



Digital Literacy Perceptions Of The Students In English Language Teaching And Development

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ABSTRACT

Research related to digital literacy has grown exponentially in recent years. Its importance is that some scholars suggest that digital skills are a prevention tools against risks of digital technologies. Individuals of the 21st century have been encountering digital devices in every aspect of life. "Digital technologies have become unavoidable elements of political life of everyday consumption of social relations and indeed of community and public pedagogy and learning. Simply childhood, 'Development' and learning have changed in unprecedented ways that researchers and teachers are struggling to come to grips with" (Luke, 2012, 9). The concept of digital literacy as it is now was introduced by Paul Gilster (1997). In fact, Gilster was not the first person to use "digital literacy". He refers to digital literacy as the ability to retrieve and use information from various digital sources without being concerned about different competence lists mostly criticized for being restrictive (Koltay, 2011, 216). We could define digital literacy as the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions and communicate with others in the context of specific life situations in order to enable constructive social action and to reflect upon this process. We could say that digital literacy is composed of other illiteracies. For example, the ability to identify and analyze information in a digital environment would be related to information literacy.

Keywords:

Digital literacy, digital skills, literacy practices, digital media, development.

INTRODUCTION

Emerging research highlights the significant role of digital technologies in shaping your children's literacy practices at home. Traditionally, the term literacy has refers to the ability to read and write. In the case of digital literacy, the fundamental role of technology has increased its importance. Nowadays, it is essential to know how to use properly digital devices such as computers or mobile phones. For this reason, the concepts of digital literacy and digital skills have increasingly been debated. Developments in informatics and communication in the 21st century require individuals be competent in both literacy and technological issues. (Eryaman, 2007). Digital literacy can be defined as the ability to achieve goals or to retrieve information by using the device with a digital screen and to use the achieved goal and obtained information.

UNDERSTANDING THE CONCEPT OF DIGITAL LITERACY

The concept of digital literacy extends beyond simply using software or operating digital devices. It encompasses a broad range of complex skills – cognitive, motor, sociological and emotional –that are necessary to function effectively in digital environments. Key tasks associated with digital literacy include:

- **Reading** instructions from graphical displays in user interfaces.
- **Utilizing digital reproduction** to create new, meaningful content from existing materials.
- **Navigating nonlinear, hyper textual information** to construct knowledge.
- **Evaluating the quality and validity of information found** online.
- **Developing a mature and realistic understanding of the rules** that govern cyber space interactions.

It is expected that teachers teaching language and other teachers teaching by using a language should be qualified enough in digital literacy to communicate with the children of the digital age. Skills require for digital literacy are as follows:

- Internet search
- Hypertext navigation
- Information collection
- Content evaluation (Koltay, 2011)

THEORETICAL FRAMEWORKS FOR UNDERSTANDING DIGITAL LITERACY PROJECTS AMONG CHILDREN

The theoretical features of digital literacy practices among children highlight a multidimensional understanding of how young learners engage with digital technologies. According to NG (2012), digital literacy includes three dimensions:

1. Technical: this involves possessing the necessary skills to operate digital tools and use ICT effectively for learning and everyday activities.
2. Cognitive: the ability to think critically when searching for, evaluating, and creating digital information.
3. Socio-emotional: the capacity to use the internet responsibly for communication, socialization and learning purposes.

Also, emphasizes that a key indicator of digital literacy is how individuals adapt to new or emerging technologies.

FACTORS AFFECTING DIGITAL SKILLS

There are many factors that affect students' digital skills, and the difference observed in students digital skill levels for different reasons or defines as "Digital divide". Main factors affecting the digital skills and causing a digital divide is their access to digital tools and internet (Ertl et al., 2020; James, 2019). Training with digital technology is needed to develop digital skills. For this reason, it is thought that students who have more access to digital tools and the internet will have better digital skills. The high level skills of the students of English language teaching and development in technical issues related to digital literacy is favorable for the achievement of a high level of proficiency in digital literacy and proficiency in digital literacy.

The first level is hardware, software, the internet and technology support in the school. The second level is technology use by teachers and students in the classroom, and empowerment of students is at the third level.

The skills that teachers who will give digital literacy education should have and the digital skills that they should have as a requirement of the teaching profession are at different levels. Teachers who conduct courses that will provide students with digital skills are given different names such as technology teacher and language teacher.

CONCLUSION

This study shows the students that teacher taking an English language and teaching and development certain areas of digital literacy can affect their course grades. Research suggests that children's digital practices interact with their offline activities, promoting creativity and agency in ways that support learning (Palaiologou, 2016). However, there remains a critical gap in understanding how children use digital media creatively and autonomously in the classroom setting. The studies shows that teacher should take into account and make room for students who have preconditions for absorbing course content owing to their varying levels of digital literacy. A simple test in which students assess their own digital literacy can be very helpful in seeing the distribution of digital literacy within a course, as evidence indicates that students are good at such self- assessments. In this way, suitable measures can be implemented early in the course to help weaker students in particular, in addition to being useful for other students as well.

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