

Table 1. Deductive Coding Interview and Reflective Journals based on Teacher AI Competence Self-efficacy (TAICS) adapted from Chiu et al. (2024)

Aspect	Theme	Code	Script	
			Reflective Journal	Interview
AI Knowledge	Integration with Teaching Methods	ITM	“I integrated Communicative Language Teaching (CLT) and Deep Learning approaches in this lesson with the help of AI tools such as Voice Recorder App and Inkr AI.” (PELT-1)	“AI tools like ChatGPT supported this process by helping students draft, refine, and structure their stories,” (PELT-2)
	Challenges in Distinguishing AI Tools	CDAT	“I experienced some confusion while distinguishing between AI-based tools and regular digital tools. For example, I initially thought Canva’s design templates were AI-generated, but later learned that only certain features,” (PELT-4)	“The biggest challenge was distinguishing whether a tool is truly AI-based or just a regular digital tool.” (PELT-1)
	Evaluating AI Tools	EAT	“To evaluate the AI tools for my lesson, I considered how effectively each tool supported students in achieving the lesson objectives: writing a descriptive text with proper structure, grammar, and vocabulary.....” (PELT-3)	“I selected AI tools based on students’ ability to support speaking, collaboration, and self-evaluation...” (PELT-1)
AI Pedagogy	Impact on Teaching and Learning	ITL	“The use of AI tools like Inkr AI in this lesson had the potential to make teaching and learning more dynamic and interactive.” (PELT-1)	“Grammarly played an essential role in developing students’ grammatical accuracy....” (PELT-3)
	Combining AI with Teaching Approaches	CATA	“I designed a lesson that combined AI technology, a task-based approach, and a student-centered learning structure.” (PELT-2)	“I structured the lesson using backward design, starting from the desired outcomes. AI was used in the production (recording), evaluation (transcription), and reflection (Mentimeter) stages.” (PELT-1)
	AI and Curriculum Integration	ACI	“The use of AI such as Inkr AI in this lesson is actually quite compatible with the learning objectives in the Merdeka Curriculum.....” (PELT-1)	“This makes it difficult for me and other teachers to practice AI-based learning....” (PELT-4)
AI Assessment	Challenges in Designing Assessments	CDA	“This strategy combines formative assessment, teacher observation, and student reflection, to ensure that learning remains the main focus despite the involvement of technology.” (PELT-2)	“Yes, I did face some challenges when designing the assessment for an online class using AI.” (PELT-4)
	Assessment in AI-based Environment	ASAE	The use of Google Docs made it easy to track revisions and interactions. Overall, assessment in this AI-supported environment was more dynamic, interactive, and process-oriented....” (PELT-3)	“I did the assessment by discussing with my peers and mentor teachers because there is no form of assessment that collaborates with the use of AI-based learning at school.” (PELT-4)
	Using AI for Student Self-Assessment	UASA	“In this lesson, student self-assessment was not fully used. Although students did a short	“Yes, I used Inkr AI to help students identify pronunciation errors. This

			reflection at the end by sharing what they learned and enjoyed, they did not use AI tools like ChatGPT or Gemini to assess their own work in detail.” (PELT-2)	had a positive impact as students became more reflective and aware of areas needing improvement.” (PELT-1)
AI Ethics	Awareness of AI Ethics	AWAE	“Honestly, during the teaching practice yesterday, I didn’t really apply the principles of AI usage ethics in detail. The class proceeded without sufficient explanation from me about how AI works or how to use it responsibly....” (PELT-1)	“I consider the ethical aspects of using artificial intelligence (AI) tools in my lessons. I remind the students that AI could help them, but they still need to think critically and not copy everything directly....” (PELT-2)
	Protecting Sensitive Content	PSC	“To ensure data privacy, students did not enter real names or personal data into AI tools. We used anonymous profiles for Padlet. All AI interactions were guided and monitored, and no sensitive school data was uploaded or shared.” (PELT-2)	“To protect sensitive content and student privacy, I took several precautions when using AI tools and digital platforms.....” (PELT-3)
	Teaching Responsible AI Use	TRAU	“I taught students how to use AI tools responsibly. At the beginning of the project, I explained what AI is and how it works. I also provided simple guidelines: don’t input personal data, don’t copy AI output blindly, and always check the accuracy of content.” (PELT-4)	“Yes, I taught students how to behave responsibly when using AI tools in learning. Before the writing session, I gave clear instructions on how to use Blackbox AI and Grammarly ethically.” (PELT-3)
Professional Engagement	Collaborative Learning with Peers	CLP	“This collaboration helped improve the overall quality of our lesson plans and deepened our understanding of AI integration. It was especially helpful when facing technical difficulties or deciding how to assess students fairly.....” (PELT-4)	“I really enjoyed working with peers to design AI-based activities. We shared tool references, compared effectiveness, and practiced micro-teaching activities together.” (PELT-1)
	Sharing AI Teaching Experience	SATE	“We exchanged ideas and compared lesson outcomes. These discussions helped me refine my teaching approach and gave me new perspectives on how AI can be adapted across different subjects.” (PELT-3)	“I’ve also shared simple tips in our class group chat or during casual conversations, like how to write better prompts or the pros and cons of using AI for assignments.” (PELT-4)
	Pursuing AI-related Professional Development	PAPD	“I actively seek professional development opportunities related to AI in education. I have attended two webinars focused on AI integration in English teaching, one hosted by the British Council and another by a local teacher training network.” (PELT-3)	“I didn’t actively participate in webinars and I try new tools that support language learning, such as Canva AI for visual dialogues ChatGPT and QuillBot from YouTube tutorials and practice it on my own.” (PELT-1#interview-PAPD)