

PROCEEDINGS OF THE 1ST ANNUAL INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING (AICELT)

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English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Mataram

AN OVERVIEW OF DIGITAL LITERACY IN ENGLISH LANGUAGE TEACHING: POSSIBILITY AND CHALLENGES

Berkat Christin Manurung¹, Ifan Iskandar², and Siti Drivoka Sulistyaningrum³

Jakarta State University, Indonesia

berkatchristinmanurung_1212821032@mhs.unj.ac.id¹

Abstract

The use of technology in educational institutions, particularly in English language teaching, has made it easier for teachers to deliver instructional materials. It has been demonstrated that using technology for English language teaching will make the process more effective and efficient. Teachers who have digital literacy will find it easier to choose and access appropriate resources for English language teaching. Hence, to fulfill the demands of the 21st century in the use of technology, digital literacy is required to use, find, evaluate, communicate, process, and produce digital tools properly. Previous research has investigated self-assessment of digital literacy and how to develop digital literacy. Thus, this research aims to explore the possibilities and challenges of digital literacy in English language teaching. The research methodology was library research. The writer obtained the data from the articles related to digital literacy in English language teaching by reading and combining the sources. The findings pointed out the possibility and challenges of implementing digital literacy in English language teaching.

Keywords: Digital literacy, Digital literacy challenges, Digital literacy possibility, and English language teaching, Technology

INTRODUCTION

The advancement of technology in the 21st century is unavoidable. Its application has made a significant impact in business, economics, and education, particularly in English language teaching. Integrating technology in English language teaching, such as video, PowerPoint, and learning platforms (Moodle, Padlet, and Kahoot), can make it easier for teachers to deliver material in a systematic and sophisticated way. Furthermore, the use of technology in English teaching can also motivate students and make the subject easier for them to understand (A, 2019; Sulistyaningrum, S.D., Iskandar, I., Dewanti, 2022). One of the many benefits of technology in education, particularly for English language teaching, is interactive learning materials digitized in the form of videos that students can easily access. This is one of the most important tools in the current era of school modernization because it can help teachers modify the form and method of teaching and support students' learning in the classroom. (Abderrahim et al., 2013; Matviyevskaya et al., 2019 as cited in Liu et al.,

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2020). For that reason, in order to deal with the advancement of technology, teachers and students must have digital literacy in using technology, finding, evaluating, and communicating information that has been obtained properly and correctly.

Fu, (2013) stated that digital literacy is a set of skills required by individuals in the twenty-first century to use technology. It aims to assist and facilitate individuals in using digital tools and being wise in finding and evaluating information. According to ILA's 2018 report as cited in Lathipatud Durriyah & Zuhdi (2018), digital literacy has become a trending topic in literacy education because the system and teaching and learning activities have used technology. According to this report, efforts and strategies must be made to help teachers and students become digitally literate individuals. Digital literacy is much more than just knowing how to use a computer and a keyboard or how to conduct online searches; it is also about knowing how to use browsers, URLs, and engines for searching wisely. Moreover, digital literacy is commonly regarded as a synthesis of technical, procedural, cognitive, and emotional social skills (Buckingham, 2015; Liu et al., 2020). Hence, those with digital literacy will be able to use technology to perform tasks and achieve goals in an efficient and effective way.

There have been several studies investigated about digital literacy. Javorcik (2022) discussed self-assessment of digital literacy skills in microlearning course. The finding showed that students have confidence in their knowledge and skills after completing the microlearning course. Techataweewan & Prasertsin (2018) discussed development of digital literacy indicators for Thai undergraduate students using mix method research. The findings demonstrated that, in light of rapid technological changes, the application of digital literacy in academic life can enhance students' sustainable lifelong learning. Chan et al. (2017) explored digital literacy in higher education through digital storytelling approach. The result showed that engaging students in digital storytelling can offer an actual learning environment in which to develop digital literacy. Students always strive to create high-quality digital stories from various points of view, with various shots, special effects, and music, and to communicate with the audience using technology tools for shooting and video editing such as cameras, microphones, tripods, and video editing software. Regardless of prior knowledge or level of digital literacy, three students enhanced their skills in three

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areas of digital literacy: digital competence, digital use, and digital transformation. Furthermore, Khan et al., (2022) stated that individuals cannot become digitally literate if the learning environment is not engaging. Hence, teachers and students should have digital literacy to use various digital tools so that the learning activity can be effective and engaging. Being digitally literate certainly has its possibilities and challenges. Thus, the aim of this study is to investigate the possibilities and challenges of digital literacy in English language teaching. Therefore, the research question for this study was written as follows: What are the possibilities and challenges of having digital literacy in English language teaching?

LITERATURE REVIEW

Nowadays, digital literacy is becoming a trend in enhancing students' ability to use and understand technology. Digital literacy have implemented in English language teaching, such as the use of internet, video, learning platform, podcast, and digital storytelling. It is an essential skill for students to learn in the digital age. Various definitions of digital literacy have been defined by several authors. Liu et al. (2020) defined digital literacy as the ability to identify, systematize, evaluate, and interpret information using digital technologies. Kaeophanuek et al. (2019) defined that digital literacy as the fundamental competencies and abilities to use, access, manage, apply, analyze, and synthesize information obtained through digital usage. Techataweewan & Prasertsin (2018) defined digital literacy as the ability to search, evaluate, create, and communicate using digital information, technology, and media. Moreover, Reddy et al. (2020) stated that digital literacy is an individual's capability to find and analyze information, effectively use that information, develop new content with that information, and communicate and share that newly developed information using proper digital technologies. Additionally, he defines several skills that must be possessed in order to become a digitally literate individual: have knowledge of ICT and how to use it; have skills in properly finding and evaluating information from various sources; respect the privacy of others when interacting through technology; and participate and motivate them to look for, share, and evolve. In addition, Butarbutar et al. (2021), defines that there are a few concepts must be applied to improve individuals' digital

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literacy: each individual must know how to assume ideas explicitly and implicitly from media sources; connect previously obtained information with new information; and know how to assess, process, and save data so that it can be reviewed.

According to Kaeophanuek et al. (2019), cognitive development is essential to digital literacy. Thus, in order to provide students with digital literacy, teachers must think creatively about how to combine techniques and strategies to improve students' cognitive abilities. He stated that critical inquiry, which evolved from inquiry-based learning, is one of the learning methods well-known for motivating learners to think creatively, analyze, synthesize, practice, research, assess, and reflect. It is a methodical learning process that enables students to conduct research, practice using technology, think critically, and question, consider, evaluate, and estimate information. Lastly, encouraging students to fully participate in learning activities can encourage them to think creatively and critically when utilizing digital tools.

In the context of English language teaching, digital literacy assists students in learning to read, interpret, and create information in digital formats (Kaeophanuek et al., 2019). It has a significant impact on helping students and teachers in learning and teaching activities because they can easier to use digital tools to search for and evaluate obtained information from the internet. Implementing digital literacy in English language teaching enhances the learning and teaching quality. It can be proved from several research have been practiced in term of use (Lathipatud Durriyah & Zuhdi, 2018; Mudra, 2020; Khan et al., 2022); increasing the learning outcome (Reddy et al., 2021; Lukitasari et al., 2022); and digital literacy practice (Kaeophanuek et al., 2019; Churchill, 2020). The use of podcast, digital storytelling, and YouTube in English language teaching can enhance their English skills such as speaking, listening, reading, and writing. It is regarding their ability to use the technology (Atmojo et al., 2022; Kendrick et al., 2022). Moreover Harris (2020), stated that digital literacies provide access to technology skills that help students learn in and out of the classroom. Learners can listen to audio podcasts that appeal to them to practice listening skills; they can use video chat for online discussion or a video blog to share their abilities with others; they can read online to find topics of interest and follow links to

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produce their own reading materials; and they can write to viewers in a blog or e-newsletter.

METHOD

The approach of this research was qualitative research. The writer used library research as a research method to investigate the research question. A library research was explained the possibilities and challenges of digital literacy in English language teaching. The writer will obtained the data from publish or perish by using keyword digital literacy, and English language teaching from the years 2017 to 2023. There were 15 articles that were analyzed and combined by the writer to find the possibilities and challenges of digital literacy.

FINDINGS AND DISCUSSION

Since digital literacy allows teacher to use digital tools in the classroom, the teaching and learning process is becoming more effective. Teachers in English language teaching could have possibilities from digital literacy in a variety of ways. The potential of digital literacy as follow: Digital literacy makes teachers know how to make organizational communication with their students using technology; the teacher can develop their material by using a variety of technology; the teacher more creative to create engaging teaching and learning process; the learning process can be held online by using learning platform; digital literacy enables teacher to make a group discussion for making collaboration easier; and teacher can share the information about how to find relevant information from internet (Milena & Sladana, 2019; Zayas & Rofi'ah, 2022; Mardiah et al., 2021; Zhao et al., 2018). Furthermore, Blois (2013) as cited in Sadaf & Gezer (2020), mentioned that the potential digital literacy encourages the teacher's higher-order thinking skills, such as analysis, cooperation, and creation; ruptures down the boundaries of learning and information by letting students find their own learning resources and study in a truly individual learning environment.

Srivasta & Dey (2018) as cited in Milena & Sladana (2019), stated that one of the challenges for having digital literacy is a lack of technical support, resources, and time.

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Additionally from that, teachers sometimes have weaknesses in designing appealing material, managing databases, and using online discussions, blogs, and online video conferencing because they lack the enthusiasm to follow the digital age. The lack of access to the internet and the existence of digital tools such as laptops or mobile phones are also challenges to digital literacy. This makes teachers not competent in using technology (Hassan & Mirza, 2021).

CONCLUSION

This study is only discussed the possibilities and challenges of digital literacy in English language teaching. Depending on the explanation above, digital literacy is a critical skill to have in the twenty-first century. Digital literacy is defined as the ability to use, find, analyze, interpret, and communicate the information by using technology. The possibility has a significant impact on English language teaching. Teachers more easily create an engaging learning material by using a variety of technology. For example, the use of YouTube and podcasts as a source of materials, as well as Padlet and Moodle as online learning platforms. Not only the possibilities of digital literacy, but the challenges also gained in English language teaching that lacks the enthusiasm to use digital tools.

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