CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of related literature dealing with the thesis title as sub-topics. The discussions in this chapter are some relevant theories of technology, like the definition of technology in education, modern technology used in education, TELL (Technology-Enhanced Language Learning), and the role of technology in teaching English. Besides, the relevant theories of digital literacy include of the definition of literacy, the definition of digital literacy, the type of technology in digital literacy, teachers' digital literacy and digital literacy used in teaching English, and also previous studies.

A. Technology

This section discusses the definition of technology in education, Technology-enhanced language learning (TELL), modern technology used in education, and also a definition of the role of technology in teaching English.

1. Definition of Technology in Education

Technology is developing quickly as a result of increased knowledge under the influence of the global era. Technology now plays a bigger role in people's lives as it advances daily. Most people now view using technology as a necessity rather than a luxury. It is crucial to develop the abilities, routines, and attitudes necessary to comprehend and effectively use technology in the modern world. Many people use the term "technology" to describe, investigate, and assess various methods.

The use of technology in nearly every aspect of modern life makes it a significant source of information. Many industries have used technology, but education is the one that uses it most frequently. Technology now permeates every aspect of our daily lives.[12] As a result, the focus shifts to reconsidering the idea of incorporating technology into the curriculum and concentrating on how it can be incorporated into education to facilitate the learning process. In

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[12] Khadijeh Aghaei et al, "Flipped learning as situated practice: a contrastive narrative inquiry in an EFL classroom," *Education and Information Technologies* 25, no.3 (2020): 1608.

other words, from the preparation of the learning experience to the process of learning and instruction, technology becomes an essential component of the learning experience and a critical concern for educators.[13] Technology has also become an important part of the learning and teaching environment. This is an important part of the teaching profession where it can be applied to help students learn. Given that technology is permeating every aspect of our lives, it is time to rethink the notion of integrating it into the educational curriculum and attempting to embed it into instruction in a way that will support student learning. This means that Technology is an essential part of the learning process and a major concern for teachers from the start of planning the learning experience through the teaching and learning process.[14]

Technology in education consists of more than just a few parts.[15] It is a methodical approach to planning, carrying out, and reviewing the entire research and educational process to accomplish specific objectives. It makes use of psychological and human communication research findings as well as a combination of non-human and human resources to create more thorough, reliable, and effective learning. The use of educational technology can make interactive communication training possible. When the studies were looked at, it was decided that technology needed to be incorporated into education to improve the effectiveness of teaching and learning and to produce future generations of more qualified people. There are three main components to educational technology:

a. Coordinating and managing several educational systems (from schools to the education system of the whole country). satisfaction of some additional demands on educators and the educational system (e.g., supply

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[13] Mustafa Altun and Hassan Khursid Ahmad, "The Use of Technology in English Language Teaching: A Literature Review," *International Journal of Social Sciences & Educational Studies* 8, no. 1(2021): 4.

[14] Michelle Eady and Lori Lockyer, *Tools for learning: technology and teaching strategies', Learning to Teach in the Primary School* (Wollongong: Queensland University of Technology, 2013), 6.

[15] Ipek Ismail and Rushan Ziatdinov, "New Approaches and Trends in the Philosophy of Educational Technology for Learning and Teaching Environments," *European Journal of Contemporary Education* 6, no. 3 (2017): 389.

of information, communication facilities, wordprocessing, etc.)

    b. Acknowledging that there is a teaching and learning process. The second category is referred to as educational technology. Three things make it up. The first and most obvious is technological advancements in education. The technology used in education is the second factor, and teaching technology is the third.

2. TELL (Technology-Enhanced Language Learning)

With the rapid advancement of information technology in today's era, great innovations and transformations of technology-based education have taken place recently. Additionally, the rapid adoption of technology in the field of language instruction has contributed to the expansion of TELL (technology-enhanced language learning).[16]

TELL, or technology-enhanced language learning, examines how technology affects the teaching and learning of second languages (L2). Technology-enhanced language learning has an effect on how second languages are taught and learned (TELL).[17] Technology-Enhanced Language Learning (TELL) is the study of how technology is used in the teaching and learning of languages.[18] The use of computers as technological innovations to show multimedia as a supplemental tool in language teaching methods is referred to as technology-based language learning. The use of computers is also a technological innovation to display multimedia as an additional teaching method in technology-based language learning.[19] The important point for teachers to note is that TELL is not a teaching method but an approach that can be used in conjunction with teaching methods to assist teachers in teaching. Technology-enhanced language learning (TELL) is a way to supplement

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[16] Yalun zhou and Michael Wei, "Strategies in technology-enhanced language learning," *Studies in Second Language Learning and Teaching* 8, no. 6 (2018): 473.

[17] Dipika S Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes," *Naran Lala College of Professional & Applied Sciences* 4, no. 2 (2014): 2.

[18] Niloofar Golshan and Dara Tafazoli, "Technology-enhanced language learning tools in Iranian EFL context: Frequencies, attitudes and challenges," *Procedia* Social and Behavioral Sciences 136 (2014): 115.

[19] Patel, "Significance of Technology Enhanced Language Learning (TELL) in Language Classes," 3.

traditional language teaching techniques.[20]

TELL enthusiastically supports computer-mediated communication (CMC) because it is very helpful for students to speak and write in foreign languages that are crucial for teaching using TELL, CMC has been studied and supported. The process successfully bridges the gap between written and spoken expression for students with limited oral language proficiency whose oral abilities are insufficient to allow full expression of ideas in the target language. Through the use of computer hardware, software, and the internet, technology-enhanced language learning seeks to enhance the teaching and learning of languages by;

    a. In-class word searches using electronic dictionaries

    b. Chat with friends on digital messages using some English

    c. Read a lot of news sites

    d. Participate in online discussion boards

    e. Perform computer-based language exercises from the CD included with the textbook

    f. Look up words in the corpus to see how they are used.

    g. Playing World War craft in English

    h. Sending SMS to classmates in English

TELL is conceptualized according to activity (filling in the blanks, creating videos, and chatting with classmates), abilities (reading, writing, listening, speaking, and grammar), location (mixed, distance, online), and technology (computers, Internet, chat, blogs, wikis, games, videos). Additionally, technology can aid inthe development of all linguistic abilities are in agreement with this assertion (for example, listening, reading, writing, speaking, grammar, and vocabulary).[21] It was also discovered that students enjoyed learning languagesin the environment that was created by utilizing technology.

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[20] Chun Lai, Xiaoshi Li, and Qiu Wang, "Students' Perceptions of Teacher Impact on Their Self-Directed Language Learning with Technology beyond the Classroom: Cases of Hong Kong and U.S," *Educational Technology Research and Development* 65, no. 4 (2017): 6.

[21] Afsaneh Ghanizadeh, Azam Razavi, and Safoura Jahejizadeh, "Technology-Enhanced Language Learning (TELL): A Review of Resources and Upshots," *International Letters of Chemistry, Physics and Astronomy* 64, (2015): 74.

3. Modern Technology Used in Education

It was discovered that the use of contemporary technology tools and devices, teaching, learning, and interactivity of teachers and students is growing, according to the most recent insights about the current teaching and learning process and how using technology affects learning. When supported by technology, they appear to be much more interactive and filled with fascinating fields. Knowledge transfer becomes very simple, practical, and efficient. The human mind today tends to work faster if it is assisted by the use of modern technology, both in terms of life, or also about education. Such dependency and dependency innovation, which makes life an easy and smooth journey are absolutely unavoidable nowdays even in schools. Teachers must know various kinds of modern technological tools that can create more interesting and interactive teaching innovations. Technology tools that can be useful for teaching and learning, such as the web (YouTube, Wikiblog), laptops, and computers, are recognized as efficient tools for enhancing and changing education.[22] Various types of technology currently used by teachers in the classroom, including;

a. Computer in the classroom

For any teacher, having a computer in the classroom is helpful. With a computer in the classroom, instructors can demonstrate a new lesson, delivernew content, show students how to use new software, and display new information on websites.

b. Class blogs and Wikipedia

A number of Web 2.0 tools are currently being used in classroom settings. With the help of blogs, students can keep a running conversation going about their thoughts, ideas, and assignments while also allowing for student feedback and reflection. An online encyclopedia like Wikipedia is more group-oriented to allow for the editing of a single document by severalgroup members, resulting in a truly collaborative and

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[22] Jones Paul Howard and Jay Tim, "Reward, Learning and Games," *Current Opinion in Behavioral Sciences* 10, (2016): 70.

meticulously edited final product.

    c. Wireless microphones for classroom

Mics allow students to hear their teachers more clearly in noisy classrooms, which is a daily occurrence. Clear teacher communication helpsstudents learn more.

    d. Mobile devices

By giving professors the opportunity to receive feedback, mobile devices like a tablet or smartphones can be used to improve the learning environment. Regarding the use of smartphones by EFL teachers, it is acknowledged that innovative teaching methods are used.[23]

    e. Interactive Whiteboards

A touch-sensitive interactive whiteboard for managing computer programs. These improve the learning environment by displaying anythingthat can be viewed on a computer screen.[24]

4. The Role of Technology in Teaching English

Teaching and technology are mutually beneficial. Today's students are better able to comprehend the lesson's material and perform well in the classroom thanks to the development of new technologies. Technology is everywhere these days. Technology is now a part of the new generation's upbringing and daily life. Schools and other educational institutions should be aware of the technology available. Given that technology is now a part

of everyday life, it makes sense to rethink the idea of integrating it into educational programs and concentrate on how it can helpwith the learning process.[25] This indicates that, starting with the planning of learning experiences and continuing through the learning and teaching process, technology is becoming a crucial issue for educators as well as a crucial

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[23] Chuks Daniel Origou, Charlse Ikechukwu Ejemezu, and Darlina Ogbuiyi Chima, The Use of Mobile Devices in Learning Foreign Languages: Survey Of A Private University (Lincoln: *Library Philosophy and Practice*, 2018), 6.
[24] Chinmoy Goswami, "Role of Technology in Indian Education," *Research Scholarand Teacher Assistance* 79, no. 2 (2014): 7.
[25] Khadijeh Aghaei et al, "Iranian EFL Learners' Narratives in a Pandemic Pedagogy: Appreciative Inquiry-Based Approach," *Language Related Research* 13, no. 3 (2022): 287.

component of the learning process.[26] Additionally, the classroom environment is important. Because teachers can use it to help students learn, it is an essential part of their job.[27]

English language instruction has been enhanced and aided bytechnology. The millennial generation invites society to keep up with technological advancements and evolving forms of social interaction. A teacher cannot avoid teaching English as a foreign language in this day and age.[28] From here, educators in schools and institutions must advance their technological proficiency in order to hold students' interest and attention while also using technology to enhance and improve students' understanding of the material covered in lessons.[29] The use of various technological tools provides EFL students with the sense of freedom, inspiration, and drive that the teaching and learning process requires. Additionally, learning becomes more efficient.[30] Technology integration in EFL classrooms has many benefits, including enhancing students' language proficiency in reading, listening, speaking, and writing. Computers and software programs are used by English language learners to increase their language proficiency and fluency. They read technology texts and conduct informational searches online.

To help students learn in a variety of subjects, including English,modern technology has indeed been integrated into the teaching professionon a large scale. Technology can be used to enhance education and learningand offer

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[26] Mustafa Altun and Hassan Khursid Ahmad, The Use of Technology in English Language Teaching: A Literature Review, 227.

[27] Mohammad Reza Ahmadi, "The Use of Technology in English Language Learning: A Literature Review," *International Journal of Research in English Education (IJREE)* 3, no. 2 (2018): 116.

[28] Muhammad Amiruddin and Tanti Suparti, "Madurese Millennial Students' Anxiety in Learning English," *Journal of Intensive Studies on Language, Literature, Art, and Culture* 2, no. 2 (2018): 35.

[29] Pinar Kasapoglu-Akyol, "Using Educational Technology Tools to Improve Language and Communication Skills of Esl Students," *Research on Youth and Language* 4, no. 2 (2010): 228.

[30] Ibid., 228

new opportunities for both.[31] For those who need to learn a language quickly, this approach may be the best. Therefore, preparing for today's learning situations is crucial by taking into account the knowledge, skills, and resources required for utilizing technology in the process of teaching and learning.[32]

Technology integration has received significant attention from EFL teachers. All educators must fervently consider and update concepts, be fearless in innovation, let advanced science and technology assist college English education, and become familiar with multimedia technology with a wealth of information, closeness, and interactivity in college English teaching.[33]

Academic institutions all over the world are urging teachers to use a variety of academic technologies. Merging technology has become effective with the emergence of technological equipment in the academic field. The vast resources and opportunities that computers and the Internet have at their disposal have led to the development of new techniques, strategies, and tools for the teaching and learning of languages. The success of students and the effectiveness of teachers' in-class instruction are both significantly impacted by the use of academic technology, particularly when teaching English-speaking students, according to research.[34]

B. Digital Competence

This section discusses the definition of digital competence which is elaborated through an explanation of relevant theories regarding the concept of digital competence and the purposes of digital competence.

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[31] D.P Patil, *Trends and challenges in english language teaching* (*Studies in Indian Place Names*, 2020), 159.
[32] Badia Hakim, "Technology Integrated Online Classrooms and the Challenges Faced by the EFL Teachers in Saudi Arabia during the COVID-19 Pandemic," *International Journal of Applied Linguistics & English Literature* 9, no. 5 (2020): 34.
[33] Yu Xiao and Maria Watson, "Guidance on Conducting a Systematic Literature Review," *Journal of Planning Education and Research* 39, no. 1 (2019): 93.
[34] Jabbari N et al, "Social networking," in *the TESOL Encyclopedia of English Language Teaching*, 1 (Alexandria VA: TESOL International Association, 2017), 2.

1. Concept of Digital Competence

The word "competence" has taken the place of "skills," and it expresses the need for a wider and deeper scope for issues relating to skills. There are other components to competence besides ability. The discussion of digital competence began in Europe in 2000 as conditions for lifelong learning were being created. It then gained more traction when it was introduced as one of the eight core competencies in the EU guidelines in 2006. "Digital competence" for the purpose of using ICT refers to the capacity to use specific digital tools or software, such as Microsoft Word, or digital hardware, such as a word processor, etc.[35]

Basic Information and Communication Technology (ICT) skills or particular sub-skills are the focus of the majority of the literature.[36] The ability to apply the knowledge, attitudes, and skills required to plan, implement, evaluate, and maintain an overview of the teaching and learning process supported by ICT, along with a strong theoretical foundation, investigation, and experimentation, is referred to as digital competence in the context of education. The pedagogical community is aware of the value of digital competencies for teaching and learning and is confident that these skills will help to address many issues that arise during these processes.[37] The cornerstone of teacher education and a way to advance their professionalization is digital competence. At different stages of education, attaining the minimum level of competence requires developing digital competence.[38]

Digital competence is defined as a person's capacity to use technology,

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[35] Rune J. Krumsvik, "Digital competence in Norwegian teacher education and schools," *Högre utbildning* 1, no. 1 (2011), 45.

[36] Liisa Illomaki et al, "Digital competence – an emergent boundary concept for policy and educational," *Springer Science+Business Media New York* 26, no. 3 (2016): 659.

[37] Yu Zhao et al, "Digital Competence in Higher Education: Students' Perception and Personal Factors," *Sustainability* 13, no. 21 (2021): 3.

[38] Riina Vuorikari et al, *DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model* (Seville: JRC Science for Policy Report. 2016), 8.

including appropriation, ethical problem-solving, and critical use.[39] From the aforementioned, it is obvious that digital competence can support learning in a constantly evolving digital environment while also encouraging the critical, responsible, and creative use of technology.

According to the explanation provided above, we can infer that digital competence refers to a set of aptitudes, competencies, and attitudes required for using ICT and digital media in order to carry out tasks, solve problems, manage communication, share information, achieve collaboration, create and share content, and develop knowledge for work, leisure, education, socializing, consuming, and empowerment.[40] Digital competence is closely related to the ability to apply knowledge in the use of information and communication technology based on pedagogical principles, with an understanding of the implications of educational methods. Digital competence is essential in applying technology-based knowledge, attitudes, and skills.

2. Purposes of Digital Competence

Cognitive abilities, attitudes, and technology are all considered to be parts of digital competence.[41] To go into more detail, digital competence serves a purpose by, for example, assisting in the alleviation of numerous issues and difficulties in the modern knowledge society. Digital competence for teachers entails using ICT with sound pedagogical and didactic knowledge and being aware of potential effects on students' learning strategies and academic development.

The European Commission also highlights three potential applications of digital competence: (1) a new curriculum for digital competence in adult education; (2) professional development programs for teachers; and (3)

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[39] Liisa Illomaki, What is digital competence? (Brussels: *European Schoolnet*, 2011), 2.
[40] Anusca Ferrari, *Digital Competence in Practice: An Analysis of Frameworks* (Seville: *JRC Technical Report*, 2012), 4.
[41] Yu Zhao, et al, Digital Competence in Higher Education: Students' Perception and Personal Factors, 2.

programs for third-sector education and training.[42]

C. Digital Literacy

This section discusses the definitions of literacy, definitions of digital literacy, teacher digital literacy, and also digital literacy in teaching English.

1. Definition of Literacy

Along with learning abilities and practical life skills, literacy abilities are among the skills required in the twenty-first century. The abundance of literacy resources, including digital literacy, is demonstrated by multiliteracy. The foundation for a person's development is the acquisition of literacy. A person who has developed their literacy skills is more inclined to discover and use their full potential.[43] The definition of literacy can be found on the website of the International Literacy Association (ILA), a reputable global literacy organization:

> *Literacy is the capacity to locate, comprehend, interpret, produce, compute, and communicate using visual, aural, and digital materials across disciplines and in any situation. Reading, writing, and communication skills enable people to interact with one another and accomplish things they never thought possible (para.1)*

The preceding statement emphasizes two critical points. To begin, teaching in today's world must enable people to communicate and connect. Second, people nowadays text, audio, video, graphics, and other forms of communication. Furthermore, literacy is the comprehension, involvement, application, analysis, and transformation of text.[44]

This definition of literacy includes literacy engagement which is a component of digital literacy as well when teachers and students engage with digital contexts (digital technology). Literacy engagement is defined as

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[42] Lieve Van Den Brande., *The European Digital Competence Framework for Citizens* (Luxembourg: European Union, 2016), 2.

[43] *Education for All Literacy for Life*; *EFA global monitoring report.* (Paris: UNESCO PUBLISHING, 2005), 30.

[44] Iis Basyiroh, "Program Pengembangan Kemampuan Literasi Anak Usia Dini," *Tunas Siliwangi* 3, no. 2 (2018): 121.

the manner in which teachers and Students actively learn (participate) by utilizing the context.[45] It is evident that the main force behind literacy education at the moment is the teaching of literacy skills that allow people to connect and communicate through such modes.

2. Definition of Digital literacy

According to the 2018 ILA report, digital literacy is the subject that has received the most recent attention in the field of literacy instruction. According to surveys and interviews with researchers and teachers who specialize in literacy from all over the world. The report also notes that more attention should be paid to strategic efforts for superior literacy education.

One of these efforts is to prepare teachers by equipping them with skills toencourage literacy development that will be integrated into student learning. Digital literacy is described as the capacity to obtain knowledge from various computer-based forms. Over the past two decades, when computers were the most advanced devices of that era. As technology develops rapidly at this time, it is easier for everyone to get information from various sources. Technology innovation in this era has altered how teaching and learning are conducted, and digital literacy has emerged as one of the primary competencies.[46] Utilizing, comprehending, accessing, managing, gathering, and evaluating information from sources that are based on Information and communication technology (ICT) makes up the digital literacy competencies.[47]

Digital literacy is the ability to comprehend and utilize a variety of technological tools for various purposes.[48] Digital literacy is the ability to use and createcontent based on technology, such as finding and exchanging information, responding to inquiries, interacting with others, and computer

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[45] Christoph A Hafner, Chik Alise, and Jones Rodney H, "Digital Literacies and Language Learning," *Language Learning & Technology* 19, no. 3 (2015): 4.
[46] Guilia Cisotto and Silvano Pupolin, "Evolution of ICT for the Improvement of Quality Life," *IEE Aerospace and Electronic System Magazine* 33, no. 5 (2018): 10.
[47] Niek Siero, *Guidelines for Supporting Teachers in Teaching Digital Literacy*, 14.
[48] Oktavian Mantiri, Hibbert Garth K, and Jacobs Jeanette, *Digital Literacy in ESL Classroom*, 1301.

programming.[49] Another definition is from Waltons' article that Digital Literacy: Establishing the Boundaries and Identifying Partners," the ability to locate, evaluate, use, share, and create content using the internet and information technology is known as "digital literacy".[50] It is the confident and critical use of digital information and technology to enhance academic, personal and professional development. It is the capacity to find, assess, use, and create information through computers, as well as to comprehend and use information in a variety of formats from a variety of sources, in order to carry out tasks efficiently in a digital environment.

Digital literacy is the capacity to learn from digital media.[51] Information can be gathered from a variety of sources, and digital literacy includes language, phrases, visual displays, motion graphics, audio, video, and multimedia.[52]

3. Teachers' Digital Literacy

The teacher basically is an important subject in the application of digital literacy in education. Teachers are required to have skills in the use of digital technology in their teaching and learning activities, including English teachers. A teacher's ability to teach digital literacy is based on their understanding of the subject matter. Both teachers and students need to be able to comprehend the language used by digital devices to present information.[53] Additionally, McCord discovered that educators emphasized the value of digital literacy as a tool for teaching. Teachers reveal that digital literacy makes it easier for them to present more innovative learning and

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[49] Wayan Widana, *"The Effect of Digital Literacy on the Ability of Teachers to Develop HOTS-based Assessment," Journal of Physics: Conference Series* 1503, (2020): 2.

[50] Graham Walton, "Digital Literacy" (DL): Establishing the Boundaries and Identifying the Partners," *New Review of Academic Librarianship* 22, no. 1 (2016): 1.

[51] Mehtap Ozden, "Digital Literacy Perceptions of the Students in the Department of Computer Technologies Teaching and Turkish Language Teaching," *International Journal of Progressive Education* 14, no. 14 (2018): 27.

[52] Hiller Spires A, Casey Medlock Paul, and Shea Kerkhoff, "Digital literacy for the 21st century*,"* in *Advanced methodologies and technologies in library science, information management, and scholarly inquiry,* ed. M Khosrow Pour (North Carolina State University: IGI Global, 2019), 2235.

[53] Mccord, Samantha Shanon, "Digital Literacy in The Classroom: Teachers' Attitudes Towards Technology And The Language Curriculum," *Master's thesis, University of Toronto, Toronto, Canada*, (2015).

students are more involved and capture all information. On the other hand, other teachers stated that Movies, videos, or images that caused distraction can be harmful for the younger generation if they are constantly exposed to technology.

Understanding the teacher's role in the classroom as a leader and a role model does not imply that the learning activities are teacher-centered. The most qualified and effective people to help the educational process succeed are teachers. Consequently, the primary In technology-assisted learning, teachers still play a crucial role. Nevertheless, each instructor uses digital media in the English classroom in a unique way. Something that educators must consider before implementing technology is readiness, such as the use of a curriculum that supports how teachers organize learning conceptually and epistemologically in a way that is reasonable given the circumstances.[54]

This shows that teachers must redesign their existing resources. This is done to help students focus on important points rather than minor details. Redesigning a resource means preparing for updates and creating new material from a source or adding some better and more needed material from an existing source. Teachers agree that using technology to teach English skills is effective.[55] This is followed by using various technological tools, including computers, laptops, digital cameras, email, websites, weblogs, and online discussion forums.

4. Digital Literacy in Teaching English

Numerous chances will present themselves to deepen English language proficiency outside of the classroom as English teaching and learning start to develop digital literacy skills, because teachers and students can maintain their digital literacy, they may be able to create and communicate with others through online platforms. This situation can offer the most and the

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[54] Omariba Alice, *Challenges Facing Teachers And Students In The Use Of Instructional Technologies*: A Case Of Selected Secondary Schools In Kisii County, Kenya (Kenyatta University: Master Thesis, 2012), 4.
[55] Hilda Cahyani H and Bambang Cahyono Y, "Teachers' Attitudes and Technology Use in Indonesian EFL Classroom," *TEFLIN Journal* 23, no. 3 (2012): 141.

most varied opportunities for English language learning activities.[56] Based on this, digital literacy skills can be classified as one of the four English language skills: speaking, listening, reading, and writing. Then, briefly discuss the four skills.

When students are given the chance to create recorded audio files that are posted online so that others can listen and download the audio, it is possible to put into practice using digital tools to learn for speaking classes. Making multimedia products can really inspire students to learn English through this activity, which can increase their enthusiasm for learning the language.

Students may receive individual assignments to listen to different podcasts, YouTube videos, and other English-language content as part of the listening class's activities. better adapt to the various interests, needs, and skills of students. Other skills that can be useful include reading comprehension and language instruction using printed or online texts. The learning process can be aided by the use of images, word definition hyperlinks, animated videos, and word pronunciation recordings. As they engage with various facets of the meaning of this word, they are also given the opportunity to practice learning a large amount of vocabulary. Additionally, given the significance of reading strategies for reading, they should be taken into account in a digital environment. Abilities are also regarded as authentic in settings where classes are crucial because students are required to record as much information as they can for the reader. Students can learn vocabulary, grammar, and digital literacy through these writing assignments. They also have many opportunities to become writers because of technologies that rely on writing, especially those that use the internet, such as blogs, wikis and digital stories. These technological resources can be used for internal and external communication in the classroom. Writing outside of the classroom can be beneficial for people to

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[56] Nuriyatul Hamidah, "Digital Literacy in EFL Teaching," *ELTALL (English Language Teaching Applied Linguistics and Literature* 2, no. 2 (2021): 97.

develop their identities and sense of community.[57] As a result, when instructors or students express the same thought, they might create a new group of people interested in the same subject.

The role of teachers in this digital environment obviously also includes developing their expertise in using digital tools and tools for specific purposes. Teachers will inevitably need new skills, competencies and access to training and development, as the use of digital learning and teaching increases. Teachers need to develop competencies that consist of digital literacy to take advantage of what technology enhancement and empowerment can provide.[58] The foundation for learning and teaching digital languages is digital literacy. The capacity to use technology effectively for the creation, communication, and collaboration, search, and evaluation of information in a digital society, according to Son (2015).[59] There are five components of digital literacy based on the definition given above: Information search and evaluation, creation (making sense, activities, materials, and resources), communication (effective communication in digital networks), and collaboration (working with others while sharing ideas and resources), and online security are all important skills. Teachers will use these components as a benchmark for their level of digital literacy. Whether the teacher has made the necessary efforts to master digital literacy as required of all English teachers, or whether they have not.

The term "digital teaching strategy" refers to the lesson plans and instructional techniques that use digital technology to help students achieve their learning objectives. Teachers must adjust to the needs and situations of their students (for example, time and equipment available at school). To

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[57] Steven Thorne L, Rebecca W Black, and Julie M Sykes, "Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Gaming," *The Modern Language Journal* 93, no. 1 (2009): 804.

[58] Carrier Michael and Nye Andrew, Empowering Teachers for The Digital Future:Research, Theory, and Practice*," in *Digital Language Learning and Teaching* (New York: Roudledge, 2017), 155.

[59] JB Son and Park Sang Soon, Digital literacy: EAP students' awareness and use of digital technologies (Pai Chai University: *Paper presented at the Globalization and Localization in CALL (GLoCALL) Conference*, 2015).

increase learner engagement and active learning in a digital environment, teachers must employ a variety of digital teaching strategies (such as exploration, identification, mind mapping, discussion, experimentation, summarizing, reinforcement, feedback, review, and reflection). Applying effective digital language teaching strategies in their teaching context is crucial for digital language teachers. Teachers of digital languages must be proficient in a range of digital media and utilize opportunities for professional development in technology integration.

In other sources, digital literacy elements are also introduced which combine cultural, cognitive, communicative, constructive, creative, confident, critical, and civic elements apart from those developed by Son.[60] To assist students in English classes in advancing and maximizing currently developing technology-based language learning, all of these components have the same goals and criteria to identify and develop digital literacy skills of English teachers in practice.
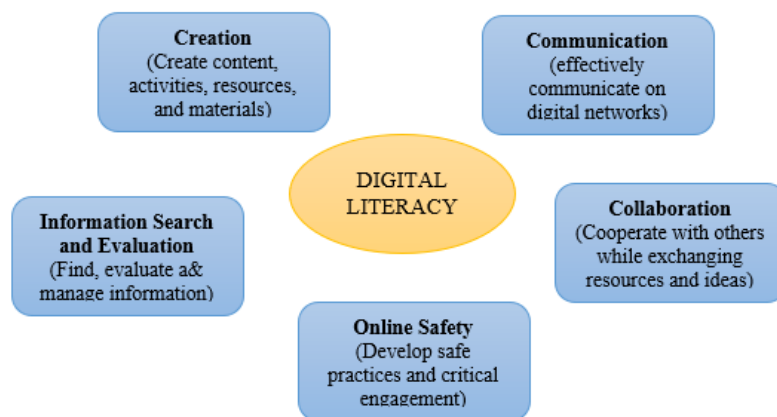
Figure 1.1 Elements of digital literacy (Son, 2015).

D. Previous Study

Considering the use of previous research to conduct future research it is very necessary in conducting research. This study focuses on investigating the level of digital literacy competence of teachers at the Islamic high school level in the

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[60] Belshaw Doug Dr, "The Essential Elements of Digital Literacies, Digilit-ebook, January 2, 2016 , https://dougbelshaw.com/blog (Accessed February 10, 2023).

context of learning English. Seeing this background, the researcher describes several previous studies related to this research. Reinata Nadhifa and Imam Santosa conducted research with the title "English Teacher Digital Literacy Competency Levels at Bogor High School". The data subjects were 27 English teachers from various schools in the city of Bogor. The results of this study are that the ability of English teachers in Bogor has reached the highest level where at this level of transformation the teachers are already professional in implementing digital literacy. This is evidenced by their ability to reach this level for all categories except 'Creativity', 'Critical Thinking and Evaluation' and 'Cultural and Social Understanding', but these categories do not differ much.[61]

Winda Nur Fadilah conducted another study entitled "Investigating English Teachers' Digital Literacy: Current Use Of Technology In Classroom And Professional Development Of Digital Literacy. The purpose of this research is to obtain information from Indonesian English teachers on digital literacy, integration of teacher technology into classroom practice, and teacher professional development to improve digital literacy. Participants in this study were her 20 English teachers from several high schools. The survey showed that all teachers undertook several activities that reflected good digital literacy based on TESOL standards. But more sophisticated technical tools in its class are still lacking. They indicated that they needed to continue to improve their digital skills by participating in multiple professional development programs to create a more effective TELL. Effective teacher-suggested programs include peer teachers, training courses, and online forums.[62]

The third study was entitled Developing Digital Literacy of English Teachers at SMPN 25 Pekanbaru by Restania D. Shansa (2022). This study aims to determine the level of digital proficiency development of English

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[61] Reynata Nadifa and Imam Santosa, "The Level of Digital Literacy Competencies of EFL Teacher in Bogor Senior High School," *Jurnal Ilmu Sosial dan Pendidikan (JISIP)* 6, no. 4 (2022).
[62] Winda Nur Fadilah, *Investigating English Teachers' Digital Literacy: Current Use of Technology in Classroom and Professional Development of Digital Literacy* (Universitas Pendidikan Indonesia: Master Thesis, 2022).

teachers in schools. Following this survey, a survey of her 10 English teachers at the school found that the majority of English teachers (68.6% percentage) had insufficient skills at the Digital Literacy level. Based on interview sessions, the results indicate that teachers generally have low digital competencies in English. English teachers are less adapted to digital technology, making it more difficult to work and collaborate.[63]

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[63] Shansa Resthania D, *English Language Teachers' Digital Literacy Development at SMPN 25 Pekanbaru* (Universitas Islam Riau: Undergraduate Thesis, 2022).