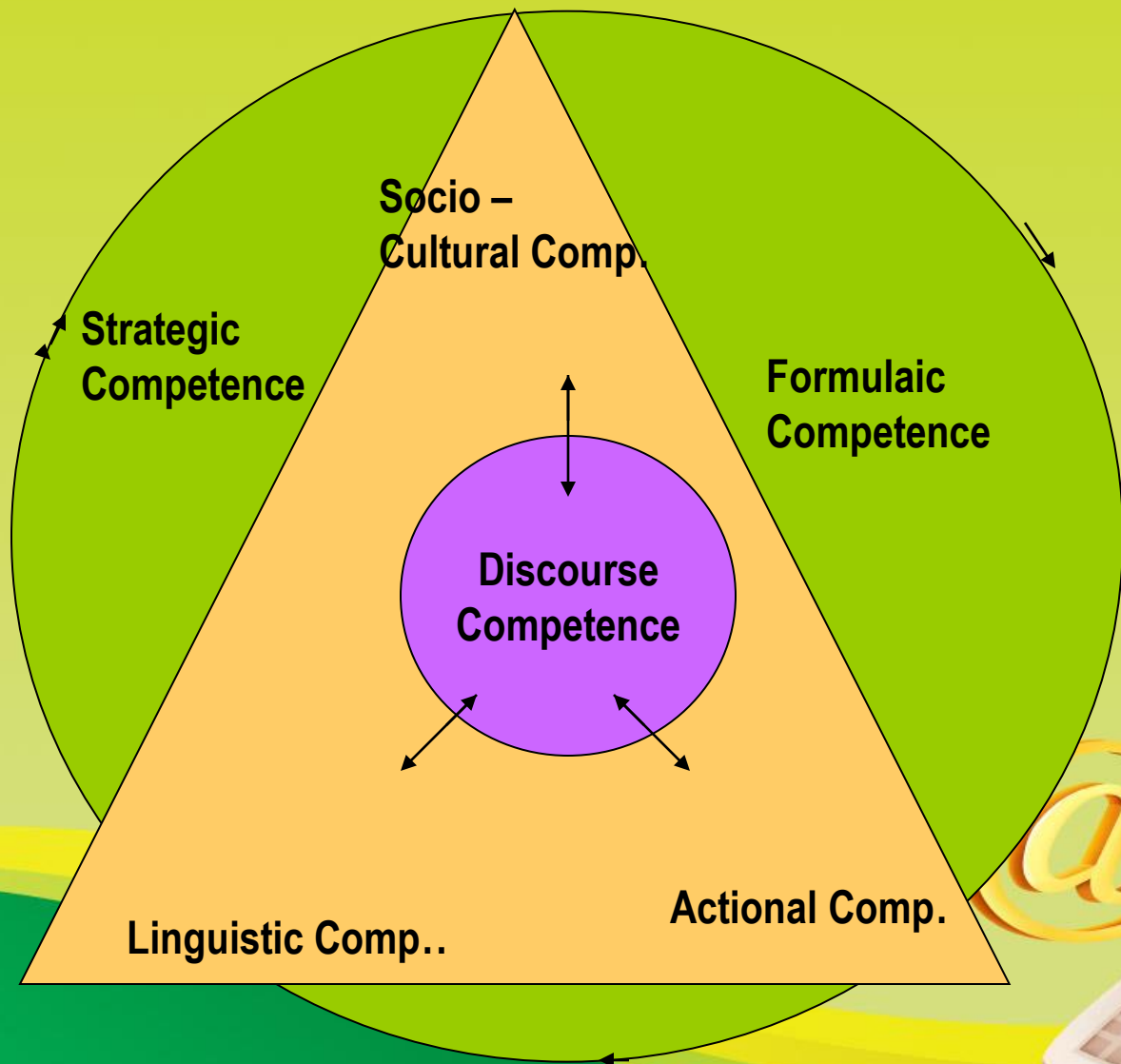






- This study highlighted the bilingual program teachers' communicative competence in English and their ability in using technology to enhance their communicative competence.





Research Questions

1. What kind of technology tools that the bilingual program teachers use in their classrooms?
2. What kind of e-sources that are used by the bilingual program teachers?
3. How do the bilingual teachers perceive digital literacy as a tool to enhance their communicative competence?



Research Methodology

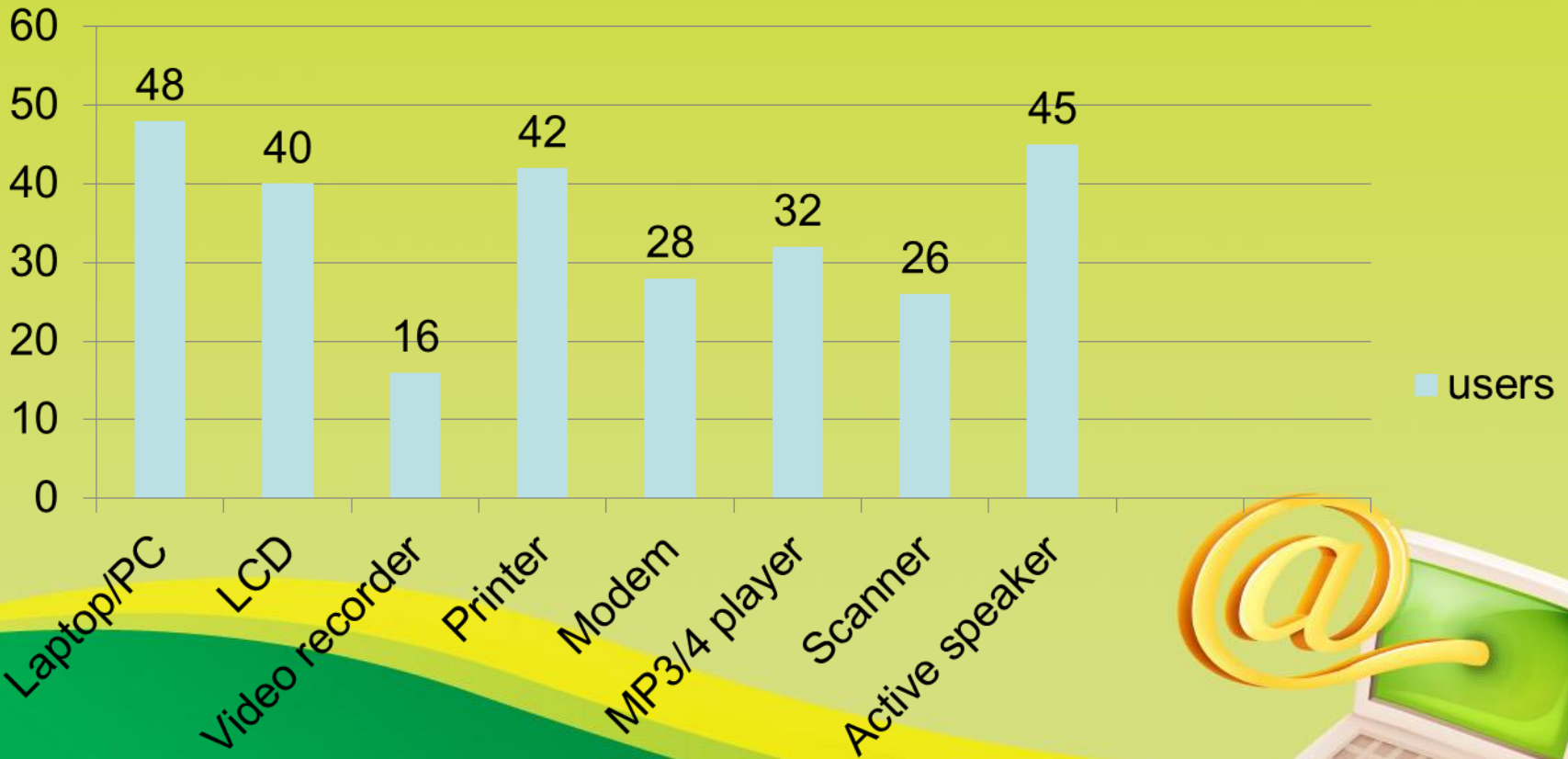
- Setting : 5 private primary schools which have bilingual programs
- Subjects : 56 teachers
- Instruments : CCA, observation, interview, FGD



Results

Technology tools used by teachers

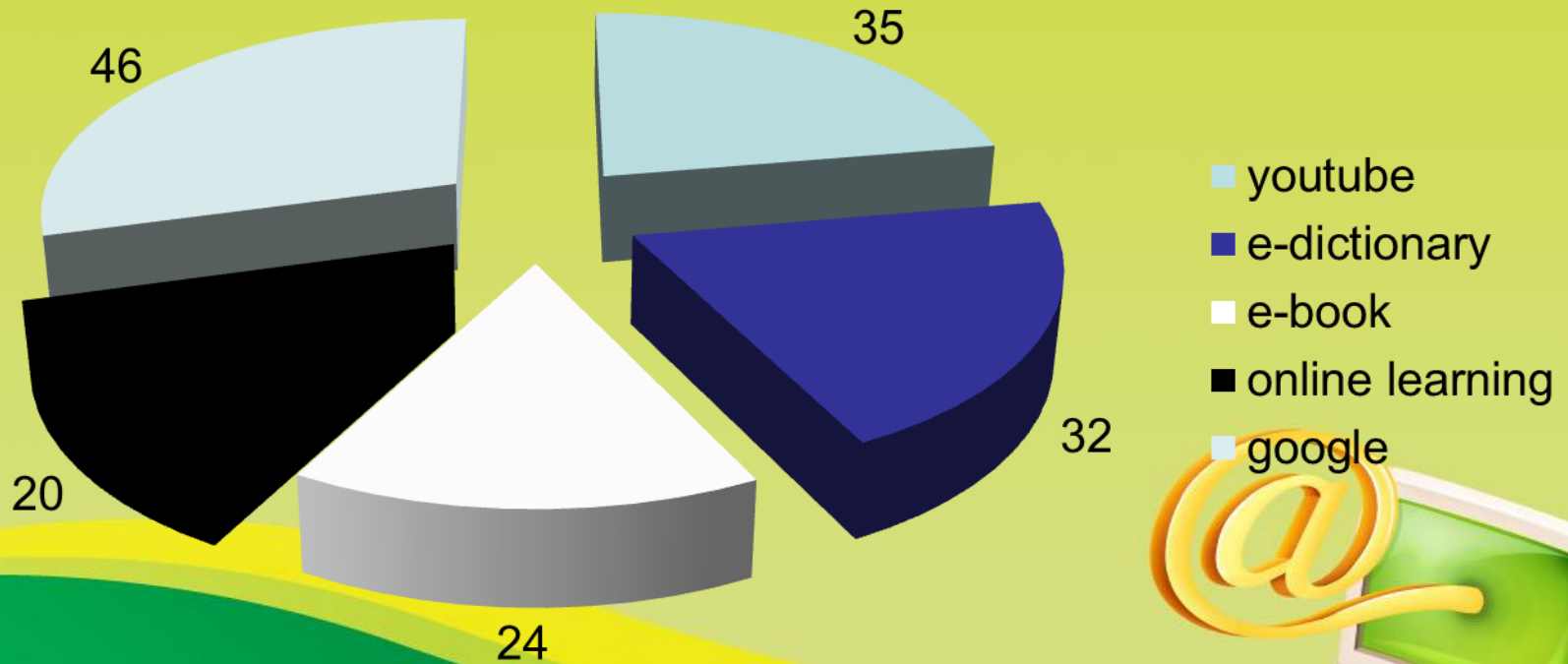
users



Results

E-sources used by teachers

E-sources



Results

Teachers' perceptions on the use of technology

Digital literacy helps teachers explore and get more sources for their teaching.

Teachers learn and improve their CC through interactive online teaching materials



Results

Teachers' perceptions on the use of technology

Being computer and internet literate helps teachers teach better in English.

Teachers can access and use internet to support their teaching



Results

Teachers' perceptions on the use of technology

Digital tools and systems make teachers more nervous when teaching in English.

Teachers from X or baby boomer generation are not friendly with digital tools



Results

Teachers' perceptions on the use of technology

Knowledge about some technology tools should be accompanied with the ability to apply the applications and systems related to the tools.

Teachers only use the tools but do not really know how the tools work and how to use some applications/software



Conclusion

- 35 out of 56 subjects (62.5 %) ranged from moderate to competent level of communicative competence and the rest (37.5%) are categorized as limited communicators.
- The moderate and competent teachers are commonly digitally literate.
- Digital literacy enhances teachers' communicative competence





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